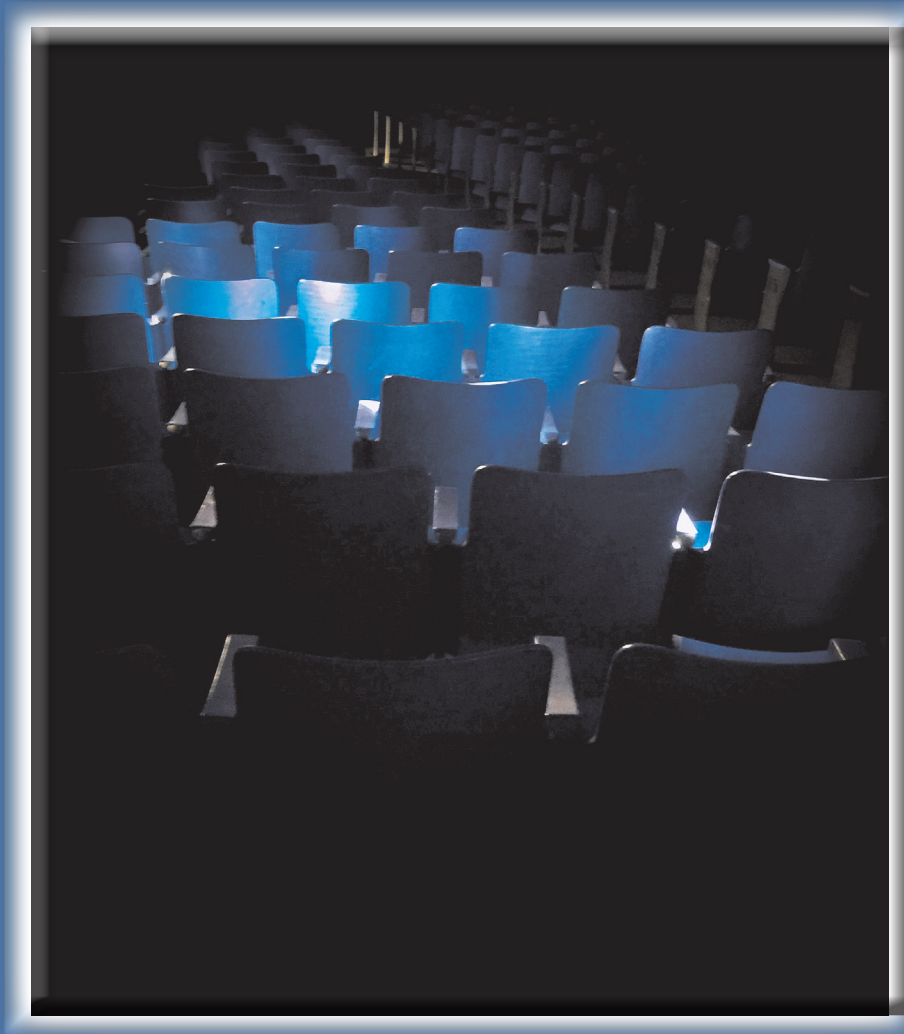


**Lexington Senior High School**

# **Curriculum and Planning Guide**

**2017-2018**



*choosing your*

**Future Direction**

2017-18

# Curriculum and Planning Guide



## How to Use This Guide

This curriculum and planning guide was developed to assist students and their parents in planning the high school curriculum. All students and parents should read this information carefully and give deliberate thought to the student's aptitude, interests and plans for the future as he/she selects courses.

At press time, all information is current; however, changes may occur prior to the beginning of the year. Principals will notify students of changes in graduation requirements.

Parents and students also should be aware that all courses listed in this guide may not be available next year. The final school schedule is based on student request. Some courses may not be taught if there are insufficient student requests. Choose alternate courses carefully because they are considered part of the student's final course selection.

Lexington City Schools will do everything possible to assist students in reaching their goal of graduating on time; however, it is the responsibility of students and parents to make sure they have the number and composition of units needed to graduate. As students register for their senior year, they should make certain they are taking enough units to graduate. If they are unsure of the number of units needed for graduation, students should contact their school counselor.

### **This is the student's responsibility!**

*Lexington City Schools does not discriminate on the basis of race, color, sex, age, national origin, religion or handicapping condition in providing access to programs.*

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# From the Superintendent


The focus in the Lexington City Schools is on our students and how we can help them become productive members of society. The course offerings which we now have at LSHS are a constantly evolving interconnected group of classes which are designed to meet the diverse needs of our students. Our goal is to provide a world class education for all students which will allow them to compete globally in our ever shrinking world.

It is important that our graduates leave Lexington Senior High School with the knowledge and skills that will insure their success in post secondary education, the workplace, or the military. As the evolution of our curriculum continues, we will work diligently to include not only courses which address basic skills, but also those which allow students to stretch themselves intellectually, academically, and artistically.



We understand the importance of technology based instruction and curriculum. The world of technology is moving at an amazing pace. LCS must prepare our students to not only survive in this ever changing world, but to thrive.

Everyone in our district is dedicated to the success of each individual student. The future of our city, our county, our state, and our nation is in the hands of our students. Our students will be successful.

  
Rick Kriesky  
Superintendent

# Lexington City Schools' Vision

**90%**

**90%**

**0%**

**90% Graduation Rate**

**90% Of Graduates are accepted  
in a 2 or 4 year post secondary  
institution**

**0% Of those in post secondary  
schools require remediation  
courses**

# Charting the Course for Your Future Direction

**O**ur community and world are changing! Much of the furniture and textiles formerly made in Lexington are now made in China. US tax returns are being prepared via the internet by workers in India. We are truly part of the global economy. If the US is going to be competitive in this global marketplace, we must have a well educated workforce. Quality education is more important than ever before. To address our changing economy and the need for quality education, Career Clusters have been implemented throughout high schools in North Carolina. Career Clusters couple traditional classroom instruction with real-world experiences.

This booklet will guide parents and students with high school planning so that students are prepared for college and future careers. School counselors and career development coordinators will meet with eighth grade students to continue their career development process by creating a six-year plan. This plan guides the course selection for a high school student based on his/her career and educational goals. The last two years of the plan are based upon course work in the North Carolina community college and/or university system. Students are encouraged to use this booklet during their high school years to provide guidance, focus, and direction.

## Step

# 1

### Assess Yourself

- Take career interest inventories, aptitude tests, and personality indicators to identify your interests, skills and talents

## Step

# 2

### Explore Careers

- Learn about careers from books, computer programs and the internet
- Learn about careers from people including your family, employers, teachers, counselors, and neighbors
- Learn about careers from career days, job shadowing, volunteer work, internships and part-time jobs

## Step

# 3

### Make a Plan

- The best way to reach a goal is to have a plan of action such as your 6-Year Plan
- Your 6-Year Plan moves you toward your goal and allows you to explore your choices along the way

# Career and College Planning

**Most people in the U.S. will spend one-third of their lives working. The average person spends eight hours a day on personal interests, another eight hours sleeping, and the remaining eight hours working. It is important that you select and prepare yourself for a career that you enjoy.**

**Where should you begin? Career planning is a process of selecting a career goal and creating a plan to reach that goal. Anytime the career goal changes, the plan to reach that goal must change. This is the reason for revisiting the six-year plan each year. To begin follow these steps.**

## Step

# 5

### Evaluate Your Plan

- Career planning is an on-going process
- Remember, if you change your career goal, you may need to change your plan
- To evaluate your plan, ask yourself:
  - Have I assessed my interests and skills correctly or have they changed?
  - Have my priorities changed?
  - Are my goals realistic for me?
  - Have I learned something new about myself or my career goal that may change my mind?
- If necessary, go back to Step 3 and revise your plan



## Step

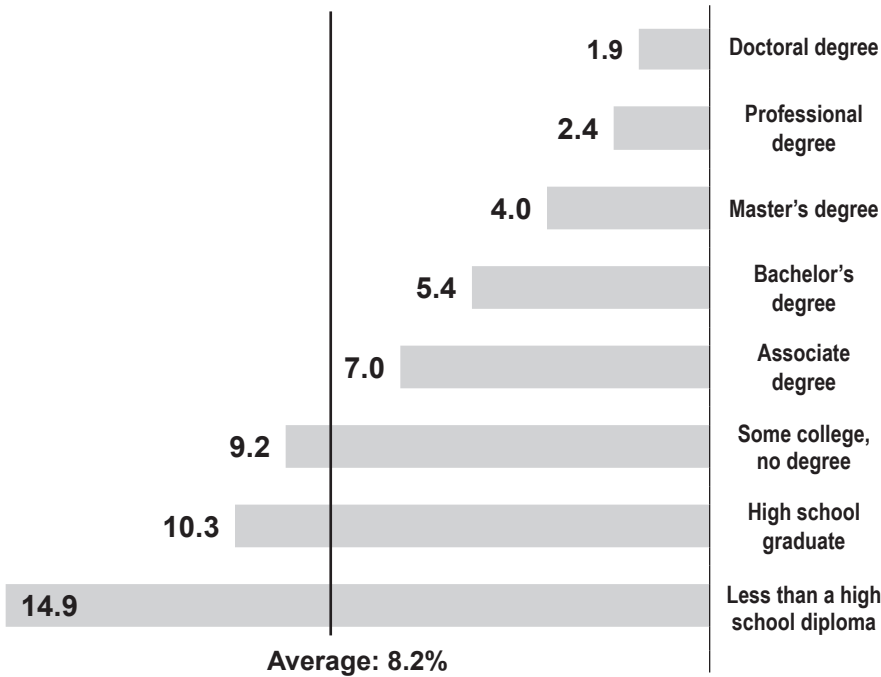
# 4

### Follow Your Plan

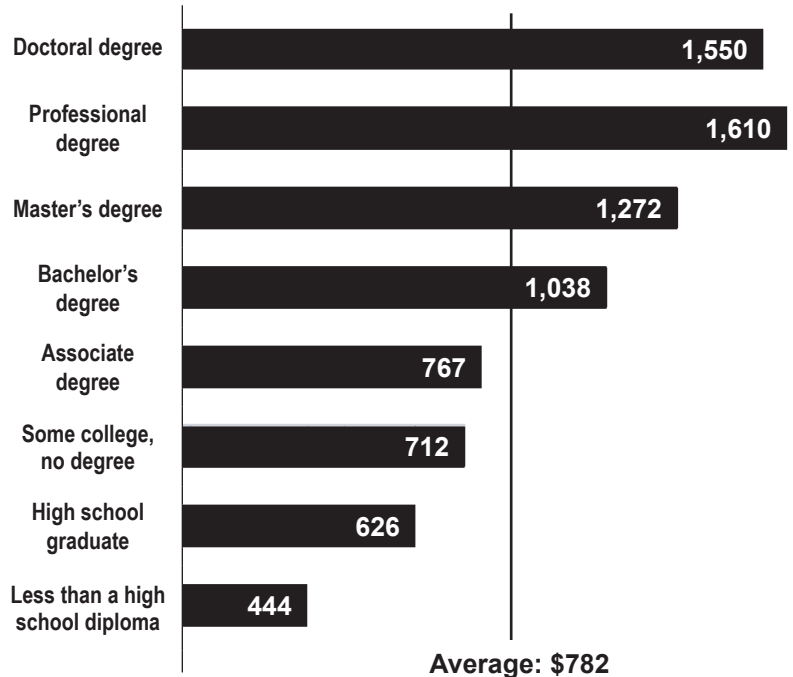
- Allow your 6-Year Plan to keep you focused on your goals during high school
- Learn to:
  - Complete employment and college applications
  - Write your resume
  - Interview well
- Take courses related to your career interest
- Participate in extra-curricular activities
- Search for colleges that will prepare you for your chosen career

# Education Pays

Unemployment rate in 2010 (%)



Median Weekly Earnings in 2010 (\$)



Source: Bureau of Labor Statistics, Current Population Survey

## Average Starting Salaries for Class of 2014 College Graduates by Major

| College Major Category         | 2014 Average Starting Salary |
|--------------------------------|------------------------------|
| Overall                        | 48,707                       |
| Engineering                    | 62,891                       |
| Computer Science               | 62,103                       |
| Business                       | 57,229                       |
| Communication                  | 48,253                       |
| Maths and Sciences             | 44,299                       |
| Education                      | 40,267                       |
| Humanities and Social Sciences | 38,049                       |

Bureau of Labor Statistics



# Your Checklist For College

9<sup>th</sup>

## Set Your Sights on College

- Concentrate on making good grades.
- Meet with your counselor and discuss your goals.
- Take challenging courses, even if grades are slightly lower.
- Take PSAT if eligible.
- Create My CFNC account which keeps track of courses, grades, awards, honors, and more.
- Explore career interests on [www.CFNC.org](http://www.CFNC.org) and [www.careercruising.com](http://www.careercruising.com) and other sites at the bottom of this page.
- Research ways to save money and pay for college. Use the websites listed below.
- Find a summer job, volunteer work, or internship in your field of interest.

10<sup>th</sup>

## Keep Your Focus

- Pursue extracurricular interests, whether its band, music, sports, clubs etc.
- Meet with your counselor and review your goals.
- Update My CFNC account.
- Practice SAT and ACT test free on [CFNC.org](http://CFNC.org) and in free booklet from Student Services.
- Take PSAT for practice.
- Talk with family and friends about their educational choices.
- Start “touring” colleges online at [CFNC.org](http://CFNC.org).
- Register for AP, honors, and advanced courses.
- Find a summer job, volunteer work, job shadowing or internship in your field of interest.

11<sup>th</sup>

## The Critical Year for Success

- Meet with school counselor to review your academic record.
- Get schedules for college entrance and placement tests.
- Practice SAT and ACT tests free on [CFNC.org](http://CFNC.org) and in free booklet from Student Services.
- Take PSAT in October. (You may qualify for National Merit Scholarships)
- Check entrance requirements for colleges of interest.
- Update My CFNC account.
- Attend college fairs and financial aid workshops.
- Visit college campuses and make appointments to meet with admissions officers. (LSHS allows two excused absences per year for college visits.)
- Research scholarships, grants, and loans at [CFNC.org](http://CFNC.org), [scholarships.com](http://scholarships.com), [scholarshipplus.com](http://scholarshipplus.com) and [LSHS Student Services](http://LSHS Student Services).
- Talk with coaches about eligibility for college sports.
- Register and take SAT, ACT, and/or AP tests.
- Narrow down your list of colleges.
- Find a summer job, volunteer work, job shadowing or internship in your field of interest.



## Helpful College and Career Planning Websites

[www.nccareers.org](http://www.nccareers.org)

[www.CFNC.org](http://www.CFNC.org)

[www.bls.gov/OCO](http://www.bls.gov/OCO)

<http://online.onetcenter.org>

[www.ncicu.org](http://www.ncicu.org)

[www.careerkey.org](http://www.careerkey.org) (fee required)

[www.bridges.com/us/home.html](http://www.bridges.com/us/home.html) (school password required)

[www.careersinthemilitary.com](http://www.careersinthemilitary.com)

[www.careervoyages.gov](http://www.careervoyages.gov)

[www.northcarolina.edu](http://www.northcarolina.edu)

[www.ncsoicc.org](http://www.ncsoicc.org)



# Your Checklist For College

12<sup>th</sup>

## Keep Your Focus

### FALL

- Review courses and graduation requirements with your counselor.
- Update My CFNC account.
- Take SAT or ACT in September.
- Note application and financial aid deadlines for colleges.
- Visit college campuses and make appointments to meet with admissions officers. LSHS allows two excused absences per year for college visits.
- Remind parents you'll need up-to-date tax information by Jan. 1 to complete financial aid application. Use Lexington's CEEB Code: 342-275.
- Prepare college applications online at CFNC.org.
- Write college application essays early. Edit, proofread, and rewrite.
- Ask your school counselor about scholarship opportunities.
- Ask teachers, counselors, or references to write letters of recommendation with a two-week minimum notice.
- Select three to five colleges. Include a dream school, a safety school, and the rest in-between.
- Check with financial aid offices at college you are applying to for school-specific scholarship information, cost and additional financial aid forms required.

