

2022-2023

Lexington Senior High School



CURRICULUM AND PLANNING GUIDE

26 Penry Street, Lexington, NC 27292

336-242-1574

School Website: lshs.lexcs.org

Lexington Senior High School

Administration

Dr. Anitra Wells

Lexington City Schools District Superintendent

Mr. Gene Jones

Principal

Senior Class Administrator

Lexington Senior High School

Mrs. Judy Richards

Assistant Principal

Freshmen

Lexington Senior High School

Mr. Marc Houlihan

Assistant Principal

Sophomores/Juniors

Lexington Senior High School

School Counseling Department

Mr. Miles Catlett

High School Counselor

Freshman Class of '26 & Senior Class of '23 Pe-Z
Scholarships

Lexington Senior High School

Ms. Darica Waller

High School Counselor

Sophomores Class of '25 & Senior Class of '23 A-He
AP Capstone

Lexington Senior High School

High School Counselor

Juniors Class of '24 & Senior Class of '23 Ai-Pa
Lexington Senior High School

Mr. Nathan Tongel

Career Development Coordinator

DDCC

Lexington Senior High School

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Block Scheduling Format

LSHS students are scheduled for 4 instructional class periods per day. Each instructional class period is 90-minutes in length and scheduled following a **block scheduling** (4X4 Semester) format. High School courses are scheduled as yearlong or semester-long alternating-day Courses (taken on either A Day or B Day), or yearlong or Semester long daily courses (taken A Day and B Day). The block scheduling format offers the following **advantages**:

- Increased course options and opportunities.
- Longer instructional class periods that encourage a variety of engaging, challenging, and rigorous teaching/instructional methods.
- Credit recovery within the same academic year.
- Fewer class changes that provide a welcoming and friendly school climate and less student discipline concerns.

Course Levels

Before signing up for courses, students and parents/legal guardians will be given information to instruct and guide LSHS families through the registration process. Registration factors to consider include, but are not limited to: course demands, current graduation progress/earned credits, current academic standing, future educational/vocational plans, and the student's selected course of study. LSHS school counselors will evaluate all educational progress, earned credits, End of Grade (EOG) Testing Results (Rising 9th), End of Course (EOC) Testing Results (Rising 10th-12th), teacher recommendation, and Individualized Educational Plans/Programs (IEP and/or 504 Plans) to determine what courses will be requested/scheduled for each student. Academic and elective courses requested and scheduled for each student will offer the appropriate level of rigor to ensure overall success while providing a challenging and engaging learning opportunity. LSHS students who wish to participate in an academic or elective course level other than the recommended, requested, and/or scheduled course level(s) are strongly encouraged to schedule an appointment to meet with their assigned LSHS school counselor, to discuss Course options available that will align with their educational progress. **LSHS offers the following course levels:**

• Regular/Standard Level Courses

LSHS offers regular/standard level courses which meet the requirements for the Future-Ready Core Course of Study. Regular/standard level courses are available for required academic and elective courses.

• Honors Level Courses

Honors level courses prepare students for college/university study. Passing final grades in honors level courses result in an **additional 0.5** quality point.

• Advanced Placement (AP) Courses

Advanced Placement (AP) Courses are defined by the College Board as, "rigorous, college-level classes in a variety of subjects that give students the opportunity to earn college credit while in high school by scoring a 3 or higher (5 point scale) on the AP Exams associated with the AP Course." Passing final grades in AP Courses result in an **additional 1.0** quality point. The following **AP courses** are available for LSHS students:

- AP Biology
- AP Calculus
- AP English — Language & Composition
- AP English — Literature & Composition
- AP Psychology
- AP Research (Capstone)
- AP Seminar (Capstone)
- AP United States History
- AP World History

All students taking AP courses must complete an AP Contract. Students and parents agree that the student may not drop the AP course once it has been scheduled, must miss no more than six days total, must commit to take the AP exam, and may not take. Parents and students sign the contract and return it with other registration materials. Students who register for an AP course may not drop it.

• Career & College Promise

LSHS partners with Davidson-Davie Community College (DDCC) to allow **qualified** high school **juniors** and **seniors** the opportunity to earn an **Associates Degree, tuition free** while they are in high school. LSHS Career & College Promise students are required to pay Fall & Spring DDCC semester fees. Textbooks required for DDCC courses are purchased by Lexington City Schools and must be returned to DDCC at the end of each semester. The Career & College Promise Program at DDCC offers over 25 different pathways from which to choose. (See Details on Page 28). Passing Career & College Promise Final Course Grades result in an **additional 1.0** quality point.