- Send in your college applications. If you have a definite first choice, consider applying early decision.
- Complete and submit FAFSA between January 1 and February 25 online at CFNC.org or [www.fafsa.ed.gov](http://www.fafsa.ed.gov).
- Student athletes send transcripts to NCAA Clearinghouse for eligibility certification.

### SPRING

- Compare acceptance letters and financial aid packages.
- Check education loans for students and parents.
- Submit your enrollment deposit to hold your spot at the college you choose.
- Let other colleges that offered you admission know you are not enrolling.
- If not accepted into your college of choice, submit your name to College Redirection Pool at CFNC.org for colleges to contact you.
- Ask high school counselor to send final transcript to your college.
- Make sure transcripts for any community college classes are submitted.
- Take exams for any AP or college level courses you have completed.
- For community college admission, take appropriate placement test.

## Helpful Financial Aid Websites

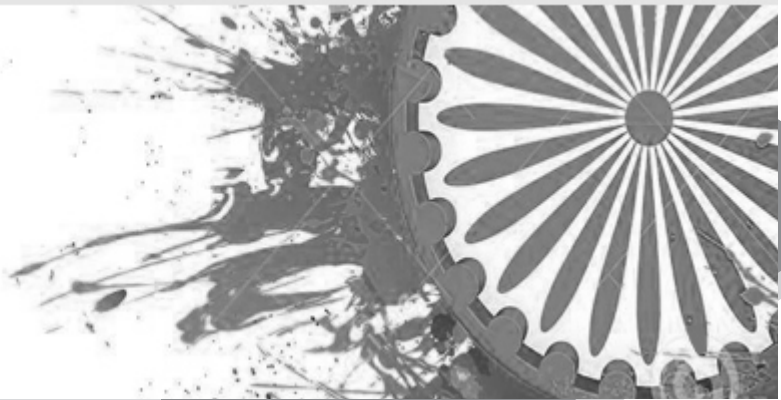
• You'll find all kinds of financial calculators at [www.interest.com/hugh/calc](http://www.interest.com/hugh/calc). among them: a tuition savings calculator at [www.interest.com/hugh/calc/tuition.cgi](http://www.interest.com/hugh/calc/tuition.cgi)

[www.ed.gov/prog\\_info/SFA/Student Guide](http://www.ed.gov/prog_info/SFA/Student%20Guide)  
[www.collegeboard.org](http://www.collegeboard.org)  
[www.collegenet.com](http://www.collegenet.com)  
[www.embark.com](http://www.embark.com)  
[www.nces.ed.gov/lpeds/cool](http://www.nces.ed.gov/lpeds/cool)  
[www.salliemae.wiredscholar.com/paying/  
content/index.jsp](http://www.salliemae.wiredscholar.com/paying/content/index.jsp)  
[www.c3apply.org](http://www.c3apply.org)  
[www.ed.gov/Programs/bastmp/SHEA.htm](http://www.ed.gov/Programs/bastmp/SHEA.htm)  
[www.collegesavings.org/yourstate.htm](http://www.collegesavings.org/yourstate.htm)

[www.salliemae.com](http://www.salliemae.com)  
[www.supercollege.com](http://www.supercollege.com)  
[www.fafsa.ed.gov](http://www.fafsa.ed.gov)  
[www.fastweb.com](http://www.fastweb.com)  
[www.finaid.org](http://www.finaid.org)  
[www.collegecapital.com](http://www.collegecapital.com)  
[www.freschinfo.com](http://www.freschinfo.com)

# General Information

General  
Information



*Lexington City Schools*

*choosing your*

# **Future Direction**

**For Ninth Graders Entering in  
2012-13 and Later  
Two Course of Study Leading to One Diploma**

| CONTENT AREA   | FUTURE-READY CORE<br>Course of Study Requirements  | FUTURE-READY OCCUPATIONAL<br>Course of Study Requirements  |
|--|--|--|
| English  | <b>4 Credits</b><br>I, II, III, IV or<br>a designated combination of 4 courses   | <b>4 Credits</b><br>OCS English I*, II*, III, IV   |
| Mathematics  | <b>4 Credits</b><br>(Algebra I, Geometry, Algebra II) <b>OR</b> (Integrated Math I, II, III)<br>4th Math Course to be aligned with the student's post high school plans<br><i>A student, in rare instances, may be able to take an alternative math course sequence as outlined under State Board of Education policy. Please see your school counselor for more details.</i>  | <b>3 Credits</b><br>OCS Introduction to Mathematics<br>OCS Algebra I*<br>OCS Financial Management  |
| Science  | <b>3 Credits</b><br>A physical science course, Biology, Environmental Science  | <b>2 Credits</b><br>OCS Applied Science<br>OCS Biology*  |
| Social Studies   | <b>4 Credits</b><br>Civics and Economics,<br>World History,<br>American History I: Founding Principles and American History II <b>OR</b><br>AP US History**, additional social studies course** required if AP option  | <b>2 Credits</b><br>OCS Social Studies I<br>(Government/US History)<br>OCS Social Studies II<br>(Self-Advocacy/Problem Solving)  |
| World Languages  | Not required for high school graduation. A two-credit minimum is required for admission to a university in the UNC system.   | Not Required   |
| Health and Physical Education                            | <b>1 Credit</b><br>Health/Physical Education   | <b>1 Credit</b><br>Health/Physical Education   |
| Electives or other requirements***                       | <b>6 Credits Required</b><br><b>2 elective credits of any combination from either</b><br>– Career and Technical Education (CTE)<br>– Arts Education<br>– World Languages<br><b>4 elective credits strongly recommended (four course concentration) from one of the following:</b><br>– Career and Technical Education (CTE)****<br>– JROTC<br>– Arts Education (e.g. dance, music, theater arts, visual arts)<br>– Any other subject area (e.g. social studies, science, mathematics, English) | <b>6 Credits</b><br><b>Occupational Preparation:</b><br>OCS Preparation I, II, III, IV*****<br>Elective credits/completion of IEP objectives/<br>Career Portfolio required |
| Career/Technical   |  | <b>4 Credits</b><br>Career/Technical Education electives   |
| Arts Education (Dance, Music, Theatre Arts, Visual Arts) |  | Recommended:<br>At least one credit in an arts discipline and/or requirement by local decision   |
| <b>Total</b>   | 22 Credits plus any local requirements   | 22 Credits plus any local requirements   |

**Academic Scholars Program  
2012-2013 and beyond  
Future-Ready Core Course of Study**

| Credits |   |
|---------|---|
| 4       | English I, II, III, IV  |
| 4       | Mathematics (should include Algebra I, Algebra II, Geometry, and a higher level math course with Algebra II as prerequisite <b>OR</b> Integrated Mathematics I, II, III, and a higher level mathematics course with Integrated Mathematics III as prerequisite)                     |
| 3       | Science (Physics or Chemistry course, Biology, and an Earth/Environmental Science course)   |
| 4       | Social Studies (World History, Civics/Economics, American History I: The Founding Principles and American History II)*  |
| 1       | Health and Physical Education   |
| 6       | *Two (2) elective credits in a second language required for the UNC System<br>*Four (4) elective credits constituting a concentration recommended from one of the following: Career and Technical Education (CTE), JROTC, Arts Education, Second Languages, any other subject area. |
|         | Higher level courses taken during junior and/or senior years which carry 5 or 6 quality points such as:<br>AP -IB -Dual or college equivalent course -Advanced CTE/CTE credentialing courses -On-line courses -<br>Other honors or above designated courses.                        |

# North Carolina Career Clusters – CTE Concentration 2017-2018

## Beginning with the Freshmen Class of 2015-2016

For details, see course description in the Curriculum Guide. Students must take at least 4 technical credits from a cluster. At least 3 must come from the Foundation Courses and one course must be a completer course which is indicated with an asterisk (\*) The 4th technical credit can be either a Foundation or Enhancement Course.

| Architecture & Construction |                                   |
|-----------------------------|-----------------------------------|
| BF052X0507                  | PERSONAL FINANCE                  |
| BF102X0                     | PRINCIPLES OF BUSINESS & FINANCE  |
| FI512                       | INTERIOR DESIGN I                 |
| IC002X0507                  | CORE AND SUSTAINABLE CONSTRUCTION |
| IC212X0507                  | CARPENTRY I                       |
| IC222X05                    | CARPENTRY II*                     |
| CS11                        | PROJECT MANAGEMENT I              |
| BM102X0                     | MICROSOFT WORD AND POWERPOINT     |
| BM202X0                     | MICROSOFT EXCEL AND ACCESS        |
| MI21                        | FASHION MERCHANDIZING             |
| BM102X0                     | MULTIMEDIA AND WEBPAGE DESIGN     |
| CC45                        | CAREER MANAGEMENT                 |
| MM515X0                     | MARKETING                         |
| ME115X0                     | ENTREPRENEURSHIP I                |

| ARTS, A/V TECHNOLOGY |   |
|----------------------|---|
| MM515X0              | MARKETING                               |
| TS21                 | SCIENTIFIC & TECHNICAL VISUALIZATION I  |
| TS22                 | SCIENTIFIC & TECHNICAL VISUALIZATION II |
| ME115X0              | ENTREPRENEURSHIP I                      |
| BM102X0              | MICROSOFT WORD AND POWERPOINT           |
| BW102X0              | MULTIMEDIA AND WEBPAGE DESIGN           |
| MI21                 | FASHION MERCHANDIZING                   |
| CS11                 | PROJECT MANAGEMENT I                    |
| BF052X0507           | PERSONAL FINANCE                        |
| BM202X0              | MICROSOFT EXCEL AND ACCESS              |
| CC45                 | CAREER MANAGEMENT                       |
| BF102X0              | PRINCIPLES OF BUSINESS & FINANCE        |

| Business Management & Administration |                                  |
|--------------------------------------|----------------------------------|
| BF102X0                              | PRINCIPLES OF BUSINESS & FINANCE |
| BM102X0                              | MICROSOFT WORD AND POWERPOINT    |
| BA102X0507                           | ACCOUNTING I                     |
| ME115X0                              | ENTREPRENEURSHIP I*              |
| BF052X0507                           | PERSONAL FINANCE                 |
| BM202X0                              | MICROSOFT EXCEL AND ACCESS       |
| BW102X0                              | MULTIMEDIA AND WEBPAGE DESIGN    |
| CC45                                 | CAREER MANAGEMENT                |
| MM515X0                              | MARKETING                        |

| Health Science |                                       |
|----------------|---------------------------------------|
| HU102X0507     | HEALTH TEAM RELATIONS                 |
| HU402X0        | HEALTH SCIENCE I                      |
| HU422X0        | HEALTH SCIENCE II*                    |
| HN43/HH44      | NURSING FUNDAMENTAL/GERONTOLOGY--DCCC |
| HH32           | PHARMACY TECHNICIAN--DCCC             |
| BF052X0507     | PERSONAL FINANCE                      |
| BF102X0        | PRINCIPLES OF BUSINESS & FINANCE      |
| BM102X0        | MICROSOFT WORD AND POWERPOINT         |
| BM202X0        | MICROSOFT EXCEL AND ACCESS            |
| CC45           | CAREER MANAGEMENT                     |
| FE602X0507     | PARENTING & CHILD DEVELOPMENT         |
| FN412X0507     | FOODS I - FUNDAMENTALS                |
| MM515X0        | MARKETING                             |
| ME115X0        | ENTREPRENEURSHIP I                    |

| Hospitality & Tourism |                                    |
|-----------------------|------------------------------------|
| BF102X0               | PRINCIPLES OF BUSINESS & FINANCE   |
| FH712X0507            | PROSTART I                         |
| FH722X0507            | PROSTART II*                       |
| FN412X0507            | FOODS I - FUNDAMENTALS             |
| MH312X0               | SPORTS & ENTERTAINMENT MARKETING I |
| MM515X0               | MARKETING                          |
| ME115X0               | ENTREPRENEURSHIP I                 |
| MH42                  | HOSPITALITY & TOURISM*             |
| BF052X0507            | PERSONAL FINANCE                   |
| BM102X0               | MICROSOFT WORD AND POWERPOINT      |
| BM202X0               | MICROSOFT EXCEL AND ACCESS         |
| BW102X0               | MULTIMEDIA AND WEBPAGE DESIGN      |
| CC45                  | CAREER MANAGEMENT                  |

| Human Services |                                  |
|----------------|----------------------------------|
| BF052X0507     | PERSONAL FINANCE                 |
| BF102X0        | PRINCIPLES OF BUSINESS & FINANCE |
| FE602X0507     | PARENTING & CHILD DEVELOPMENT    |
| FE11           | EARLY CHILDHOOD EDUCATION I      |
| FE12           | EARLY CHILDHOOD EDUCATION II*    |
| CC45           | CAREER MANAGEMENT                |
| BM102X0        | MICROSOFT WORD AND POWERPOINT    |
| BM202X0        | MICROSOFT EXCEL AND ACCESS       |
| ME115X0        | ENTREPRENEURSHIP I               |

CTE ADVANCED STUDIES and CTE INTERNSHIPS  
are available in all CTE Career Cluster.  
Applications are required.

| Information Technology |                                      |
|------------------------|--------------------------------------|
| BF102X0                | PRINCIPLES OF BUSINESS & FINANCE     |
| BM102X0                | MICROSOFT WORD AND POWERPOINT        |
| BM202X0                | MICROSOFT EXCEL AND ACCESS           |
| BW102X0                | MULTIMEDIA AND WEBPAGE DESIGN*       |
| II212X0507             | COMPUTER ENGINEERING TECHNOLOGY I    |
| II225X0507             | COMPUTER ENGINEERING TECH II HONORS* |
| CS11                   | PROJECT MANAGEMENT I                 |
| BF052X0507             | PERSONAL FINANCE                     |
| CC45                   | CAREER MANAGEMENT                    |
| ME115X0                | ENTREPRENEURSHIP I                   |

| Manufacturing |                                  |
|---------------|----------------------------------|
| BF102X0       | PRINCIPLES OF BUSINESS & FINANCE |
| MM515X0       | MARKETING                        |
| ME115X0       | ENTREPRENEURSHIP I*              |
| MI21          | FASHION MERCHANDIZING            |
| CS11          | PROJECT MANAGEMENT I             |
| IM31          | ELECTRONICS I                    |
| IM32          | ELECTRONICS II*                  |
| BF052X0507    | PERSONAL FINANCE                 |
| BM102X0       | MICROSOFT WORD AND POWERPOINT    |
| BM202X0       | MICROSOFT EXCEL AND ACCESS       |
| BW102X0       | MULTIMEDIA AND WEBPAGE DESIGN    |
| CC45          | CAREER MANAGEMENT                |

| Marketing  |                                  |
|------------|----------------------------------|
| BF102X0    | PRINCIPLES OF BUSINESS & FINANCE |
| MM515X0    | MARKETING                        |
| MI21       | FASHION MERCHANDIZING            |
| ME115X0    | ENTREPRENEURSHIP I*              |
| CS11       | PROJECT MANAGEMENT I             |
| BF052X0507 | PERSONAL FINANCE                 |
| BM102X0    | MICROSOFT WORD AND POWERPOINT    |
| BM202X0    | MICROSOFT EXCEL AND ACCESS       |
| BW102X0    | MULTIMEDIA AND WEBPAGE DESIGN    |
| CC45       | CAREER MANAGEMENT                |

| Science, Technology, Engineering & Math |  |
|---|--|
| TE112X0                                 | TECHNOLOGY ENGINEERING AND DESIGN        |
| TS21                                    | SCIENTIFIC & TECHNICAL VISUALIZATION I   |
| TS22                                    | SCIENTIFIC & TECHNICAL VISUALIZATION II* |
| CS11                                    | PROJECT MANAGEMENT I                     |
| BF052X0507                              | PERSONAL FINANCE                         |
| BF102X0                                 | PRINCIPLES OF BUSINESS & FINANCE         |
| BM102X0                                 | MICROSOFT WORD AND POWERPOINT            |
| BM202X0                                 | MICROSOFT EXCEL AND ACCESS               |
| BW102X0                                 | MULTIMEDIA AND WEBPAGE DESIGN            |
| CC45                                    | CAREER MANAGEMENT                        |
| ME115X0                                 | ENTREPRENEURSHIP I                       |

## Lexington City Schools Graduation Requirements

- Earn a total of 28 credits including those courses required for your course of study.

## Lexington Senior High School Drop/Add Policy

State school board policy requires a minimum of 135 clock hours of instruction for a student to earn a unit of credit. Therefore, courses dropped after the tenth (10th) day of the school term on a semester block schedule will result in a failing grade for the course. Courses added after the tenth (10th) day of the school term on a semester block schedule will not earn a unit of credit for that term.

## Promotion Policy

Students in grades 9-12 will have the following requirements for promotion to the next grade.

1. To be a sophomore, a student must have earned at least six (6) credits including:
  - one (1) unit of English;
  - one (1) unit of math;
  - one (1) unit of social studies or science; and
  - three (3) other units.
2. To be a junior, a student must have earned at least thirteen (13) credits including:
  - two (2) units of English (including English 9);
  - two (2) units of math (including Algebra I);
  - three (3) units of social studies or science;
  - one (1) unit of physical education; and
  - five (5) elective credits.
3. To be a senior, a student must have earned at least twenty (20) credits including:
  - English 9, English 10, and English 11;
  - Algebra I and two (2) additional math units;
  - three (3) units of social studies;
  - two (2) units of science;
  - one (1) unit of physical education; and
  - eight (8) elective units.

## Athletic Eligibility Requirements

- **Grades** – 9<sup>th</sup> graders promoted to LSHS are eligible for first semester athletics. 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> graders must pass 3 out of 4 classes in the previous semester to be eligible.
- **Attendance** – Students must not miss more than 13 days during the previous semester.

- **Residence** – Students must meet Lexington City Schools' residence policy or meet the requirements for being a tuition student.
- **Physicals** – Students must have a physical once every 365 days on file with the athletic trainer.

## College Freshman Athletic Eligibility Requirements for NCAA Division I and II Colleges

### For assistance with College Athletic Eligibility:

- Go to [www.ncaa.org](http://www.ncaa.org); click on "Academics and Athletes, then "Eligibility and Recruiting".
- Visit [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net).
- Call the NCAA Eligibility Center toll-free at 877.622.2321.
- See your athletic director or school counselor for an NCAA Registration booklet.

## UNC Minimum Admissions Requirements

The **minimum high school course requirements** needed for admission to any of the 16 University of North Carolina institutions are listed below.

- In **English**: four (4) course units
- In **Mathematics**: four (4) course units including Algebra I, Algebra II, Geometry, and a higher-level mathematics course for which Algebra II is a prerequisite.
- In **Science**: three (3) course units including Biology, at least one (1) unit in a physical science (for example, physical science, chemistry, physics), and at least one (1) laboratory course;
- In **Social Studies**: two (2) course units including one (1) unit in U.S. History
- In **Foreign Language**: two (2) course units of one language.

The University of North Carolina has **minimum admissions requirements** that became effective **fall 2009, with incremental increases through fall 2013**. The chart below illustrates the respective dates the new University of North Carolina requirements will go into effect. All applicants for first-time admission as freshmen must meet minimum high school GPA and SAT scores.

- Effective for students entering UNC in **fall 2013**, the minimum combined SAT score (on mathematics and critical reading) is 800 or a composite ACT of 17.
- The minimum high school GPA requirement is 2.5 for students entering in fall 2013 and beyond.

| Students entering in Fall | Min. GPA | Min. SAT | Min. ACT | Exceptions Per Campus <sup>1</sup> |
|---------------------------|----------|----------|----------|------------------------------------|
| Fall 2013 (and beyond)    | 2.5      | 800      | 17       | 1%                                 |

<sup>1</sup> Each campus will have an exception to these admission requirements of 1% of the number of currently admitted students.



## University of North Carolina System Schools

To enroll in any of the 16 universities listed below which make up the University of North Carolina system, undergraduate students must meet the minimum requirements outlined in the chart on page 3 from the Future Ready Core Course of Study.

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

## Report Cards

Report cards are issued at the end of each nine weeks, with progress reports being given out approximately every 4 1/2 weeks of the nine weeks grading period. Numerical grades are issued to designate a pupil's progress.

## Class Rank

Class rank, which indicates where a student stands academically in comparison with his/her classmates, is determined by the cumulative grade point average (GPA). The GPA of grades 9-12 students will be calculated by dividing the total number of course weights (grade points plus any additional quality points) by the total number of courses receiving numerical grades. Class rank is computed using a weighted GPA, which means that courses are given extra quality points based on the course difficulty. Honors courses receive .5 additional quality point. AP courses receive one additional quality point. An unweighted GPA is also printed on a student's transcript. No additional quality points are awarded in an unweighted GPA. A printed copy of each student's transcript is available at the end of each SEMESTER in January and June. The following is a table showing the grade point value assigned to the letter grades earned.

## Grading Scale--Effective 2015-2016

| Letter Grade | Percentage Grades | Grade Point | Honors Grade Point | AP/College Grade Point |
|--------------|-------------------|-------------|--------------------|------------------------|
| A            | 90-100            | 4.0         | 4.5                | 5                      |
| B            | 80-89             | 3.0         | 3.5                | 4                      |
| C            | 70-79             | 2.0         | 2.5                | 3                      |
| D            | 60-69             | 1.0         | 1.5                | 2                      |
| F            | ≤60               | 0           | .5                 | 0                      |

## TESTING PROGRAM IN HIGH SCHOOL

### End-Of-Course Tests (EOC)

All students enrolled in a course that requires an End-of-Course test must take the test. Seniors cannot be exempt from taking End-of-Course tests. Scores on End-of-Course tests will count as 25% of the final grade.

### Career and Technical Education Post Assessments

All students enrolled in a CTE course that requires a Post Assessment must take the test. No student is exempt from taking the CTE Post Assessment. Scores on the CTE Post Assessment tests will count as 25% of the final grade.

### Credit by Demonstrated Mastery (CDM)

Credit by Demonstrated Mastery is the process by which schools, based on a body of evidence, can award student credit in a particular course without requiring the student to complete the classroom instruction for a certain amount of seat time. It is a way for students to benefit from subject-level acceleration, as opposed to whole-grade acceleration.

All students in North Carolina Public Schools in grades 9-12 are eligible to request an opportunity to earn credit by demonstrating mastery for available courses.

### Advanced Placement Exams (AP)

The Advanced Placement Program (AP) is a cooperative educational endeavor between high schools and colleges. It gives high school students exposure to college-level material through involvement in an AP course, and then gives them an opportunity to show what they have learned by taking an AP Exam. Colleges and universities are then able to grant credit, placement, or both to these students, providing the students meet specific AP scoring criteria. Any student taking an AP course is required to take the AP Exam that is administered in the spring. The College Board administers the Advanced Placement Program. Sufficient student enrollment is required for any of these courses to be taught.

### **ACT/PLAN/WorkKeys**

The North Carolina Department of Public Instruction has entered into a partnership with ACT, a 51-year old not-for-profit organization that provides educational assessment, research, information, and program management services. North Carolina 11th graders will take the ACT® test and 10th graders will take the PLAN® test. Some students will also take the WorkKeys® assessment. These assessments will measure what students have learned in their courses and help educators identify the information that students still need to learn to succeed in college or a career.

### **SAT Reasoning and ACT**

Both the SAT Reasoning and the ACT are college admissions tests. Students should check with the college or university to determine which test is required and preferred test dates. Students may get these dates through their counseling office. Students should consult the counseling office to receive information about SAT review opportunities. Information on the SAT is outlined at [www.collegeboard.org](http://www.collegeboard.org). For ACT information, see [www.act.org](http://www.act.org).

### **SAT Subject Tests**

The SAT Subject Tests are a series of tests required by some colleges for placement. Students should consult their selected college for specific requirements.

## **ONLINE LEARNING**

### **N.C. Virtual Public School**

Online courses are available to Lexington City School students through the N.C. Virtual Public School (NCVPS). Students taking online classes complete assignments using the Internet either during or after the regular school day. The NCVPS gives students the opportunity to enroll in courses that may not be available at their high school.

The NCVPS oversees the program, determines course offerings and operates the registration system. Therefore, Lexington City Schools does not control the course selections or the number of students allowed to enroll in a class. Once the registration period opens, the school's distance learning advisor has the ability to enroll students. The number of students who can enroll in a course is limited and courses fill up quickly. The distance learning advisor works with the guidance counselor to assist students with course selection and the enrollment process.

The NCVPS notifies all high schools about course offerings and registration. Courses and enrollment dates are posted on the NCVPS website, [www.ncvps.org](http://www.ncvps.org), when the information becomes available.

To enroll in an online course, students and their parents should contact their high school guidance counselor to complete a screening form that assesses the student's potential for success in an online class and a permission form to take a NCVPS course. Once the forms are completed and returned to the school, the guidance counselor may begin the enrollment process.

## **DRIVER EDUCATION**

Driver Education is taught by a private company who contracts with the Lexington City Schools Board of Education. Classes are conducted during the summer and after school as student demand requires. Behind the wheel instruction is conducted when class work is completed during after school and weekend hours. Students must be 14 ½ years old to enroll in a Driver Education class, but classes are offered to students in order of their age with the oldest students given priority. This course receives no high school credit. The current cost of the course is \$45 (cost is subject to change).



# Academic Course Offerings



*Lexington City Schools*

*choosing your*

## **Future Direction**

# COURSE OFFERINGS FOR 2017-2018

In the following course descriptions and AP represents Advanced Placement courses.

## ENGLISH

### **ENGLISH I/English I Honors**

|              |        |            |
|--------------|--------|------------|
| GRADE        | 9      |            |
| PREREQUISITE | None   |            |
| UNIT CREDIT  | 1 Unit | Weight 0/5 |

The course includes a study of short stories, novels, nonfiction, drama, and poetry with an emphasis on literary genre. The study of writing includes editing skills such as sentence structure, punctuation, and word usage.

### **ENGLISH II/ENGLISH II HONORS**

|              |           |            |
|--------------|-----------|------------|
| GRADE        | 10        |            |
| PREREQUISITE | English I |            |
| UNIT CREDIT  | 1 Unit    | Weight 0/5 |

This course incorporates comprehension and interpretation of various literary genres and terms using the study of world literature (excluding British and American) and cultures. Written and oral, critical, and creative responses to literary selections and videos are required. The writing process is also applied to narrative, descriptive, and persuasive compositions as well as technical writing. Vocabulary study is an integral portion of the content of this course. Students will be tested on expository writing and their use of standard grammar and usage prior to the administration of the State Writing Assessment in March. This is an EOC course.

### **ENGLISH III/ENGLISH III HONORS**

|              |            |            |
|--------------|------------|------------|
| GRADE        | 11         |            |
| PREREQUISITE | English II |            |
| UNIT CREDIT  | 1 Unit     | Weight 0/5 |

This course focuses on the analysis of specific works of American Literature. Literature skills focus on the various genres, themes, and historical relevance. Writing skills focus on creative and critical responses.

### **AP ENGLISH III (Language and Composition)**

|              |            |          |
|--------------|------------|----------|
| GRADE        | 11         |          |
| PREREQUISITE | English II |          |
| UNIT CREDIT  | 1 Unit     | Weight 1 |

This course is structured according to The College Board guidelines for Advanced Placement classes. The course includes the reading and analysis of varieties of prose and poetry and the study of the process of writing from the formation of the topic to the preliminary drafts, and the final edited draft. Kinds and levels of diction, syntax, modes of discourse, and rhetorical strategies are emphasized within the realm of composition. Most of the prose and poetry selections used in the course are recognized as American literature. Evaluation includes oral presentations and compositions written in and out of class. The AP Exam is required for AP credit. This course is part II of the 2 part study of language and composition.

### **ENGLISH IV/ENGLISH IV HONORS**

|              |             |            |
|--------------|-------------|------------|
| GRADE        | 12          |            |
| PREREQUISITE | English III |            |
| UNIT CREDIT  | 1 Unit      | Weight 0/5 |

This course is a survey of British literature and culture along with recognition and understanding of various literary genres and terms. Written, oral, critical, and creative responses to literary selections and a research project are required.

### **AP ENGLISH IV (Literature and Composition)**

|              |             |          |
|--------------|-------------|----------|
| GRADE        | 12          |          |
| PREREQUISITE | English III |          |
| UNIT CREDIT  | 1 Unit      | Weight 1 |

This course is structured according to The College Board guidelines for Advanced Placement classes. The class requires independent reading and centers on class discussions of prose passages (used for writing techniques and devices) and works of literature (used for techniques as well as analysis and evaluation). Writing instruction focuses on technique and style and utilizes student models, teacher models, and cooperative class models as well as teacher, peer and self-evaluation of these models. The AP Exam is required.

## YEARBOOK

|              |                                  |          |
|--------------|----------------------------------|----------|
| GRADE        |                                  | 10-12    |
| PREREQUISITE | Application with LEXICON Advisor |          |
| UNIT CREDIT  | 1 Unit                           | Weight 0 |

This course is designed for students who serve on the staff of the school yearbook. Students applying for yearbook must have at least a B in their most previous English Course. Students must complete an application from the yearbook advisor and be approved before May of the current school year in order to be enrolled for the next school year. Attendance of after school activities (Athletic events, social events, club meetings, etc.) is a requirement. Failure to attend these events for their duration will affect the students grade. Selection to the staff is based on an application process. Students receive practical experience in desktop publishing through this course. Grades will be based on completion of specific job requirements.

## NEWSPAPER

|              |                          |           |
|--------------|--------------------------|-----------|
| GRADE        |                          | 12        |
| PREREQUISITE | Application with Advisor |           |
| UNIT CREDIT  | 1 Unit                   | Weight .5 |

Journalism I Students learn basic aspects of journalistic techniques and assist in the production of student newspaper publications.

## MATHEMATICS

### FOUNDATIONS OF MATH I

|              |        |          |
|--------------|--------|----------|
| GRADE        |        | 9        |
| PREREQUISITE |        | None     |
| UNIT CREDIT  | 1 Unit | Weight 0 |

These courses cover topics to better prepare students for Math I, Math II and Math III. Beginning with entering ninth grade students in 2009, students will earn elective credit, not math credit for successful completion of these courses.

### MATH I / MATH I HONORS

|              |        |            |
|--------------|--------|------------|
| GRADE        |        | 9          |
| PREREQUISITE |        | None       |
| UNIT CREDIT  | 1 Unit | Weight 0/5 |

Math I provides students the opportunity to study concepts of algebra, geometry, functions, number and operations, statistics and modeling throughout the course. These concepts include expressions in the real number system creating and reasoning with equations and inequalities, interpreting and building simple functions, expressing geometric properties and interpreting categorical and quantitative data.

## MATH II / MATH II HONORS

|              |                     |            |
|--------------|---------------------|------------|
| GRADE        |                     | 9-10       |
| PREREQUISITE | Math I or Algebra I |            |
| UNIT CREDIT  | 1 Unit              | Weight 0/5 |

Math II continues a progression of the standards established in Math I. In addition to these standards, Math II includes polynomials, congruence and similarity of figures, trigonometry with triangles, modeling with geometry, probability, making inferences and justifying conclusions.