LSHS Grading Scale & GPA Points

| Letter Grade | Percentage Grade | Standard Grade Point | Honors Grade Point | AP/CCP 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 | 59 and below | 0 | 0 | 0 |

High School Testing

End-Of-Course Tests (EOC)

All students enrolled in a course that requires an End-of-Course test must take the test. Scores on End-of-Course tests will count as 20% 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 20% of the final grade.

Teacher-Made Final Exams

Students enrolled in electives and core courses that do not have a State-issued post assessment or final exam will be given a final exam created by the teacher. Final exams will count as 20% 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 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.

Students who make a three or higher in AP Seminar, AP Research, and four additional AP exams will receive the AP Capstone Diploma. Students who earn a three or higher in AP Research and AP Seminar only, will receive the AP Seminar and Research Certificate.

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 PreACT® 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 and ACT

Both the SAT 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. For ACT information visit 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 can 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 school 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, when the information becomes available.

To enroll in an online course, students and their parents should contact their high school 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 counselor may begin the enrollment process.

All OCS students learn their content through NCVPS blended coursework. Blended indicates that students interact with both an online NCVPS teacher and an EC teacher in the classroom who work collaboratively with each other to deliver the core curriculum.

Class Rank

Class Rank is figured based on the quality point average (QPA) associated with the Final Course Grade (See Grade Scale on Page 5). The weighted class rank is shown on transcripts. Class Rank is calculated at the end of each semester.

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.

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 **\$10** (cost is subject to change).



Career and College Ready Graduates

Students graduating in the Class of 2021 and beyond will now be required to meet the Career and College Ready Graduate (CCRG) guidelines as developed by the North Carolina Community College System and the North Carolina Department of Public Instruction.

Career and College Ready Graduates (CCRG) requires all students to demonstrate proficiency in English, Reading, and Math as determined by the ACT, SAT, AP Scores, Math 3 EOC benchmarks and have a minimum unweighted grade point average.

Students who do not meet the established benchmarks or have the minimum unweighted grade point average will be required to complete CCRG enhanced coursework in the content area (English and/or Math)

Doing well in high school courses and on the ACT has always been important and now that importance becomes even more significant. Your School's Counselors will be providing information related to your ACT performance and its importance.

Early Graduation

Students who meet the Graduation Requirements and obtain all Credits in less than 4 years (on or before the end of Semester 1 of his/her Senior year) may be eligible to graduate early. Eligible students may submit a **written request** to graduate early before completing the Course Registration Process in the **spring** of his/her **Junior** year.

Eligible students who are **not 18 years of age** must obtain and provide **written permission** from their **parent(s)/legal guardian(s)**. Students will confirm with their assigned LSHS School Counselor that they have met all graduation requirements. The LSHS Principal will consult with the LCS Superintendent to determine Early Graduate approval. Early Graduates may participate in the LSHS Graduation Ceremony with their class or may have their diploma mailed to them.

Promotion Policy

Students in Grade Levels 9-12 must meet the requirements below to be promoted to the next Grade Level:

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
 - 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 I)
 - two (2) units of Math (including NC Math 1)
 - three (3) units of Social Studies or Science
 - one (1) unit of health/physical education
 - five (5) elective credits
3. To be a **Senior**, a student must have earned at least twenty (20) credits including:
 - English I, English II, and English III
 - NC Math 1 and two (2) additional Math units
 - three (3) units of Social Studies
 - two (2) units of Science
 - one (1) unit of health/physical education
 - eight (8) elective units

Five-Year Plan

All students create a Five-Year Plan that helps them achieve their goals after high school. Students will examine two major choices in the eighth grade as they prepare to enter high school. First, they will choose a career pathway based on a specific career cluster, such as business, information technology, health science, STEM, or construction. Second, students will choose an academic pathway that prepares them for their goals post-high school. Academic pathways include the selection of academic level (regular, honors, AP, college) and the selection of elective courses that align with their goals.