## MATH III / MATH III HONORS

|              |                    |            |
|--------------|--------------------|------------|
| GRADE        |                    | 9-11       |
| PREREQUISITE | Math I and Math II |            |
| UNIT CREDIT  | 1 Unit             | Weight 0/5 |

Math III progresses from the standards learned in Math I and Math II. In addition to these standards, Math III extends to include algebraic concepts such as: the complex number system, inverse functions, trigonometric functions and the unit circle. Math III also includes the geometric concepts of conics and circles.

## ADVANCED FUNCTIONS AND MODELING

|                |                 |          |
|----------------|-----------------|----------|
| GRADE          |                 | 11-12    |
| PREREQUISITE   | Math III        |          |
| UNIT OF CREDIT | 1 elective unit | Weight 0 |

This course content includes an extensive review and enrichment of Algebra II topics, an in-depth study of conics, complex numbers, theory of equations, logarithms and trigonometry. The major emphasis in this course will be statistics and data analysis.

## DISCRETE MATH HONORS

|                |          |           |
|----------------|----------|-----------|
| GRADE          |          | 11-12     |
| PREREQUISITE   | Math III |           |
| UNIT OF CREDIT | 1 Unit   | Weight .5 |

A study of the mathematics of networks, social choice, and decision making. The course extends students' application of matrix arithmetic and probability. Honors includes in-depth investigations of elections and apportionment.

## PRE-CALCULUS HONORS

|                |        |           |
|----------------|--------|-----------|
| GRADE          |        | 11-12     |
| PREREQUISITE   |        | Math III  |
| UNIT OF CREDIT | 1 Unit | Weight .5 |

Pre-Calculus provides students an honors-level study of trigonometry, advanced functions, analytic geometry, and data analysis in preparation for calculus. Applications and modeling will be included throughout the course. Appropriate technology will be used for instruction and assessment.

## AP CALCULUS AB (Yearlong)

|                |        |              |
|----------------|--------|--------------|
| GRADE          |        | 11-12        |
| PREREQUISITE   |        | Pre-Calculus |
| UNIT OF CREDIT | 1 Unit | Weight 1     |

This is a year-long course that requires a 90-minute daily class amount of time. Also, students need to spend time working at home a minimum of 30 minutes daily on the textbook readings, class discussions, assignments, and tests. AP Calculus AB is the study of change. The foundation for this study is limits and function behavior. Derivatives of functions are interpreted verbally, graphically, numerically, and algebraically. Numerical and algebraic antiderivatives are used to solve problems, and differential equations to model exponential growth and decay. AP Calculus AB explores relationships among functions, derivatives, and antiderivatives, as well as applications of derivatives including moving bodies, industry and finance.

## SCIENCE

### PHYSICAL SCIENCE

|                |        |           |
|----------------|--------|-----------|
| GRADE          |        | 10-12     |
| PREREQUISITE   |        | Math I    |
| UNIT OF CREDIT | 1 Unit | Weight .5 |

This course deals with basic chemistry and physics. Topics include mechanics, thermal energy, electricity and magnetism, wave motion, structure of matter and changes in matter. Laboratory work is used to complement the lectures. This course emphasizes mathematical equations and problem solving skills.

### APPLIED BIOLOGY

|                |                       |          |
|----------------|-----------------------|----------|
| GRADE          |                       | 10-12    |
| PREREQUISITE   | 1 unit science credit |          |
| UNIT OF CREDIT | 1 Unit                | Weight 0 |

This course includes the study of ecosystem dynamics, evolution and adaptation, the establishment of homeostasis on all levels of organization, gene theory, growth and development, and reproduction. Laboratory work is used to reinforce the material. This is an introductory course to Biology.

## BIOLOGY

|                |                       |          |
|----------------|-----------------------|----------|
| GRADE          |                       | 10-12    |
| PREREQUISITE   | 1 unit science credit |          |
| UNIT OF CREDIT | 1 Unit                | Weight 0 |

This course includes the study of ecosystem dynamics, bioenergetics, cellular structure & Function, evolution and adaptation, taxonomy of organisms, microbiology, the establishment of homeostasis on all levels of organization, gene theory, and growth, DNA technology, development, and reproduction. Laboratory work is used to reinforce the material. Biology is a requirement for graduation. This is an EOC course.

## BIOLOGY HONORS

|                |                          |           |
|----------------|--------------------------|-----------|
| GRADE          |                          | 9-10      |
| PREREQUISITE   | 1 unit of science credit |           |
| UNIT OF CREDIT | 1 Unit                   | Weight .5 |

This course includes the study of ecosystem dynamics, bioenergetics, cellular structure & Function, evolution and adaptation, taxonomy of organisms, microbiology, the establishment of homeostasis on all levels of organization, gene theory, and growth, DNA technology, development, and reproduction. Laboratory work is used to reinforce the material. Biology is a requirement for graduation. Extensive laboratory work, individual lab reports, independent and cooperative projects are also included. This course is designed for students who have shown above average achievement and interest in science and have well-developed study skills. This is an EOC course.

## CHEMISTRY HONORS

|                |  |           |
|----------------|--|-----------|
| GRADE          |  | 10-12     |
| PREREQUISITE   | Biology, Math III or concurrent enrollment in Math III |           |
| UNIT OF CREDIT | 1 Unit   | Weight .5 |

This course covers the structure and changes in matter, regularities in chemistry, energy changes, equilibrium, and kinetics. It is taught with a strong emphasis on technology, mathematics, and laboratory work to illustrate chemical principles. The student must have a proficient and working knowledge of mathematical equations. This course emphasizes problem-solving skills, independent work, and lab presentations.

## EARTH/ENVIRONMENTAL SCIENCE

|              |        |          |
|--------------|--------|----------|
| GRADE        |        | 9-12     |
| PREREQUISITE | None   |          |
| UNIT CREDIT  | 1 Unit | Weight 0 |

This course will focus on topics that include hydrology, geology, meteorology, ecology, astronomy, energy sources, oceanography, climate change and human impacts on the planet.

## **EARTH/ENVIRONMENTAL SCIENCE HONORS**

|              |        |           |
|--------------|--------|-----------|
| Grade        |        | 9         |
| PREREQUISITE |        | None      |
| UNIT CREDIT  | 1 Unit | Weight .5 |

This course will focus on topics that include hydrology, geology, meteorology, ecology, astronomy, energy sources, oceanography, climate change and human impacts on the planet. Students are required to complete a project centering on one of these main topics. Students also are exposed to various lab technologies that require formal lab reports. More independent, rigorous lab work & cooperative projects are required.

## **AP ENVIRONMENTAL SCIENCE**

|              |   |          |
|--------------|---|----------|
| GRADE        |   | 11-12    |
| PREREQUISITE | Biology, Chemistry, or Physical Science |          |
| UNIT CREDIT  | 1 Unit                                  | Weight 1 |

This course is designed to be the equivalent of a one semester, introductory college course in environmental science. The goal of the AP Environmental course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. The course is interdisciplinary, incorporating biology, chemistry, geology, environmental studies, public policy, and geography. The AP Exam is required.

## **ANATOMY & PHYSIOLOGY HONORS**

|              |        |           |
|--------------|--------|-----------|
| GRADE        |        | 11-12     |
| PREREQUISITE |        | None      |
| UNIT CREDIT  | 1 Unit | Weight .5 |

This course is designed as an in-depth study of the human body and how the structure and function of the various organs and organ systems work together and produce a coordinated smooth-working entity. This course is especially designed for those students who plan to pursue a medical career and emphasizes laboratory work in both anatomy and physiology. Hands on activities and dissection are mandatory.

## **SOCIAL STUDIES**

### **AMERICAN HISTORY: FOUNDING PRINCIPLES/CIVICS & ECONOMICS**

|              |        |          |
|--------------|--------|----------|
| GRADE        |        | 10-12    |
| PREREQUISITE |        | None     |
| UNIT CREDIT  | 1 Unit | Weight 0 |

This course is a practical study of skill areas that gives students the knowledge to become responsible citizens in an interdependent world. Students will study history from Colonial Settlement through the establishment of the Constitution and are introduced to basic information concerning issues and problems confronting economic, legal, and political systems. Topics for study include, but are not limited to, citizenship, the free enterprise system, factors of production, characteristics of command, mixed and market economics, personal finance, governing principles, constitutional laws, and the political, and judicial systems.

### **AMERICAN HISTORY: FOUNDING PRINCIPLES/CIVICS & ECONOMICS HONORS**

|              |        |           |
|--------------|--------|-----------|
| GRADE        |        | 10-12     |
| PREREQUISITE |        | None      |
| UNIT CREDIT  | 1 Unit | Weight .5 |

This course makes a comparative survey of major political systems and economic structure. Students will also study history from the Colonial Settlement through the establishment of the Constitution. The United States constitutional democracy and capitalistic economy are studied as models for comparison. The skills and knowledge needed to become responsible citizens in an interdependent world is stressed. Topics for study include, but are not limited to, the free enterprise system, the characteristics of command, the market and mixed economics, personal finance, the factors of production, the functions of money and financial institutions, the reasons for a law-governed society, the Constitution, the functions of a democratic society, and the roles, conflicts and functions of the legal, political, and judicial systems. These topics are covered through reporting, discussion, and debate.

## **WORLD HISTORY**

|              |        |          |
|--------------|--------|----------|
| GRADE        |        | 9-12     |
| PREREQUISITE |        | None     |
| UNIT CREDIT  | 1 Unit | Weight 0 |

This course is a survey of the development of global events, concentrating on the history of the western world. The course spans from ancient times into the modern era. It reviews the ways in which these time periods have contributed to the growth of other civilizations and cultures. Similarities and differences in religion, education, political structure, geography, customs, economics, the arts, and everyday life are stressed. The aim of this course is to help the student have a better understanding of the people in these areas and their role in today's world.



## WORLD HISTORY HONORS

|              |        |           |
|--------------|--------|-----------|
| GRADE        |        | 9-12      |
| PREREQUISITE |        | None      |
| UNIT CREDIT  | 1 Unit | Weight .5 |

This course is an in-depth chronological survey of the development of global events. The time span is from early man and ancient civilization to the modern world. It reviews the manner in which these time periods have contributed to the growth of other civilizations and cultures. Some of the units of study include Ancient Greece, Egypt, Rome, the Middle Ages, the Renaissance, Reformation, the World Wars, and modern-day cultural areas in Africa, the Middle East, Latin America, and Asia. The aim of the course is to help students to understand the people of these areas and their role in today's world, with emphasis on rigor and preparation for more advanced courses.

## WORLD HISTORY AP

|              |        |          |
|--------------|--------|----------|
| GRADE        |        | 9-12     |
| PREREQUISITE |        | None     |
| UNIT CREDIT  | 1 Unit | Weight 1 |

The AP World History is a college level course designed to develop a greater understanding of the evolution of global processes and contacts in interaction with different types of human societies. This understanding is advanced through a combination of factual knowledge and analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes the attainment of relevant factual knowledge in conjunction with leading interpretive issues and historical evidence. It builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the stage for human development. Specific themes and periodization provide further organization to the course, along with the consistent attention to contacts among societies that form the core of World History.

## AMERICAN HISTORY I: FOUNDING PRINCIPLES/HONORS

|              |        |           |
|--------------|--------|-----------|
| GRADE        |        | 9-12      |
| PREREQUISITE |        | None      |
| UNIT CREDIT  | 1 Unit | Weight .5 |

United States History I will begin with the European exploration of the new world through Reconstruction. Students will examine the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution. United States History Course I will guide students as they study the establishment of political parties, America's westward expansion, the growth of sectional conflict, how that sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction.

## AMERICAN HISTORY II/AMERICAN HISTORY II HONORS

|              |        |           |
|--------------|--------|-----------|
| GRADE        |        | 9-12      |
| PREREQUISITE |        | None      |
| UNIT CREDIT  | 1 Unit | Weight .5 |

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

## AP US HISTORY

|              |        |                    |
|--------------|--------|--------------------|
| GRADE        |        | 11-12              |
| PREREQUISITE |        | Civics & Economics |
| UNIT CREDIT  | 1 Unit | Weight 1           |

This course is structured according to The College Board guidelines for Advanced Placement classes. The course is designed for students who have attained the reading and writing skills generally expected of those students who enter introductory college level courses in history. Students use textbooks and supplemental readings in the form of documents, essays, and books on special themes. The course provides a substantive chronological survey beginning with the period from 1492 and continuing into the Twenty-first Century. An emphasis is placed on comprehensive, critical, document based and free response essays. The AP Exam is required.

## PSYCHOLOGY HONORS

|              |        |           |
|--------------|--------|-----------|
| GRADE        |        | 9-12      |
| PREREQUISITE |        | None      |
| UNIT CREDIT  | 1 Unit | Weight .5 |

Honors Psychology Students are introduced to psychology, with a focus on the scientific study of human development, learning, motivation, and personality. Honors Psychology covers the material in greater complexity, novelty, and pacing. Honors Psychology is distinguished by a difference in the quality of the work expected, not merely an increase in quantity.

## AP PSYCHOLOGY

|              |        |          |
|--------------|--------|----------|
| GRADE        |        | 9-12     |
| PREREQUISITE |        | None     |
| UNIT CREDIT  | 1 Unit | Weight 1 |

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologist and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.

## AP HUMAN GEOGRAPHY

|              |        |               |
|--------------|--------|---------------|
| GRADE        |        | 10-12         |
| PREREQUISITE |        | World History |
| UNIT CREDIT  | 1 Unit | Weight 1      |

The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

## US GOVERNMENT AND POLITICS AP

|              |        |          |
|--------------|--------|----------|
| GRADE        |        | 11-12    |
| PREREQUISITE |        | Civics   |
| UNIT CREDIT  | 1 Unit | Weight 1 |

This course will cover in-depth the players, institutions, and history of the American political system. Students will master the following topics: the US Constitution, Political Beliefs and Behaviors, political Parties, Interest Groups, Mass Media, Institutions of National Government, Public Policy, and Civil Rights and Liberties. Students are expected to take the AP U.S. Government & Politics Examination. The student may earn college credit for successful completion of the course and AP examination.

## OCCUPATIONAL COURSE OF STUDY

This diploma course of study is designed for students who have specific disabilities and an Individualized Education Plan (IEP). Students in the Occupational course of study will choose courses from their Occupational Guidelines. Choices will be made under the direction of a counselor, the student's case manager and their parent. The courses will be chosen to satisfy the requirements of their Individual Educational Plan (IEP).

The Occupational Course of Study curriculum is currently being taught via NC Virtual Public Schools blended courses.

## OCC PREPARATION I

|              |        |  |          |
|--------------|--------|--|----------|
| GRADE        |        |  | 9        |
| PREREQUISITE |        |  | None     |
| UNIT CREDIT  | 1 Unit |  | Weight 0 |

This course is designed to introduce students to the fundamental attitudes, behaviors and habits needed to obtain and maintain employment in their career choice and make career advancements. Students participate in school-based learning activities including work ethic development, job-seeking skills, decision-making skills and self-management. Formal career planning and development of knowledge regarding transition planning begins in this course and continues throughout the strand of Occupational Preparation courses.

## OCC PREPARATION II

|              |        |                            |          |
|--------------|--------|----------------------------|----------|
| GRADE        |        |                            | 10       |
| PREREQUISITE |        | Occupational Preparation I |          |
| UNIT CREDIT  | 2 Unit |                            | Weight 0 |

This 2 semester course emphasizes the development of skills generic to all career majors. Resource management, communication, interpersonal relationship skills, technology, stamina, endurance, safety, mobility skills, motor skills, teamwork, sensory skills, problem-solving, cultural diversity, information acquisition/management and self-management skills are emphasized. Course content is focused on providing students with a repertoire of basic skills that serve as a foundation for future career application. Students expand their school-based learning activities to include on-campus jobs and begin some work-based learning activities. Job seeking skills also continue to be refined.