Students may also begin in eighth grade by taking a limited number of high school courses. As students enter high school they will begin to refine both their career pathway and their academic pathway. Students may choose to change their mind and pursue a different pathway: they have the flexibility and freedom to shift in different directions as they learn new things about themselves. Guided by their parents and school counselors, students are encouraged to make choices that maximize their success in the world of careers and college.



Graduation Requirements

In order to graduate, students must complete the Future-Ready course of study and earn **28 total credits** (including courses required for your course of study). Each Course of Study is designed to ensure all students graduate **college** and **career ready**. Students who do **not** complete the approved North Carolina State Board of Education Course of Study will not receive a diploma. Individual course selections will vary depending on a student's post-secondary plans. The Occupational Course of Study is for some students with certified disabilities and an Individualized Education Program (IEP), this course of study includes work requirements. Students who do not complete all local and state requirements may be eligible for a graduation certificate.

| Content Area/Subjects | Future Ready Core Course Credits | Occupational Course Credits |
|--|---|---|
| Mathematics | 4 Credits (taken in sequence) NC Math 1, NC Math 2, NC Math 3, and a 4th Math Course (matching the student's post high school plans) | 3 Credits Introduction to Math NC Math 1 Financial Management |
| English | 4 Credits (taken in sequence) English I, English II, English III, English IV | 4 Credits English I, English II, English III, English IV |
| Science | 3 Credits Earth and Environmental Science (Standard or Honors), Biology, and a Physical Science | 2 Credits Applied Science Biology |
| Social Studies | 4 Credits World History (Standard, Honors, or AP), American History, The Founding Principles, Civic Literacy(Standard or Honors), American History OR AP US History and one additional Social Studies credit, Economics & Personal Finance | 2 Credits Founding Principles USA and NC Civic Literacy American History or American History II |
| Health & Physical Education | 1 Credit Health & Physical Education | 1 Credit Health & Physical Education |
| Electives | 6 Credits <ul style="list-style-type: none"> • 2 Credits from a combination of Career and Technical Education, Art, and World Language Courses • 4 Credits are strongly recommended from completing 4 Courses from a concentration in one of the following: CTE, ROTC, Arts Education (Dance, Music, Theater Arts, Visual Arts), or Academic Electives (English, Social Studies, Science or Math). | 4 Credits <ul style="list-style-type: none"> • 4 Credits from Career/Technical Education • Recommendation: 1 Credit of an Arts Discipline |
| Occupational | | 6 Credits Preparation I, II, III, IV <i>Elective Credits and completion of IEP Objectives and Career Portfolio required</i> |
| TOTALS | 22 Credits + 6 Local Credit Requirements TOTAL of 28 | 22 Credits + 6 Local Credit Requirements TOTAL of 28 |

CPR Graduation Requirement:

Beginning with the Class of 2017 all Lexington Senior High School Students must **successfully complete (Pass)** CPR to graduate.



Graduation Requirements For STEAM Students

All students are expected to meet the **Graduation Requirements** outlined in the **Future-Ready Core Course of Study** and need **28 credits** to graduate from Lexington City Schools. STEAM students are required to complete **4 English credits, 4 Social Studies credits, 4 Math credits, 4 Science credit, 1 Physical Education credit, 4 Career Cluster Required Courses, 1 additional Math or Science Course** based on the student's declared **STEAM Pathway**, and **6 additional elective courses**. Students must **pass an industry certification** related to their **chosen Career Cluster**.

| Subjects | Future Ready Core | Year of Completion |
|-----------------------|--|---|
| Mathematic | 4 to 5 Units of Math <ul style="list-style-type: none"> • NC Math 1 Honors • NC Math 2 Honors • NC Math 3 Honors, Discrete Math Honors, and/or Pre-Calculus • AP Calculus and/or AP Statistics | 8th/9th Grade 9th/10th Grade 11th Grade 12th Grade |
| Science | 4 to 5 Units of Science <ul style="list-style-type: none"> • Earth Environmental Science Honors • Biology Honors • Physical Science Honors and/or Chemistry Honors, or Anatomy & Physiology Honors • AP Environmental Science or Forensic Science Honors | 9th Grade 10th Grade 11th Grade 12th Grade |
| Social Studies | 4 Units of Social Studies <ul style="list-style-type: none"> • World History Honors or AP World History • Founding Principles of the United States of America & North Carolina: Civic Literacy • American History or AP United States History* (APUSH) • American History II/II Honors or another Social Studies elective (see courses below) <p>*= All students choosing to take APUSH must take 1 additional course from the following: Psychology Honors or AP Psychology, AP Government & Politics, AP Human Geography</p> | 9th Grade 10th Grade 11th Grade 12th Grade |
| English | 4 Units of Social Studies <ul style="list-style-type: none"> • English I Honors • English II Honors • English III Honors or AP English Language & Composition • English IV Honors or AP English Literature | 9th Grade 10th Grade 11th Grade 12th Grade |



AP Capstone Diploma Requirements At Lexington Senior High School

AP Capstone Diploma Requirements

| Subject | Future Ready Core | |
|----------------|---|--|
| Mathematics | 4 Units of Math and 1 Additional Credit <ul style="list-style-type: none"> Math 1 Honors, Math 2 Honors Math 3 Honors Pre-Calculus Honors AP Calculus or AP Statistics (Math 4 Honors, Statistics DDCC) | Year of Completion 9th Grade 10th Grade 11th Grade 12th Grade |
| Science | 4 Units of Science <ul style="list-style-type: none"> Earth & Environmental Science Honors Biology Honors Chemistry Honors, Physical Science AP Earth Science (Forensic Science Honors) AP Biology / AP Physics (Anatomy Honors) | Year of Completion 9th Grade 9th/10th Grade 10th/11th Grade 11th Grade 12th Grade |
| Social Studies | 4 Units of Social Studies <ul style="list-style-type: none"> World History (AP World History subs for World History) • Founding Principles of the US of America & NC Civic Literacy American History Honors (AP US History subs for American History 1 and American History II) **** AP Research **** Economics & Personal Finance Honors Electives: AP Psychology, AP Government & Politics, AP Human Geography | Year of Completion 9th Grade 10th Grade 11th Grade 12th Grade 10th - 12th Grade |
| English | 4 Units of English <ul style="list-style-type: none"> English 1 Honors English 2 Honors **** AP Seminar **** AP English Language AP English Literature | Year of Completion 9th Grade 10th Grade 11th Grade 12th Grade |

Students can earn the AP Capstone Diploma™ or the AP Seminar and Research Certificate™:

- Students who earn scores of **3 or higher** in **AP Seminar and AP Research** and on **four additional AP Exams of their choosing** receive the **AP Capstone Diploma™**.
- Students who earn scores of **3 or higher** in **AP Seminar and AP Research** but **not** on **four additional AP Exams** receive the **AP Seminar and Research Certificate™**.

Repeating Courses

Courses required for graduation may be repeated due to failure, or if special permission is granted for the student to improve their final course grade (previously earned). Upon completion, the final grade and associated GPA points will replace the previously earned final course grade/GPA points. The **newly obtained** Final Grade/GPA points will be calculated into the student's GPA/class rank at the end of the semester. Course credit will be granted **once**. The previously earned final grade and credit will be **suppressed** from the student's official transcript.

Credit Recovery

Credit Recovery refers to the process of repeating a previously failed course for credit. All credit recovery courses will receive a grade of **Pass (P)/Fail (F)** only. Students should consult with their assigned LSHS school counselor to obtain credit recovery details. Students' GPA will not be affected.

Graduation Endorsements

Students enrolled in North Carolina high schools have the opportunity to earn endorsements to their high school diploma that identify a particular area of focused study. Each graduation endorsement has specific cumulative academic achievement requirements that students must achieve between 9th-12th Grade years. LSHS students can earn **one or more** of the following North Carolina graduation endorsements:

- **Career Endorsement**
- **College Endorsement**
- **College/UNC Endorsement**
- **North Carolina Academic Scholars Endorsement**
- **Global Languages Endorsement**

All graduation endorsements mandate that students meet all requirements outlined in the North Carolina State Board Policy, "State Graduation Requirements." Details and endorsement requirements for each graduation endorsement listed above can be reviewed on the **NC Department of Public Instruction Website**. Students are **not required** to earn a graduation endorsement in order to receive a diploma.