### OCC PREPARATION III

|              |                             |          |
|--------------|-----------------------------|----------|
| GRADE        |                             | 11       |
| PREREQUISITE | Occupational Preparation II |          |
| UNIT CREDIT  | 2 Unit                      | Weight 0 |

This 2 semester course is designed to allow students to continue the development and begin the application of skills learned in Occupational Preparation I and II. Work-based learning activities are provided including community-based training, job shadowing, job sampling, internships, situational assessment, cooperative education and apprenticeships. These work-based activities allow students to apply employability skills to competitive employment settings and demonstrate the effectiveness of their work personality. Multiple opportunities for leadership development and self-determination are provided.

### OCC PREPARATION IV

|              |                             |          |
|--------------|-----------------------------|----------|
| GRADE        |                             | 12       |
| PREREQUISITE | Occupational Preparation II |          |
| UNIT CREDIT  | 1 Unit                      | Weight 0 |

This course gives students the opportunity to synthesize all the skills acquired in previous Occupational Preparation courses and determine their applicability to their personal career choice. This course allows students to solve work-related problems experienced in competitive employment, practice self-advocacy and master the theoretical and practical aspects of their career choice. Students also develop a job placement portfolio which provides an educational and vocational record of their high school experience.

### ENGLISH I

|              |        |          |
|--------------|--------|----------|
| GRADE        |        | 9        |
| PREREQUISITE |        | None     |
| UNIT CREDIT  | 1 Unit | Weight 0 |

The course includes a study of short stories, novels, nonfiction, drama, and poetry with an emphasis on literary genre. The study of writing includes editing skills such as sentence structure, punctuation, and word usage. (EOC)

### ENGLISH II

|              |                        |          |
|--------------|------------------------|----------|
| GRADE        |                        | 10       |
| PREREQUISITE | Occupational English I |          |
| UNIT CREDIT  | 1 Unit                 | Weight 0 |

This course incorporates comprehension and interpretation of various literary genres and terms using the study of world literature (excluding British and American) and cultures. Written and oral, critical, and creative responses to literary selections and videos are required. The writing process is also applied to narrative, descriptive, and persuasive compositions as well as technical writing. Vocabulary study is an integral portion of the content of this course. Students will be tested on expository writing and their use of standard grammar and usage prior to the administration of the State Writing Assessment in March. (Writing test)

### ENGLISH III

|              |                         |          |
|--------------|-------------------------|----------|
| GRADE        |                         | 11       |
| PREREQUISITE | Occupational English II |          |
| UNIT CREDIT  | 1 Unit                  | Weight 0 |

This course focuses on the following areas, communication, language and meaning, critical thinking and research.

### ENGLISH IV

|              |                          |          |
|--------------|--------------------------|----------|
| GRADE        |                          | 12       |
| PREREQUISITE | Occupational English III |          |
| UNIT CREDIT  | 1 Unit                   | Weight 0 |

This course focuses on the following areas, communication, language and meaning, critical thinking and research.

### INTRO TO MATHEMATICS

|              |        |                         |
|--------------|--------|-------------------------|
| GRADE        |        | (1 <sup>st</sup> sem) 9 |
| PREREQUISITE |        | None                    |
| UNIT CREDIT  | 1 Unit | Weight 0                |

This course is designed as a preparation for Algebra I. Pre Algebra is survey of topic necessary for high school mathematics courses needed for graduation. Upon successful completion of this course, the students will advance to Algebra I.

### LOCALLY DEVELOPED MATH ELECTIVE

|              |        |          |
|--------------|--------|----------|
| GRADE        |        | 9        |
| PREREQUISITE |        | None     |
| UNIT CREDIT  | 1 Unit | Weight 0 |

This course is intended for Occupational Course of Study (OCS) students who will be working with both their face-to-face classroom teacher and an NCVPS online teacher. The Locally Developed Math Elective course teaches Common Core Standards for math and prepares students for the subsequent course, Math 1. Successful completion of both the Locally Developed Math Elective Course and Math 1 will fulfill the Math 1 requirement. Students will receive two credits: Locally Developed Math Elective as an elective credit and Math 1 as the Math 1 credit.

### MATH I

|              |        |                         |
|--------------|--------|-------------------------|
|              |        | (2 <sup>nd</sup> sem) 9 |
| PREREQUISITE |        | None                    |
| UNIT CREDIT  | 1 Unit | Weight 0                |

Algebra I continues the study of algebraic concepts including operations with real numbers and polynomials, creation and application of linear functions and relations, and an introduction to nonlinear functions. (EOC)

## FINANCIAL MANAGEMENT

|              |        |               |
|--------------|--------|---------------|
| GRADE        |        | 11            |
| PREREQUISITE |        | OCS Algebra I |
| UNIT CREDIT  | 1 Unit | Weight 0      |

This course focuses on the following areas: Personal financial planning and management, understanding state and federal income taxes, understanding wages and compensation, understanding the use of credit, understanding different types of insurances, and applying math skills to consumer spending.

## APPLIED SCIENCE

|              |        |          |
|--------------|--------|----------|
| GRADE        |        | 10       |
| PREREQUISITE |        | None     |
| UNIT CREDIT  | 1 Unit | Weight 0 |

This course focuses on the following areas, force and motion, energy, electricity and magnetism, matter, chemicals, the environment and body systems.

## BIOLOGY

|              |        |          |
|--------------|--------|----------|
| GRADE        |        | 10       |
| PREREQUISITE |        | None     |
| UNIT CREDIT  | 1 Unit | Weight 0 |

This course includes the study of ecosystem dynamics, animal behavior, anatomy, evolution and adaptation, taxonomy of organisms, microbiology, the establishment of homeostasis, genetics and gene theory, growth, development, and reproduction. The course focuses on relevant topics. Extensive laboratory work, individual lab reports, independent and cooperative projects are also included. (EOC)

## AMERICAN HISTORY I: FOUNDING PRINCIPLES

|              |        |          |
|--------------|--------|----------|
| GRADE        |        | 9-12     |
| PREREQUISITE |        | None     |
| UNIT CREDIT  | 1 Unit | Weight 0 |

United States History I will begin with the European exploration of the new world through Reconstruction. Students will examine the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution. United States History Course I will guide students as they study the establishment of political parties, America's westward expansion, the growth of sectional conflict, how that sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction.

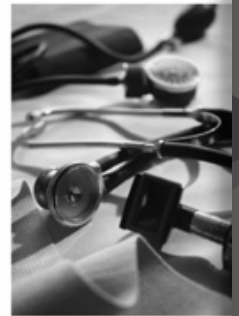
## AMERICAN HISTORY II

|              |        |          |
|--------------|--------|----------|
| GRADE        |        | 9-12     |
| PREREQUISITE |        | None     |
| UNIT CREDIT  | 1 Unit | Weight 0 |

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

# Career & Technical Education

## Career Technical Education



*Lexington City Schools*

*choosing your*

# **Future Direction**

## **CAREER AND TECHNICAL EDUCATION**

*Please see the Career Clusters chart in the Planning Information section for the starred (capstone) courses*

## **BUSINESS, FINANCE, AND INFORMATION TECHNOLOGY EDUCATION**

### **ACCOUNTING I**

GRADE: 10-12  
PREREQUISITE: None  
UNIT CREDIT: 1 Unit Weight 0

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.

### **ENTREPRENEURSHIP I HONORS**

GRADE: 10-12  
None  
UNIT CREDIT: 1 Unit Weight .5

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. Financial literacy will also be included.

The Entrepreneurship I and II courses prepares students for the Assessment of Skills and Knowledge (A\*S\*K), <http://www.askinstitute.org/>, credential.

### **BUSINESS LAW**

GRADE: 10-12  
PREREQUISITE: None  
UNIT CREDIT: 1 Unit Weight 0

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.

## **MICROSOFT EXCEL AND ACCESS**

GRADE: 9-12  
PREREQUISITE: None  
UNIT CREDIT: 1 Unit Weight 0

Students in Microsoft IT Academies benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. The first part of the class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. In the second part of the class, students will learn how to create and work with a database and its objects by using the new and improved features in 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.

This course prepares students for the Microsoft Office Specialist (MOS) in Excel and/or Access Certification Exam, <http://www.microsoft.com/learning/en/us/certification/mos.aspx>.

## **MICROSOFT WORD AND POWERPOINT,**

GRADE: 9-12  
PREREQUISITE: None  
UNIT CREDIT: 1 Unit Weight 0

Students in Microsoft IT Academies benefit from world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom environment. In the first part, students will learn to use the 2013 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. English language arts are reinforced.

This course prepares students for the Microsoft Office Specialist (MOS) in Word and/or PowerPoint Certification Exam, <http://www.microsoft.com/learning/en/us/certification/mos.aspx>.

## **MULTIMEDIA AND WEBPAGE DESIGN**

GRADE: 10-12  
PREREQUISITE: None  
UNIT CREDIT: 1 Unit Weight 0

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.

## **PERSONAL FINANCE**

GRADE: 9-12  
PREREQUISITE: None  
UNIT CREDIT: 1 Unit Weight 0

This course prepares students to understand economic activities and challenges of individuals and families, the role of lifestyle goals in education and career choices, procedures in a successful job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. The course also prepares students to understand consumer rights, responsibilities, and information, protect personal and family resources, and apply procedures for managing personal finances. English language arts and mathematics are reinforced.

## **PRINCIPLES OF BUSINESS AND FINANCE**

GRADE: 9-12  
PREREQUISITE: None  
UNIT CREDIT: 1 Unit Weight 0

This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. English language arts, social studies, and mathematics are reinforced.

## **MICROSOFT INTRODUCTION TO COMPUTER SCIENCE**

GRADE: 10-12  
PREREQUISITE: None  
UNIT CREDIT: 1 Unit Weight 0

Creative Coding through Games and Apps is a first-semester course for introduction to programming for the early secondary grades. The course is designed to attract and reach a broad and diverse range of students, including those who may have never before considered programming. Students learn how to code by working in a real software development environment to design, program and publish mobile apps and games. Learning to code by creating real products, students discover how to make amazing things and have an impact on their world.

This course is designed to be delivered with success by any teacher, regardless of computer science background. Featuring online and in-class lessons that emphasize hands-on coding, the course can be taught via any modern web browser on phones, tablets, laptops or desktop computers. The combination of online plus in-class resources provides flexibility in teaching style, allowing educators to choose the right balance for their students of in-class instruction and out-of-class study.

## **FAMILY AND CONSUMER SCIENCES EDUCATION**

Work-based learning strategies appropriate for these courses include 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.

### **FOODS I**

GRADE: 9-12  
PREREQUISITE: None  
UNIT CREDIT: 1 Unit Weight 0

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.

\*For safety and sanitation reasons, enrollment should not exceed 20 in this course.

### **PROSTART I®**

GRADE: 9-12  
PREREQUISITE: 7045 Foods I  
UNIT CREDIT: 1 Unit Weight 0

This national credentialing and fundamental food service course allows students to master kitchen basics, such as foodservice equipment, nutrition, breakfast foods, salads and garnishes, and fruits and vegetables. A heavy emphasis is placed on safety and sanitation, including preparing and serving safe food and preventing accidents and injuries. Students learn about successful customer relations and working with people, business math, and controlling foodservice cost. A required, one-credit paid or unpaid 200-hour internship will count toward the National ProStart® Certificate of Achievement at the conclusion of ProStart® II. English language arts and mathematics are reinforced. Students are eligible to compete at the state and national levels of ProStart® competitive events.

\*For safety reasons, enrollment should not exceed 20 in this course.

Go to <http://prostart.restaurant.org/> for information on the student credentialing program and testing information.



## PROSTART II®

GRADE: 9-12  
PREREQUISITE: 7171 ProStart I  
UNIT CREDIT: 1 Unit Weight 0

In this national credentialing, one credit, and second level fundamental food service course, students study advanced skills hospitality industry, including tourism and the retail industry, the history of foodservice, and the lodging industry. Advanced food service skills include potatoes and grains, meat, poultry, seafood, stocks, soups and sauces, desserts, and baked goods. Service skills are refined through the art of service and communicating with customers. Students learn purchasing and industry control, standard accounting practices and how to build restaurant sales through marketing and the menu. Students will complete the remainder of a required 400-hour paid or unpaid one-credit internship, which will count toward the National ProStart® Certificate of Achievement. Students are encouraged to compete at the state and national levels of ProStart® competitive events.

*\*For safety reasons, enrollment should not exceed 20 in this course.*

Go to <http://prostart.restaurant.org/> for information on the student credentialing program and testing information.

## PARENTING AND CHILD DEVELOPMENT

GRADE: 9-12  
PREREQUISITE: None  
UNIT CREDIT: 1 Unit Weight 0

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.

## Interior Design I

GRADE: 9-12  
PREREQUISITE: None  
UNIT CREDIT: 1 Unit Weight 0

This course focuses on housing needs and options of individuals and families at various stages of the life cycle. Emphasis is placed on selecting goods and services and creating functional, pleasing living environments using sound financial decisions and principles of design. Topics of study include elements and principles of design, backgrounds and furnishings, architectural styles and features, and functional room design. Art and mathematics are reinforced. Workbased 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 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.

## HEALTH SCIENCE EDUCATION

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.

## HEALTH TEAM RELATIONS

GRADE: 9-10  
PREREQUISITE: None  
UNIT CREDIT: 1 Unit Weight 0

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.

## HEALTH SCIENCE I

GRADE: 10-12  
PREREQUISITE: None  
UNIT CREDIT: 1 Unit Weight 0

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. Biology is recommended as preparation for this course.

## HEALTH SCIENCE II

GRADE: 11-12  
PREREQUISITE: 7240 Health Science I  
UNIT CREDIT: 1 Unit Weight 0

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.

*\*Class enrollment limited to 20 to establish a foundation of knowledge critical to the application of patient care skills.*

## **MARKETING AND ENTREPRENEURSHIP EDUCATION**

Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. 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.

### **MARKETING HONORS**

GRADE: 9-12  
PREREQUISITE: None  
UNIT CREDIT: 1 Unit Weight: .5

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. Financial literacy will also be included.

The Marketing and Marketing Management courses can help prepare students for credentials:

Assessment of Skills and Knowledge (A\*S\*K)

<http://www.askinstitute.org/>

Professional Certification <http://www.nrffoundation.com>

Sales & Marketing Executives International, <http://www.smei.org>

### **SPORTS AND ENTERTAINMENT MARKETING I**

GRADE: 9-12  
PREREQUISITE: None  
UNIT CREDIT: 1 Unit Weight: 0

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.

## **HOSPITALITY AND TOURISM**

GRADE: 9-12  
PREREQUISITE: Marketing  
UNIT CREDIT: 1 Unit Weight: 0

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.

### **FASHION MERCHANDISING**

GRADE: 9-12  
PREREQUISITE: None  
UNIT CREDIT: 1 Unit Weight: 0

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.



## **TECHNOLOGY ENGINEERING AND DESIGN**

Work-based learning strategies appropriate for these courses include mentorship, school-based enterprise, service learning, and job shadowing. 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.

### **TECHNOLOGY ENGINEERING AND DESIGN**

GRADE: 9-12  
PREREQUISITE: None  
UNIT CREDIT: 1 Unit Weight 0

This course focuses on the nature and core concepts of technology, engineering, and design. Through engaging activities and hands-on project-based activities, students are introduced to the following concepts: elements and principles of design, basic engineering, problem solving, and teaming. Students apply research and development skills and produce physical and virtual models. Activities are structured to integrate physical and social sciences, mathematics, English language arts, and art. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. 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.

\*Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.

### **SCIENTIFIC AND TECHNICAL VISUALIZATION I**

GRADE: 9-12  
PREREQUISITE: None  
UNIT CREDIT: 1 Unit Weight 0

This course introduces students to the use of complex graphic tools. Emphasis is placed on the principles, concepts, and use of complex graphic and visualization tools as applied to the study of science and technology. Students use complex 2D graphics, animation, editing, and image analysis tools to better understand, illustrate, explain, and present technical, mathematical, and/or scientific concepts and principles. Emphasis is placed on the use of computer-enhanced images to generate both conceptual and data-driven models, data-driven charts and animations. Science, math, and visual design concepts are reinforced throughout the course. Activities are structured to integrate physical and social sciences, mathematics, English language arts, and art. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. 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.

\*Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.

## **SCIENTIFIC AND TECHNICAL VISUALIZATION II**

GRADE: 9-12  
PREREQUISITE: TS21 Scientific and Technical Visualization I  
UNIT CREDIT: 1 Unit Weight 0

This course provides students with advanced skills in the use of complex visualization tools for the study of science, technology, or mathematical concepts. Students design and develop increasingly complex data and concept-driven visualization models. Students use complex 2D and 3D graphics, animation, editing, and image analysis tools to better understand, illustrate, and explain concepts. Students present technical, mathematical, and/or scientific concepts and principles. Activities are structured to integrate physical and social sciences, mathematics, English language arts, and art. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. 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.

\*Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.

### **PRINCIPLES OF TECHNOLOGY I**

GRADE: 10-12  
PREREQUISITE: Math I  
UNIT CREDIT: 1 Unit Weight 0

This course provides a project based learning approach to understanding the fundamental principles and concepts of physics and associated mathematics. Emphasis is placed on understanding mechanical, electrical, fluid, and thermal systems as they relate to work, force, rate, resistance, energy, and power. Art, English language arts, mathematics and science are reinforced. Technology Engineering and Design is recommended as preparation for this course.

\*Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.

### **GAME ART AND DESIGN**

GRADE: 10-12  
PREREQUISITE: Scientific and Technical Visualization I  
UNIT CREDIT: 1 Unit Weight 0

This course introduces students to techniques used in the electronic game industry. Students will focus on the principles used in game design including mathematical and virtual modeling. Emphasis is placed on areas related to art, history, ethics, plot development, storyboarding, programming, 2-D visual theory, and interactive play technologies. Students develop physical and virtual games using hands-on experiences and a variety of software. Art, English language arts, mathematics and science are reinforced.

## **TRADE AND INDUSTRIAL EDUCATION**

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.

## **CORE AND SUSTAINABLE CONSTRUCTION**

GRADE: 9-12  
PREREQUISITE: Math I  
UNIT CREDIT: 1 Unit Weight 0

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. This course helps prepare students for additional National Center for Construction Education and Research (NCCER) Core certification. Geometry is recommended as preparation for this course.

\*Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.

## **CARPENTRY I**

GRADE: 9-12  
PREREQUISITE: Math I & Core and Sustainable Construction  
UNIT CREDIT: 1 Unit Weight 0

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. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. Geometry is recommended as preparation for this course.

\*Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.

## **CARPENTRY II**

GRADE: 9-12  
PREREQUISITE: 7721 Carpentry I  
UNIT CREDIT: 1 Unit Weight 0

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. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. Geometry is recommended as preparation for this course.

\*Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.

## **COMPUTER ENGINEERING TECHNOLOGY I**

GRADE: 10-12  
PREREQUISITE: None  
UNIT CREDIT: 1 Unit Weight 0

This course includes basic computer hardware, software, applications, troubleshooting, and customer service as integral parts of the course requirements. English language arts, mathematics, and science are reinforced. This course helps prepare students for the CompTIA A+ credential.

## **COMPUTER ENGINEERING TECHNOLOGY II HONORS**

GRADE: 10-12  
PREREQUISITE: 7991 Computer Engineering Technology I  
UNIT CREDIT: 1 Unit Weight .5

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. This course helps prepare students for the CompTIA A+ credential.

## **ELECTRONICS I**

Grade: 9-12  
Prerequisite: Math I  
Unit Credit: 1 Unit Weight 0

This course covers Direct Current (DC) Basics and is aligned to the Electronic Technicians Association (ETA) EM1 certification. Topics include a) basic electrical theory, b) magnetism, c) safety, d) electronic equipment, e) electronic components, f) Ohms Law. Mathematics for electronics, g) electronic measurements, h) series circuits, i) parallel circuits, j) series/parallel circuits, and k) battery power supplies. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for ETA certification in Direct Current. Skills USA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Math I is recommended as good preparation for this course.

## ELECTRONICS II HONORS

Grade: 10-12  
Prerequisite: Electronics I  
Unit Credit: 1 Unit Weight .5

This course covers Digital Basics and is aligned to the Electronic Technicians Association (ETA) EM4 certification.. Topics include: a) numbering systems and conversions, b) block diagrams, schematics-wiring diagrams, c) test equipment and measurements, d) safety, e) theory of digital logic functions and circuitry, and f) computer electronics. 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 ETA certification in Digital Basics. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Math I is recommended as good preparation for this course.

## THE FOLLOWING COURSES APPEAR IN ALL CTE PROGRAM AREAS:

### PROJECT MANAGEMENT

GRADE: 10-12  
PREREQUISITE: None  
UNIT CREDIT: 1 Unit Weight 0

This course will introduce students to the principles, concepts, and software applications used in the management of projects. Through project-based learning, students will understand how to use the framework of initiating, planning, executing, monitoring and controlling, and closing a project in authentic situations. Art, English language arts, and mathematics 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. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA), 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.

## CAREER MANAGEMENT

GRADE: 9-12  
PREREQUISITE: None  
UNIT CREDIT: 1 Unit Weight 0

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

### CTE INTERNSHIP

GRADE: 11, 12  
PREREQUISITE: None  
UNIT CREDIT: 1 Unit Weight 0

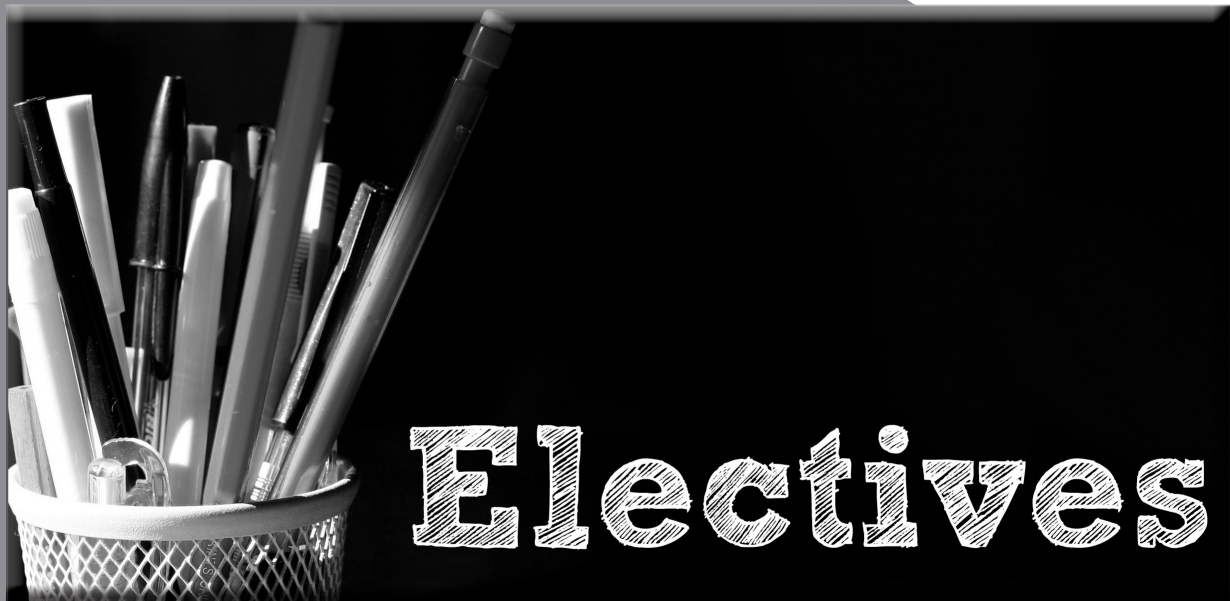
A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job 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.

### CTE INTERNSHIP HONORS

GRADE: 11, 12  
PREREQUISITE: None  
UNIT CREDIT: 1 Unit Weight .5

The Honors Internship provides more opportunity for career and training opportunities and research. The Honors student will complete additional projects and on-the-job observations.

# Electives



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# **Future Direction**



## PHYSICAL EDUCATION

### HEALTH AND PHYSICAL EDUCATION

|              |        |          |
|--------------|--------|----------|
| GRADE        |        | 9        |
| PREREQUISITE |        | None     |
| UNIT CREDIT  | 1 Unit | Weight 0 |

This course fosters the development of skills in both outdoor and indoor activities. Emphasis is placed on team and individual games and sports skills that can be continued throughout a student's life. Health education is taught for enhancing the quality of life by enabling students to meet their recreational needs. The Healthy Youth Act of 2009 requires that all 7th - 9th grade students in North Carolina public schools receive, both abstinence-until-marriage and comprehensive sexuality education.

### PHYSICAL EDUCATION HONORS

|              |                                   |           |
|--------------|-----------------------------------|-----------|
| GRADE        |                                   | 11-12     |
| PREREQUISITE | PE/Health, 1 additional PE course |           |
| UNIT CREDIT  | 1 Unit                            | Weight .5 |

This course is designed to allow students to make reasonable choices regarding a broad range of physical activities while they take control of their own health and well-being. Students will exit this course with an understanding of general wellness and how exercise, mental health, risk behaviors, stress and their environment will impact their well-being. Student will also gain a better understanding of how community resources relate to improving wellness. Emphasis will also be place on student leadership as well as maintaining a physically active lifestyle while participating in a variety of self-directed physical activities.

### HEALTH AND PHYSICAL EDUCATION HONORS

|              |                                   |           |
|--------------|-----------------------------------|-----------|
| GRADE        |                                   | 11-12     |
| PREREQUISITE | PE/Health, 1 additional PE course |           |
| UNIT CREDIT  | 1 Unit                            | Weight .5 |

This course is designed to allow students to make reasonable choices regarding a broad range of physical activities while they take control of their own health and well-being. Students will exit this course with an understanding of general wellness and how exercise, mental health, risk behaviors, stress and their environment will impact their well-being. Student will also gain a better understanding of how community resources relate to improving wellness. Emphasis will also be place on student leadership as well as maintaining a physically active lifestyle while participating in a variety of self-directed physical activities.

### FUNDAMENTALS OF SPORTS

|              |           |          |
|--------------|-----------|----------|
| GRADE        |           | 10-12    |
| PREREQUISITE | PE/Health |          |
| UNIT CREDIT  | 1 Unit    | Weight 0 |

This course fosters the advanced learning and development of skills in indoor and outdoor sports. Emphasis is placed on learning the history of sports and the rules of the game. The course will also emphasize fundamentals necessary for all sports and team play that can be continued throughout a student's lifetime. The curriculum for this course will be divided between the classroom and the gymnasium.

## PHYSICAL EDUCATION II

|               |        |           |
|---------------|--------|-----------|
| GRADE:        |        | 10-12     |
| PREREQUISITE: |        | Health/PE |
| UNIT CREDIT:  | 1 Unit | Weight: 0 |

This course will go deeper in the Healthful Living Curriculum and cover objectives beyond the 9th grade requirements.

### STRENGTH & FITNESS

|                 |                              |           |
|-----------------|------------------------------|-----------|
| GRADE:          |                              | 10-12     |
| PREREQUISITE:   | Health/PE, seniors fall only |           |
| UNIT OF CREDIT: | 1 elective unit              | Weight: 0 |

Strength and Fitness(formerly weight training)This class will focus on moving toward an optimal level of fitness through diet and exercise, body sculpting through resistance exercises and weight training, and understanding the connection between aerobic exercise and heart health.

### ADVANCED STRENGTH & FITNESS

|                 |   |           |
|-----------------|---|-----------|
| GRADE:          |   | 10-12     |
| PREREQUISITE:   | Health/PE, seniors fall only and Strength & Fitness |           |
| UNIT OF CREDIT: | 1 elective unit                                     | Weight: 0 |

Advanced Strength and Fitness (formerly advanced weight training) This class will explore more advanced fitness techniques, body sculpting activities such as yoga or extreme programs similar to P90X in addition to weight and resistance training, to move students to a more optimal level of fitness. Pre-Requisite: Health/PE, Advanced PE and Strength and Fitness

## FOREIGN LANGUAGE

### SPANISH I

|              |        |          |
|--------------|--------|----------|
| GRADE        |        | 9-12     |
| PREREQUISITE |        | None     |
| UNIT CREDIT  | 1 Unit | Weight 0 |

This course teaches students to perform basic conversations and to read and write narratives and dialogues in Spanish. Studies include basic Spanish grammar with emphasis on vocabulary and verbs. Students become acquainted with Spanish culture and way of life. Tests, projects, class performance, and demonstration of the understanding and speaking of Spanish determine grades.

### SPANISH II

|              |           |          |
|--------------|-----------|----------|
| GRADE        |           | 9-12     |
| PREREQUISITE | Spanish I |          |
| UNIT CREDIT  | 1 Unit    | Weight 0 |

This course continues conversational studies and experiences with writing in the Spanish language. There is a continued study of advanced grammar and of verbs and their special uses. There is a continued exposure to Spanish culture. Grades are based on oral performances as well as homework, projects, and chapter tests. Students are expected to produce simple, original, written, and oral dialogues and conversations.

## SPANISH III HONORS

|              |                           |           |
|--------------|---------------------------|-----------|
| GRADE        |                           | 10-12     |
| PREREQUISITE | C or better in Spanish II |           |
| UNIT CREDIT  | 1 Unit                    | Weight .5 |

This course emphasizes advanced grammar, theme writing, and the study of Spanish culture. Students are expected to use Spanish as the primary language in the classroom. Grades are determined by the student's ability to understand and comprehend material of average difficulty. Students are also expected to write simple original compositions. Grammar review tests are also given.

## SPANISH IV HONORS

|              |             |           |
|--------------|-------------|-----------|
| GRADE        |             | 11, 12    |
| PREREQUISITE | Spanish III |           |
| UNIT CREDIT  | 1 Unit      | Weight .5 |

This course is a continuation of Spanish III with emphasis placed on advanced readings of Spanish history and various selections of Spanish literature. Students continue the study of modern Spanish and Spanish speaking culture. Students receive extensive practice in speaking and writing in the Spanish language. Grades are determined by oral performance, written tests, outside reading reports, and original compositions.

## JROTC

### JROTC LEADERSHIP, EDUCATION, AND TRAINING (LET)

The mission of JROTC is to motivate young people to become better citizens. The program is designed to offer challenges and to point out opportunities that can help students become successful. The classes do encourage successful completion of high school, developing career objectives, and preparation for life after graduation.

### JROTC LET 1

|              |        |          |
|--------------|--------|----------|
| GRADE        |        | 9-12     |
| PREREQUISITE |        | None     |
| UNIT CREDIT  | 1 Unit | Weight 0 |

This course introduces the student to JROTC. Students develop an understanding of the evolution of U.S. citizenship and the freedoms stated in the Bill of Rights. They learn about military customs, and traditions. Students learn basic first aid, how to evaluate a victim, and how to provide basic assistance. Students are also introduced to the use of topographic maps.

### JROTC LET 2

|              |        |          |
|--------------|--------|----------|
| GRADE        |        | 9 - 12   |
| PREREQUISITE |        | LET 1    |
| UNIT CREDIT  | 1 Unit | Weight 0 |

Students must demonstrate proficiency in effective writing and understand the importance of basic methods of instructional techniques. Students must develop an understanding of the traits, principles, and styles of leadership, assume a leadership position, and differentiate between leadership and management characteristics.