UNC System Minimum Admissions Requirements

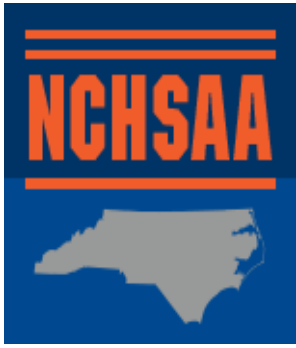
The minimum high school course requirements needed for admission to any of the 16 University of North Carolina institutions are listed below:

- **English:** four (4) course units
- **Mathematics:** four (4) course units including Algebra I, Algebra II, Geometry, and a higher-level mathematics course for which Algebra II is a prerequisite. Be advised that Algebra I, Algebra II, and Geometry Courses are now NC Math 1, NC Math 2, and NC Math 3.
- **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.
- **Social Studies:** two (2) course units including one (1) unit in US History.
- **Foreign Language:** two (2) course units of one language.

The University of North Carolina System has minimum admissions requirements that became effective fall 2009. All applicants for **first-time admission** as **freshmen** must meet minimum high school **GPA** and **SAT** scores.

- The current UNC System minimum **SAT Score** is **880** on the **new** SAT Test or **800** on the old SAT Test.
- The current UNC System minimum **ACT Composite Score** is **17**.
- The current minimum high school **GPA requirement** is **2.5** for students entering the UNC System in fall 2013 and beyond.

LSHS students and parents/legal guardians can review the **current** UNC System Admission requirements and details by visiting the **University of North Carolina System Website: [UNC System Future Students](#)**.



NCHSAA Eligibility

In order to participate on a Lexington Senior High School athletic team (see LCS Student Handbook for policy), each student-athlete must have satisfied all of the following scholastic eligibility requirements prior to participation:

- Students entering the 9th grade must have been promoted from their middle school.
- For all others: To be eligible for the first semester, a student must pass a minimum of three out of four classes for schools on the block schedule, be present 85% of the previous semester, and be promoted to the next grade level.
- In addition to the athletic eligibility rules established by the NCHSAA, additional athletic eligibility rules have been established by the Lexington City Schools Board of Education. Students in grades 10-12 must maintain a cumulative weighted GPA of 2.0 or higher to be eligible for athletic participation. First year freshmen do not have a GPA requirement for the first semester of the 9th grade year but must earn a GPA of 1.50 or higher during the first semester to be eligible for the second semester of the 9th grade year. Annually, prior to participation, parents must provide two proofs of residence.
- Annually, prior to participation, the student and parent must complete an Athletic Consent Form. **The above policy is effective with the 2019-20 freshmen. Students enrolled in high school prior to Fall 2019 will be required to earn and maintain a 2.0 GPA each semester throughout the remainder of their high school career.
- Students deemed ineligible will have the opportunity to apply for a hardship waiver.
- To be eligible for the second semester, a student must pass a minimum of three out of four classes for schools on the block schedule and be present 85% of the previous semester.
- Not turning 19 years of age prior to August 31st.
- Once a student enters the 9th grade, he/she will have four successive years in which to participate provided he/she does not exceed the age requirement. This is referred to as the — 8 semester rule in the NCHSAA eligibility section of the handbook.
- Transfer students must comply with the NCHSAA transfer rule. If you are a transfer student, contact your coach or athletic director so that he/she can determine if you are in compliance. LSHS Student-Athlete / Parent Handbook Page 10.
- A student is only eligible to participate in athletics at the school to which he/she is assigned by the local board of education, within the administrative unit of residence.
- A student that has been convicted of a felony or misdemeanor OR has been charged with a felony or misdemeanor where the court has not rendered a decision is ineligible to try-out or play high school athletics.

Eligibility for Athletics and Extra-Class Activities

To participate in interscholastic athletics, you must meet the requirements set by the N.C. High School Athletic Association, as well as rules established by the Lexington City Board of Education. To qualify under state rules, you must:

- Have no more than 13 absences in a semester nor more than four seasons of participation in any sport since entering grade 9.
- Be under 19 years of age on or before Aug. 31.
- Be in school 50 percent of any student day on which there is an athletic contest.
- Have passed 3 of 4 courses in the previous semester.
- Have medical insurance.
- Have had a medical exam within the last year.
- Have a medical release if you have missed five or more days of practice because of illness or injury.

Local requirements also affect athletics and extra-class activities. Extra-class activities are those that are optional, authorized by schools and for which you do not receive a grade. To be eligible to participate in high school athletics and extra-class activities, you must be absent no more than 10 days in the previous semester or term. Earning a 2.0 QPA (Quality Point Average) the previous quarter. A student whose QPA the previous quarter is less than 2.0 will be put on academic support, which requires mandatory tutoring several times a week and no unexcused absences.

A student who earns a GPA of 2.0 or greater during a quarter while on academic support will be taken off academic support. If a student is on academic support for two consecutive quarters and does not earn a GPA of 2.0 or greater, he or she will be ineligible for extracurricular activities for the next academic quarter. Credit recovery does not help a student's GPA because it counts as pass/fail. Students who participate in athletics or extra-class activities may need to take a course again to receive credit towards eligibility. All 9th Grade students are eligible to participate during the first quarter. If you are a 9th Grade student and do not have a 2.0 GPA at the end of the first quarter or any subsequent quarter, you will be put on academic support, which requires mandatory tutoring several times a week and no unexcused absences.



LSHS Courses & Course Descriptions

LSHS Visual Arts Courses

Visual Arts (Beginning)

Study art history, art criticism, and aesthetics through studio exploration of two and three-dimensional fine art, craft media and techniques.

Visual Arts (Intermediate)

Expand study of art history, art criticism and aesthetics through studio exploration of fine art and craft media and techniques.

Prerequisite: Visual Arts (Beginning)

Visual Arts (Proficient) Honors

Specialized study of materials, techniques, historical and critical concepts in one area each quarter. The honors course requires in depth research and portfolio assessment.

Prerequisite: Visual Arts (Intermediate)

Visual Arts (Advanced) Honors

Study of materials, techniques, art history, and criticism in one area each quarter. Requires in depth research and portfolio assessment.

Prerequisite: Visual Arts (Proficient) Honors

LSHS Dance Courses

Dance (Beginning)

Examine dance as a form of communication and develop a strong technique base in contemporary and classical styles to improve strength, flexibility, and endurance. Explore basic concepts of choreography and performance within small group works and concert work. Students will examine implications of world history on master works of dance and identify optimal health and nutritional strategies.

Dance (Intermediate)

Develop advanced technique, create dance choreography, and study dance history. Expand your knowledge of dance forms, improve performance capability, and improve technique through a dynamic study of anatomy. Requires sophisticated performance technique, proficiency in creating individual works, small group dances, and analysis of choreographic forms.

Prerequisite: Dance (Beginning) or Audition

Dance (Proficient) Honors

Students combine the use of skills to explore the creation of meaningful dance compositions. Students are encouraged to communicate through the skillful use of dance movement and to present their choreography and the work of others. Students explore integration through the creation of interdisciplinary projects and continue their study of dance through cultural and historical viewpoints.

Prerequisite: Dance (Intermediate)

Dance (Advanced) Honors

Students continue to emphasize the study of dance as a creative and expressive art form. Students demonstrate knowledge of production development and explore choreographic principles and advanced criteria to achieve aesthetic goals and requirements. Students combine the use of improvisation, dance elements, choreographic principles, and technical/theatrical elements to explore the creation of a production. Students explore integration through the creation of interdisciplinary projects.

Prerequisite: Dance (Proficient) Honors

LSHS Theater Arts Courses

Theatre Arts (Beginning)

Promotes learning the essential vocabulary and processes of theater as well as reading, writing, and researching theater literature, acting and technical theater. Acting experience in this course includes exploring the concepts of self, body and voice work, improvisational, acting techniques, and reading and writing related to theater study. In addition, students learn about and reflect on aspects of theater through history and in different cultures, as well as the various forms of theatre and theatre-related media.

Theatre Arts (Intermediate)

A more detailed study of theatre vocabulary, reading and writing of theatre literature, acting, and technical theatre. Students analyze and critique work developed by themselves or other students, as well as that generated throughout history and in various cultures. This course develops students' knowledge base, expands their understanding of theatre, and begins the application of learning in forms of theatre and theatre-related media through informal and formal productions. Students continue activities to illustrate their growing comprehension of theatre arts.

Prerequisite: Theatre Arts (Beginning)

Theatre Arts (Proficient) Honors

The curriculum includes extensions and enrichment activities beyond the standard course. Students will be expected to move at a faster pace and demonstrate mastery of concepts and skills at a greater level of complexity than in the standard course.