## JROTC LET 3

|              |        |          |
|--------------|--------|----------|
| GRADE        |        | 10-12    |
| PREREQUISITE |        | LET 2    |
| UNIT CREDIT  | 1 Unit | Weight 0 |

Cadets have a greater opportunity to practice leadership as they are increasingly placed in learning situations that require them to supervise others. They must understand and be able to appropriately apply the values of leadership in various situations.

## JROTC Cadet Staff

### Leadership & Management LET 3 (Hon)

|              |        |           |
|--------------|--------|-----------|
| GRADE        |        | 10-12     |
| PREREQUISITE |        | LET 2     |
| UNIT CREDIT  | 1 Unit | Weight .5 |

The JROTC honors program is oriented toward those cadets that have previously demonstrated above average leadership, communication skills and performance in the JROTC program. Students for this advanced leadership course serve as members of the JROTC cadet chain of command and battalion staff.

## JROTC LET 4

|              |        |          |
|--------------|--------|----------|
| GRADE        |        | 10-12    |
| PREREQUISITE |        | LET 3    |
| UNIT CREDIT  | 1 Unit | Weight 0 |

The cadets have a greater opportunity to practice their leadership skills as they are increasingly placed in an environment that requires them to supervise others. Students must demonstrate an understanding of basic first aid for burns, carbon monoxide poisoning, as well as studying stress, depression, and anxiety.

## JROTC Cadet Staff

### Leadership & Management LET 4 (Hon)

|              |        |           |
|--------------|--------|-----------|
| GRADE        |        | 10-12     |
| PREREQUISITE |        | LET 3     |
| UNIT CREDIT  | 1 Unit | Weight .5 |

The JROTC honors program is oriented toward those cadets that have previously demonstrated above average leadership, communication skills and performance in the JROTC program. Students for this advanced leadership course serve as members of the JROTC cadet chain of command and battalion staff.

**JROTC LET 5**  
**JROTC LET 6**  
**JROTC LET 7**  
**JROTC LET 8**

GRADE 11, 12  
 PREREQUISITE LET 4  
 UNIT CREDIT 1 Unit Weight 0

JROTC 5 continues to emphasize citizenship and leadership skills that have been introduced previously. Cadets become assistant instructor in the classroom and cadre for the JROTC special skill teams (Honor Guard, Cadet Raider Challenge, and Marksmanship Team).

**FINE ARTS DEPARTMENT**

**ART I**

GRADE 9  
 PREREQUISITE Teacher Recommendation or Portfolio Review  
 UNIT CREDIT 1 Unit Weight 0

Art I is an introductory course for identified experienced art students. Students will use a variety of media to integrate the elements and principles of design. Art production, art history, aesthetics and criticism are an integral part of the curriculum.

**ART II**

GRADE 10-12  
 PREREQUISITE Art I and Teacher Recommendation or Portfolio Review  
 UNIT CREDIT 1 Unit Weight 0

Art II is a continuation of the art one course. Students will use a variety of media to integrate the elements and principles of design, advanced drawing techniques, and three dimensional design. This course is designed for the serious art student who wishes to continue the study of art. Art production, art history, aesthetics and criticism are an integral part of the curriculum.

**ART III HONORS**

GRADE 10-12  
 PREREQUISITE Art II and Teacher Recommendation or Portfolio Review  
 UNIT CREDIT 1 Unit Weight .5

Art III is a continuation of the art two course. Drawing in an in-depth study of drawing concepts and media with an emphasis on exploration of ideas and individual style development. Also an in-depth study of photography techniques and practice will be used in preparation for creating a two-dimensional portfolio. Art production, art history, aesthetics and criticism are an integral part of the curriculum.

**AP STUDIO ART 2D DESIGN, 3-D DESIGN & DRAWING**

GRADE 11-12  
 PREREQUISITE Art III and Teacher Recommendation or Portfolio Review interview & Portfolio review  
 UNIT CREDIT 1 Unit Weight 1

The advanced placement courses provide the motivated art student to take a college level course and earn college credit through the successful completion of the AP Studio Exam (portfolio submission.) Personal expression and the communication of ideas and concepts will be emphasized through traditional and non-traditional media. Visit collegeboard.com for detailed information.

**VOCAL MUSIC**

GRADE 9-12  
 PREREQUISITE None  
 UNIT CREDIT 1 Unit Weight 0

Students with little or no experience in a vocal ensemble develop basic musicianship and ensemble performance skills through the study of basic, high-quality music in diverse styles. Student musicians focus on building foundational music techniques, music literacy, listening skills, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students are required to participate in required performances outside the school day to support, extend, and assess learning in the classroom.

**CONCERT CHOIR**

GRADE 9-12  
 PREREQUISITE Vocal Music and/or instructor approval  
 UNIT CREDIT 1 Unit Weight 0

Students with previous vocal music experience continue building musicianship and performance skills through the study of high-quality music in diverse styles. Student musicians learn to self assess and collaborate as they rehearse, perform, and study relevant musical styles and time periods. Public performances may serve as a culmination of specific instructional goals. Students are required to participate in performances outside the school day to support, extend, and assess learning in the classroom.

**CONCERT CHOIR HONORS**

GRADE 10 - 12  
 PREREQUISITE Concert Choir & audition  
 UNIT CREDIT 1 Unit Each Weight .5

Students with previous vocal music experience continue building musicianship and performance skills through the study of high-quality music in diverse styles. Student musicians learn to self assess and collaborate as they rehearse, perform, and study relevant musical styles and time periods. Public performances may serve as a culmination of specific instructional goals. Students are required to participate in performances outside the school day to support, extend, and assess learning in the classroom. Students enrolled in this class will be required to demonstrate advanced knowledge in the subject matter and serve as mentors and leaders as well as complete additional assignments.



## CHORAL ENSEMBLE

|              |                            |          |
|--------------|----------------------------|----------|
| GRADE        |                            | 10-12    |
| PREREQUISITE | 1 choral credit & audition |          |
| UNIT CREDIT  | 1 Unit                     | Weight 0 |

Students with previous vocal music experience and mature vocal tone continue building musicianship and performance skills through the study of high-quality music in diverse styles. Student musicians learn to self assess and collaborate as they rehearse, perform, and study relevant musical styles and time periods. Public performances may serve as a culmination of specific instructional goals. Students are required to participate in performances outside the school day to support, extend, and assess learning in the classroom.

## CHORAL ENSEMBLE HONORS

|              |                             |           |
|--------------|-----------------------------|-----------|
| GRADE        |                             | 10-12     |
| PREREQUISITE | 2 choral credits & audition |           |
| UNIT CREDIT  | 1 Unit                      | Weight .5 |

Students with previous vocal music experience and mature vocal tone continue building musicianship and performance skills through the study of high-quality music in diverse styles. Student musicians learn to self assess and collaborate as they rehearse, perform, and study relevant musical styles and time periods. Public performances may serve as a culmination of specific instructional goals. Students are required to participate in performances outside the school day to support, extend, and assess learning in the classroom. Students enrolled in this class will be required to demonstrate advanced knowledge in the subject matter and serve as mentors and leaders as well as complete additional assignments.

## MARCHING BAND CONCERT BAND

|              |                                |          |
|--------------|--------------------------------|----------|
| GRADE        |                                | 9-12     |
| PREREQUISITE | Middle School Band or audition |          |
| UNIT CREDIT  | 1 Unit                         | Weight 0 |

This course is open to high school students who play a band instrument and desire to continue his/her study of instrumental music. The focus will be on rehearsing for and performing at football games, parades, and other special events in the fall, and concerts in the spring. It is recommended that all band students attend Summer Band Camp. Students taking Band 1<sup>st</sup> semester will be required to attend after school practices and performances through November. Students in this class will also combine with other band students in the annual Christmas concert. Students in 1<sup>st</sup> or 2<sup>nd</sup> semester will work on auditions for the All-County and All-District Bands.

## MARCHING BAND HONORS CONCERT BAND HONORS

|              |  |           |
|--------------|--|-----------|
| GRADE        |  | 10-12     |
| PREREQUISITE | 2 or 3 high school band credits & audition |           |
| UNIT CREDIT  | 1 Unit                                     | Weight .5 |

This course requires students to exhibit musical proficiency at performance levels of grades V & VI musical compositions. The curriculum places an emphasis on studying and performing musical literature from the NC State Band Contest List at music levels of grades V & VI. Students are also required to perform music independently and to sight read at a proficient level (Grade IV & V). In addition, students are graded on preparation and auditioning for All-County and All-District bands. Students maintain an active performance schedule that includes two scheduled concerts and the All-State Festival in March. This course is designed to be a continuation of band I and II and will require additional performances. It will also feature additional assignments and enrichment activities.. Students may only receive a total of two (2) band honor credits.

## JAZZ ENSEMBLE

|              |                               |          |
|--------------|-------------------------------|----------|
| GRADE        |                               | 9-12     |
| PREREQUISITE | Marching Band or Concert Band |          |
| UNIT CREDIT  | 1 Unit                        | Weight 0 |

This course provides band students the opportunity to study and perform various styles and periods of jazz. Emphasis on the development of performance skills and techniques of improvisation assist students in enhanced practice, study, and evaluation of their own work and that of others. Participation in after-school rehearsals and performances is expected. Prerequisite: Demonstrated Proficiency/Teacher Recommendation

# College Credit in High School



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## **Future Direction**



## **Lexington City Schools High School to Community College Articulation Agreement**

- ◆ **WHAT IS ARTICULATION?**

Articulation is a seamless student transition process from secondary to post-secondary education. Lexington City Schools offers an Articulation Agreement with Davidson County Community College.

- ◆ **HOW WILL ARTICULATION BENEFIT YOU AS A STUDENT?**

Articulation is a way of receiving community college credit for courses taken while in high school.

- ◆ **REQUIREMENTS**

The following requirements will be used to award college credit for specific high school courses:

- Grade of “B” or higher in the course; and
- A score of 93 or higher on the standardized Career Technical Education EOC post-assessment
- Students must enroll at the community college within two years of their high school graduation date to receive articulated credit
- Students must submit an official high school transcript and all official standardized VoCATS post-assessment scores to the community college to verify that the criteria to award credit for articulated course work has been met.

- ◆ **ADDITIONAL INFORMATION**

Articulation also may be available with other North Carolina community colleges. It is the student’s responsibility to request articulated credit when enrolling at a community college.

For additional information, see your high school counselor or Career Development Coordinator.

The following chart lists the CTE courses offered at Lexington Senior High School and the community college courses for which credit may be earned through the statewide high school to community college articulation agreement.

**Lexington City Schools**  
**High School to Community College Articulation Agreement**  
 Career & Technical courses that may earn college credit

| LSHS High School Courses                               | State Articulation Community College Course  |
|--|--|
| <b>BUSINESS MANAGEMENT/BUSINESS ADMINISTRATION</b>     |  |
| 6417 Microsoft Word, PowerPoint, Publisher             | CIS-111 Basic PC Literacy OR<br>CIS-124 DTP Graphics Software OR<br>OST-136 Word Processing              |
| 6414 Multimedia and Webpage Design                     | WEB-110 Internet/WEB Fundamentals OR<br>WEB-120 Intro Internet Multimedia                                |
| 6341 Network Administration I                          | NET-110 Data Comm/Networking OR<br>NOS-110 Operating Sys. Concepts                                       |
| 8726 Personal Finance                                  | BUS-125 Personal Finance   |
| <b>FAMILY AND CONSUMER SCIENCE EDUCATION</b>           |  |
| 7045 Foods I AND<br>7046 Foods II Enterprise           | CUL-112 Nutrition for Food Science   |
| 7046 Foods II Enterprise AND<br>ServSafe Certification | CUL-110 Sanitation & Safety AND<br>CUL-110A Sanitation & Safety Lab                                      |
| <b>HEALTH OCCUPATIONS</b>                              |  |
| 7240 Health Science I                                  | MED-121 Medical Terminology AND<br>MED-122 Medical Terminology II  |
| 7242 Health Science II                                 | HSC-110 Orientation to Health Careers AND<br>(HSC-120 OR MED-180) CPR or CPR Certification               |
| <b>MARKETING EDUCATION</b>                             |  |
| 8716 Entrepreneurship I                                | ETR-210 Intro to Entrepreneurship  |
| 6621 Marketing   | ETR-230 Entrepreneur Marketing OR<br>MKT-110 Principles of Fashion OR<br>MKT-120 Principles of Marketing |
| <b>TRADE AND INDUSTRIAL EDUCATION</b>                  |  |
| 7721 Carpentry I                                       | CAR-110 Intro to Carpentry OR<br>WOL-110 Construction Skills OR<br>CST-110 Intro to Construction         |
| 7722 Carpentry II                                      | CST-111 Construction I   |
| 7991 Computer Engineering Technology I                 | CTS-120 Hardware/Software Support  |
| 7992 Computer Engineering Technology II                | CTS-220 Adv Hard/Software Support  |
| 7921 Drafting I  | DFT-111 Technical Drafting I<br>DFT-111A Technical Drafting I Lab  |

## **CAREER AND COLLEGE PROMISE**

### **DAVIDSON COUNTY COMMUNITY COLLEGE COURSES**

**DAVIDSON COUNTY COMMUNITY COLLEGE (DCCC)-** The Career and College Promise program is a joint effort of Davidson County Community College, Davidson County Schools, Lexington City Schools and Thomasville City Schools to provide high school students opportunities not available in their high schools. High school students taking these college transfer courses earn college credits as well as high school credits and have an opportunity to experience the college-learning environment. College credits earned at DCCC are transferable to many, but not all, four-year colleges and universities. It is the student's responsibility to request a transcript for all courses completed at DCCC. High school cooperative program students cannot displace returning traditional students and are admitted on a space-available basis.

### **ADMISSION REQUIREMENTS FOR THE CAREER AND COLLEGE PROMISE**

Admission requirements have been developed to determine whether the student has the academic preparation and background to be successful in college courses and to minimize unsatisfactory achievement. The following requirements apply to ALL programs or courses:

- Reach acceptable benchmarks with the SAT, PSAT, PLAN, ACT, or Accuplacer assessment
- Meet the same prerequisite, co-requisite, and course admission requirements as traditional college students
- Have a minimum 3.0 GPA on all course work in high school and college courses
- Have a minimum grade of "C" in all course work attempted at the college level
- Be recommended by the chief administrative officer of the high school

There are specific admission requirements for selected programs. Students interested in these programs should see their counselor for an application and additional information.

### **DROPPING A DCCC COURSE**

If a student is dropped from a DCCC course due to attendance, conduct or failing grades, the student will receive the failing grade on the high school transcript for the course and the student may be assigned to ISS for the remainder of the semester. The student will NOT earn college or high school credit for the dropped course.



## CAREER AND COLLEGE PROMISE COLLEGE TRANSFER PATHWAYS

| Associate in Arts Pathway  | Total Semester Hours Credit: 32-33  |
|--|---|
| English Composition, Communication, Academic Transition            | ENG 111 Writing & Inquiry<br>ENG 112 Writing/Research in the Disciplines *<br>COM 231 Public Speaking *<br>ACA 122 College Transfer Success   |
| Humanities/Fine Arts   |   |
| Select <u>two</u> courses  | ART 111 Art Appreciation<br>MUS 110 Music Appreciation<br>PHI 240 Introduction to Ethics*   |
| Social/Behavioral Sciences   |   |
| Select <u>three</u> courses from at least <u>two</u> subject areas | ECO 251 Principles of Microeconomics<br>ECO 252 Principles of Macroeconomics<br>HIS 111 World Civilizations I<br>HIS 112 World Civilizations II<br>HIS 131 American History I<br>HIS 132 American History II<br>PSY 150 General Psychology<br>SOC 210 Introduction to Sociology |
| Math   |   |
| Select <u>one</u> course   | MAT 143 Quantitative Literacy<br>MAT 152 Statistical Methods I<br>MAT 171 Precalculus Algebra   |
| Natural Sciences   |   |
| Select <u>one</u> course   | BIO 110 Principles of Biology<br>BIO 111 General Biology I<br>CHM 151 General Chemistry I<br>PHY 110/A Conceptual Physics/Lab   |

ENG-111 is a prereq for ENG-112, COM-231, and PHI-240.