Prerequisite: Theatre Arts (Intermediate)

Theatre Arts (Advanced) Honors

Advanced study of the standard course. Students will be expected to move at a faster pace and demonstrate mastery of concepts and skills at a greater level of complexity than in the standard course.

Prerequisite: Theatre Arts (Proficient) Honors

LSHS Band Courses

Band (Beginning)

Learn principles of tone production. Hone technical skills and musicianship as appropriate for grade level. Gain performance experience. Students will be expected to attend evening concerts.

Marching Band (Intermediate)

Marching band requires personal interaction, teamwork, and leadership skills. Marching band also requires intense physical activity, including calisthenics, exercise, strength, and endurance. Marching-band students are actively involved in the community through participation in community events, festivals, and parades.

Prerequisite: *Beginning Band, K-8 progression in band, or audition*

Marching Band (Proficient) Honors

Continued study of personal interaction, teamwork, and leadership skills at an advanced level. Marching-band students are actively involved in the community through participation in community events, festivals, and parades.

Prerequisite: *Marching Band (Intermediate)*

Marching Band (Advanced) Honors

Advanced study of personal interaction, teamwork, and leadership skills at an advanced level. Marching-band students are actively involved in the community through participation in community events, festivals, and parades.

Prerequisite: *Marching Band (Proficient) Honors*

Concert Band (Intermediate)

Develop principles of tone production. Improve technical skills, musicianship, and musical understanding appropriate to grade level. Students will be expected to attend evening concerts.

Prerequisite: *Beginning Band, K-8 progression in band, or audition*

Concert Band (Proficient) Honors

Continued study of technical skills, musicianship, and musical understanding appropriate to grade level. Students will be expected to attend evening concerts.

Prerequisite: *Concert Band (Intermediate)*

Concert Band (Advanced) Honors

Advanced study of technical skills, musicianship, and musical understanding appropriate to grade level. Students will be expected to attend evening concerts.

Prerequisite: *Concert Band (Proficient) Honors*

Band Drumline (Intermediate)

Learn principles of precision production. Hone technical skills and musicianship as appropriate for grade level. Gain performance experience. Students will be expected to attend evening concerts.

Prerequisite: *Prior participation in band and/or audition*

Band Drumline (Proficient) Honors

Continue to improve technical skills and musicianship as appropriate for grade level. Gain performance experience. Students will be expected to attend evening concerts.

Prerequisite: *Band Drumline (Intermediate)*

Band Drumline (Advanced) Honors

Advanced study of technical skills and musicianship as appropriate for grade level. Gain performance experience. Students will be expected to attend evening concerts.

Prerequisite: *Band Drumline (Advanced)*

Band Jazz Ensemble (Intermediate)

Students study advanced instrumental techniques in a small ensemble setting covering jazz, swing, rock, Latin and other styles of music. The class has several more performance requirements than other band classes, including festival and contest performances.

Prerequisite: *Prior participation in band and/or audition*

Band Jazz Ensemble (Proficient) Honors

Continue to study advanced instrumental techniques in a small ensemble setting covering jazz, swing, rock, Latin and other styles of music. The class has several more performance requirements than other band classes, including festival and contest performances.

Prerequisite: *Jazz Ensemble (Intermediate)*

Band Jazz Ensemble (Advanced) Honors

Advanced study of instrumental techniques in a small ensemble setting covering jazz, swing, rock, Latin and other styles of music. The class has several more performance requirements than other band classes, including festival and contest performances.

Prerequisite: *Jazz Ensemble (Proficient) Honors*

LSHS Chorus Courses

Vocal Music (Beginning)

Learn principles of vocal tone production and musicianship. Perform music appropriate to grade level. Students will be expected to attend evenings.

Vocal Music Concert Choir (Intermediate)

Develop principles of vocal tone production, musicianship, and musical understanding. Perform music appropriate to grade level. Students will be expected to attend evening concerts.

Prerequisite: *Beginning Chorus or K-8 progression*

Vocal Music Concert Choir (Proficient) Honors

Continue developing vocal tone production, musicianship, and musical understanding. Perform music appropriate to grade level. Students will be expected to attend evening concerts.

Prerequisite: *Beginning Chorus or K-8 progression*

Vocal Music Concert Choir (Advanced) Honors

Advanced study of vocal tone production, musicianship, and musical understanding. Perform music appropriate to grade level. Students will be expected to attend evening concerts.