SPA-111, SPA-112 or any foreign language may be added to the AA or AS pathway.

Students in either of the AA or AS pathway must complete the entire pathway before taking additional courses toward an Associate degree or transfer credit.

| Associate in Science Pathway                                  | Total Semester Hours Credit: 35  |
|---|--|
| English Composition, Communication, Academic Transition       | ENG 111 Writing & Inquiry<br>ENG 112 Writing/Research in the Disciplines *<br>COM 231 Public Speaking *<br>ACA 122 College Transfer Success  |
| Humanities/Fine Arts  |  |
| Select <u>one</u> course                                      | ART 111 Art Appreciation<br>MUS 110 Music Appreciation<br>PHI 240 Introduction to Ethics*  |
| Social/Behavioral Sciences                                    |  |
| Select <u>two</u> courses from <u>different</u> subject areas | ECO 251 Principles of Microeconomics<br>ECO 252 Principles of Macroeconomics<br>HIS 111 World Civilizations I<br>HIS 112 World Civilizations II<br>HIS 131 American History I<br>PSY 150 General Psychology<br>SOC 210 Introduction to Sociology |
| Math  |  |
| Select <u>two</u> courses                                     | MAT 171 Precalculus Algebra<br>MAT 172 Precalculus Trigonometry<br>MAT 271 Calculus I  |
| Natural Sciences  |  |
| Select <u>two</u> courses from <u>one</u> sequence            | BIO 111 General Biology I<br>BIO 112 General Biology II<br>CHM 151 General Chemistry I<br>CHM 152 General Chemistry II<br>PHY 151 College Physics I<br>PHY 152 College Physics II<br>PHY 251 General Physics I<br>PHY 252 General Physics II     |



# Building a Pathway to Increase the Pipeline: High School-To-College

| Career Cluster: Education and Training                    |  | College Program Early Childhood |                                  |  |   |  |  |
|---|--|---------------------------------|----------------------------------|--|---|--|--|
| High School Plan: Early Childhood Assistant Certification |  |                                 |                                  |  |   |  | Career and Technical Courses                                       |
| Grade   | English/Language Arts Required Course Sequence | Math Required Course Sequence   | Science Required Course Sequence | Social Studies Required Course Sequence  | Required Course and Recommended CTE Electives |  |  |
| <b>Secondary</b>  | 9  | English I                       | Common Core Math 1               | Earth/Environmental Science              | World History                                 | Food I   | 6417 Microsoft Word, Power Point and Publisher (CIS 111)           |
|   | 10   | English II                      | Common Core Math 2               | Biology                                  | American History I                            | Foods II   | Parenting  |
|   | 11   | English III                     | Common Core Math 3               | Physical Science or Chemistry or Physics | American History 2                            | EDU 119 - Intro to Early Childhood Ed.                   | EDU 144: Child Development I<br>EDU 131: Child, Family & Community |
|   | 12   | English IV                      | One additional math              | Chemistry or Anatomy or Physiology       | Civics and Economics                          | EDU 145: Child Development II<br>EDU 146: Child Guidance |  |

| Community College Plan: Early Childhood Diploma |                                     |   |   |  |  |  |
|---|-------------------------------------|---|---|--|--|--|
| Semester  | ACA 090: Student Success Strategies | EDU 153: Health, Safety and Nutrition   | EDU 151: Creative Activities                | EDU 145: Child Development II          | EDU 146: Child Guidance                | EDU 144: Child Development I           |
| Fall Semester                                   | COM 231: Public Speaking            | EDU 259: Curriculum Planning            | PSY 150: General Psychology                 | EDU 119 - Intro to Early Childhood Ed. | EDU 119 - Intro to Early Childhood Ed. | EDU 119 - Intro to Early Childhood Ed. |
| Spring Semester                                 | ENG 111: Writing & Inquiry          | EDU 221: Children With Exceptionalities | EDU 284: Early Childhood Capstone Practicum | EDU 145: Child Development II          | EDU 146: Child Guidance                | EDU 144: Child Development I           |
| Summer Term                                     |                                     |   |   |  |  |  |
|   |                                     |   |   |  |  |  |
|   |                                     |   |   |  |  |  |

Occupations: Day Care Worker; In-home childcare provider

# Building a Pathway to Increase the Pipeline: High School-To-College

| College Program: Health Information Technology (Associate of Applied Science Degree) |  |   |   |   |   |   |   |
|--|--|---|---|---|---|---|---|
| High School Plan: Health Science   |  |   |   |   |   |   |   |
| Grade  | English/Language Arts Required Course Sequence | Math Required Course Sequence               | Science Required Course Sequence                  | Social Studies Required Course Sequence               | Required Course and Recommended CTE Electives | Career and Technical Courses                              |   |
| <b>Secondary</b>   | 9  | English I                                   | Common Core Math 1                                | Earth/Environmental Science                           | World History                                 | Health Team Relations                                     | 6417 Microsoft Word, Power Point and Publisher (CIS 111)  |
|  | 10   | English II                                  | Common Core Math 2                                | Biology   | American History I                            | Health Science I (MED 121 & 122)                          | Biomedical Technology   |
|  | 11   | English III                                 | Common Core Math 3                                | Physical Science or Chemistry or Physics              | American History 2                            | Health Science I (MED 121 & 122) and/or Health Science II | elective  |
|  | 12   | English IV                                  | One additional math                               | Chemistry or Anatomy or Physiology                    | Civics and Economics                          | Health Science II or Med Science II                       | Fall - HIT 110 Fundamentals of HIM & PSY 150*<br>Spring - HIT 112 Health Law & Ethics & ENG 111** |
| <b>Community College Plan</b>  |  |   |   |   |   |   |   |
| <b>Postsecondary</b>   | Fall Semester                                  | BIO 165 Anatomy & Physiology (DRE 098)      | ENG 111** Writing & Inquiring (DRE 098, CTS 080)  | HIT 114 Records Systems/Standards (acceptance HIT)    |   |   |   |
|  | Spring Semester                                | BIO 166 Anatomy & Physiology II (BIO 165)   | HUM 115 Critical Thinking (DRE 098)               | MAT 143 Quantitative Literacy (DMA 010-050 & DRE 098) |   |   |   |
|  | Summer Term                                    | COM 120 Interpersonal Communications        |   | PSY 150* General Psychology (DRE0 98)                 |   |   |   |
|  | Fall Semester                                  | HIT 226 Principles of Disease (MED 122)     | HIT 210 Health Care Statistics (MAT 143, HIT 114) | HIT 211 ICD Coding (BIO 271, MED 122, HIT 226)        | HIT 122 Professional Practice I (BIO 271)     | HIT 220 Computers in Healthcare (CIS 111 & HIT 114)       |   |
| Spring Semester  | HIT 214 CPT/Other Coding Systems (HIT 211)     | HIT 215 Reimbursement Methodology (HIT 211) | HIT 280 Professional Issues (HIT 211)             | HIT 216 Quality Management (HIT 110, HIT 210)         | HIT 222 Professional Practice III (HIT 224)   | HIT 124 Professional Practice II (HIT 211 & HIT 224)      | HIT 218 Management Principles in HIT (HIT 110)  |

Occupations: Health Information Systems Technician, Health Information Clerk, Inpatient and Outpatient Coder, Medical Records Clerk, Medical Records Analyst, Receptionist/Office Manager, Medical Records Technician, Medical Records Director. Required Credit for Degree: 67 Revised 5/15

# DCCC COURSE DESCRIPTIONS FOR 2017-2018

## **STATISTICS**

GRADE: 12  
PREREQUISITE: Precalculus, Advanced Functions & Modeling or Discrete Math  
UNIT OF CREDIT: 1 Unit Weight 1

Curriculum for this course follows the AP Statistics curriculum set by the College Board and is designed to prepare students for the AP Statistics exam in May. This syllabus is adapted from the course description given by the College Board. The full course description should be downloaded from [www.collegeboard.com](http://www.collegeboard.com) and read completely. The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. This course draws connections between all aspects of the statistical process, including design, analysis, and conclusions. Additionally, using the vocabulary of statistics this course will teach students how to communicate statistical methods, results and interpretations. Students will learn how to use graphing calculators and read computer output in an effort to enhance the development of statistical understanding.

## **COLLEGE PHYSICS I**

GRADE: 11-12  
PREREQUISITE: Math III  
UNIT CREDIT: 1 Unit Weight 1

This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vectors, linear kinematics and dynamics, energy, power, momentum, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered.

## **INTRODUCTION TO EARLY CHILDHOOD EDUCATION/CHILD, FAMILY AND COMMUNITY**

GRADE: 11-12  
PREREQUISITE: Appropriate scores on DCCC Placement Test; Parenting recommended but not required  
UNIT CREDIT: 1 Unit Weight 1

Courses taken concurrently, for 7 hours of college credit upon successful completion. Offered Fall semester. The Early Childhood Curriculum prepares individuals to work with children from infancy through middle childhood in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified DCCC teachers. Upon successful completion of all courses in this CCP pathway students will be awarded a Certificate in Early Childhood Education. Students can complete additional course to earn an Associates Degree in Early Childhood Education after graduation from high school.

## **CHILD DEVELOPMENT I**

GRADE: 11-12  
PREREQUISITE: Introduction to Early Childhood Education; Child, Family and Community  
UNIT CREDIT: 1 Unit Weight 1

Offered Spring semester. Upon successful completion the student will receive 3 hours of college credit. The Early Childhood Curriculum prepares individuals to work with children from infancy through middle childhood in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified DCCC teachers. Upon successful completion of all courses in this CCP pathway students will be awarded a Certificate in Early Childhood Education. Students can complete additional course to earn an Associates Degree in Early Childhood Education after graduation from high school.

## **CHILD DEVELOPMENT II/CHILD GUIDANCE**

GRADE: 12  
PREREQUISITE: Introduction to Early Childhood Education; Child, Family and Community; Child Development I  
UNIT CREDIT: 1 Unit Weight 1

Offered Fall semester. Upon successful completion the student will receive 6 hours of college credit. The Early Childhood Curriculum prepares individuals to work with children from infancy through middle childhood in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified DCCC teachers. Upon successful completion of all courses in this CCP pathway students will be awarded a Certificate in Early Childhood Education. Students can complete additional course to earn an Associates Degree in Early Childhood Education after graduation from high school.

## **NURSING ASSISTANT I (NAS 101 DCCC)**

GRADE: 12  
PREREQUISITE: Health Sciences II, DCCC Application  
UNIT CREDIT: 1 Unit Weight 1

This course introduces basic nursing skills required to provide personal care for patients, residents, or clients in a health care setting. Topics include communications, safety, patients' rights, personal care, vital signs, elimination, nutrition, emergencies, rehabilitation, and mental health. Upon completion, students would be able to demonstrate skills necessary to qualify as Nursing Assistant I with the North Carolina Nurse Aide I Registry. *Potential students will have to provide, at their own expense, a criminal background check, drug screening and immunization records for acceptance into this program.* Students will participate in a clinical setting for certification and must provide their own transportation. There may be additional expenses for uniforms, textbooks and supplies.

## NURSING ASSISTANT II (NAS 102 DCCC)

GRADE: 12  
PREREQUISITE: Nursing Assistant I (NAS 101),  
DCCC Application  
UNIT CREDIT: 1 Unit Weight 1

This course provides training in selected advanced nursing assistant procedures. Emphasis is placed on sterile techniques, respiratory procedures, catheterizations, wound and trach care, irrigations, and ostomy care. Upon completion, students would be able to demonstrate skills necessary to qualify as Nursing Assistant II with the North Carolina Board of Nursing. *Potential students will have to provide, at their own expense, a criminal background check, drug screening and immunization records for acceptance into this program.* Students will participate in a clinical setting for certification and must provide their own transportation. There may be additional expenses for uniforms, textbooks and supplies.

## PHARMACY TECHNOLOGY

GRADE: 12  
PREREQUISITE: Appropriate placement test scores for  
Career and College Promise courses  
UNIT CREDIT: 1 Unit Weight 1

The Pharmacy Technology program prepares individuals to assist the pharmacist in duties that a technician can legally perform and to function within the boundaries prescribed by the pharmacist and the employment agency. Upon successful completion of all courses in this CCP pathway the student will be awarded a Certificate in Pharmacy Technology from DCCC. Once students complete the certificate they can continue their coursework towards a diploma or associate degree. CCP Pharmacy Tech students will receive 1 point in the admission process for the selective diploma admission program. Once students complete the diploma, they are eligible to take the national Pharmacy Tech certification exam. All courses in this pathway are on-line. Offered Fall semester.

## PHARMACOLOGY II

GRADE: 12  
PREREQUISITE: Introduction to Pharmacy/Pharmacy  
Calculations/Pharmacology I  
UNIT CREDIT: 1 Unit Weight 1

The Pharmacy Technology program prepares individuals to assist the pharmacist in duties that a technician can legally perform and to function within the boundaries prescribed by the pharmacist and the employment agency. Upon successful completion of all courses in this CCP pathway the student will be awarded a Certificate in Pharmacy Technology from DCCC. Once students complete the certificate they can continue their coursework towards a diploma or associate degree. CCP Pharmacy Tech students will receive 1 point in the admission process for the selective diploma admission program. Once students complete the diploma, they are eligible to take the national Pharmacy Tech certification exam. All courses in this pathway are on-line. Offered Spring semester.

## DCCC CAREER AND COLLEGE PROMISE CTE PATHWAYS — See your counselor for more information.

- Cosmetology (Approximate cost to student \$850-1300)
- Criminal Justice
- Diesel and Heavy Equipment
- Electronics Engineering Technology
- Emergency Medical Science
- Fire Protection
- Global Logistics
- Health Information Technology
- Healthcare Interpreting (Student must pass Spanish Language assessment)
- Motorcycle Mechanics
- Nurse Aide
- Pharmacy Technology
- Welding

“Choice, not chance, determines destiny.” -Anonymous

Course Selection

# WORKSHEET

Name \_\_\_\_\_ Course of Study \_\_\_\_\_

Grade Level \_\_\_\_\_ Student Number \_\_\_\_\_ Homeroom \_\_\_\_\_

My Choice of 8 courses:

| <b>CHOICE #</b> | <b>COURSE NUMBER</b> | <b>COURSE NAME</b> |
|-----------------|----------------------|--------------------|
| <b>1</b>        |                      |                    |
| <b>2</b>        |                      |                    |
| <b>3</b>        |                      |                    |
| <b>4</b>        |                      |                    |
| <b>5</b>        |                      |                    |
| <b>6</b>        |                      |                    |
| <b>7</b>        |                      |                    |
| <b>8</b>        |                      |                    |

My Choice of 2 Alternate courses (Electives):

| <b>CHOICE #</b> | <b>COURSE NUMBER</b> | <b>COURSE NAME</b> |
|-----------------|----------------------|--------------------|
| <b>1</b>        |                      |                    |
| <b>2</b>        |                      |                    |
| <b>3</b>        |                      |                    |
| <b>4</b>        |                      |                    |



**"This I believe: That the free, exploring mind of the individual human is the most valuable thing in the world. And this I would fight for: the freedom of the mind to take any direction it wishes. . ."**

**- John Steinbeck**



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