Prerequisite: *Beginning Chorus or K-8 progression*

Vocal Music Choral Ensemble (Intermediate)

Develop principles of vocal tone production, music reading and interpretation. Perform music appropriate to grade level. Evening concerts are expected.

Prerequisite: *Audition*

Vocal Music Choral Ensemble (Proficient) Honors

Continue to develop vocal tone production, music reading and interpretation. Perform music appropriate to grade level. Evening concerts are expected.

Prerequisite: *Audition*

Vocal Music Choral Ensemble (Advanced) Honors

Advanced study of vocal tone production, music reading and interpretation. Perform music appropriate to grade level. Evening concerts are expected.

Prerequisite: *Audition*

LSHS U.S. Army Junior Reserve Officers' Training Corps Courses

Army JROTC I

Study leadership theory and application, foundation for success, communication/study skills, citizenship, military customs and courtesies, physical training, drill, map reading, and the history and objectives of JROTC.

Army JROTC II

Study wellness, fitness and first aid, drug awareness, ethical values, oral and written communication, technology application, and citizenship in American history and Government. Demonstrate knowledge of drill, map reading, and physical training, with emphasis on methods of instruction and leadership. **Prerequisite:** *JROTC I*

Army JROTC III Honors

Study leadership strategies, managing conflict, career planning, financial planning, citizenship in American history and government with continued practical work in leadership, drill, technology awareness, methods of instruction, map reading and physical training.

Prerequisite: *JROTC II*

Army JROTC IV Honors

Demonstrate leadership potential as a role model, coach, counselor, management skills and assistant instructor. Study service to the nation and financial planning, with continued practical work in drill, technology awareness, physical training and command and staff principles.

Prerequisite: *JROTC III*

Army JROTC V Honors

Assist instructor in the LET level class assigned. Assist instructor in drill, physical training, and inspections with a requirement to teach a minimum of one class for each subject taught for the LET level class assigned, with emphasis placed on proper teaching methods and preparation of lesson plans. Normally assumes the leadership positions and the responsibilities of command functions with continued practical work in drill, technology awareness, and physical training. **Prerequisite:** *JROTC IV*



Army JROTC VI Honors

Assist instructor in the LET level class assigned. Assist instructor in drill, physical training, and inspections with a requirement to teach a minimum of one class for each subject taught for the LET level class assigned, with emphasis placed on proper teaching methods and preparation of lesson plans. Normally assumes the leadership positions and the responsibilities of command functions with continued practical work in drill, technology awareness, and physical training. **Prerequisite:** *JROTC V*

LSHS Physical Education Courses

Health and Physical Education

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.

Physical Education II

Semester Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities in individual and team sports. Demonstrate the knowledge of judging, officiating, and refereeing in various activities. Understand offensive and defensive strategies.

Prerequisite: *Health and Physical Education*

Physical Education III (Honors)

Exhibit a physically active lifestyle by participation in selected physical activities that can be accessed in the community for a lifetime of sports involvement.

Prerequisite: *Physical Education I and II*

Physical Education IV (Honors)

Investigate various fitness/wellness programs available and develop an appropriate individualized program and be familiar with factors that benefit athletic performance. Recognize current best practices related to fitness and nutrition.

Prerequisite: *Physical Education III*

Weight Training

Students will focus on strength training and personal fitness plans that emphasize sport related fitness or health-related fitness. Focus is on developing skills to participate in physical activities beyond high school. Weight Training requires advanced work in skill development, analysis, and training.

LSHS English Courses

English I (Standard or Honors)

Explore how audience, purpose, and context shape oral communication, written communication, and media and technology. While emphasis is placed on personal expression, students also engage in meaningful communication for expository, argumentative, and literary purposes.

Foundations of English II

Students will extend knowledge of close reading skills while practicing analysis of complex texts in preparation for English II and the English II EOC

English II (Standard or Honors)

Analyze world literature through oral communication, written communication, and media and technology. Students engage in meaningful communication for expressive, expository, argumentative, and literary purposes.

Prerequisite: *English I*

English III (Standard or Honors)

Analyze American literature as it reflects social perspective and historical significance by continuing to use language for expressive, expository, argumentative, and literary purposes. Emphasis on critical analysis of texts through reading, writing, speaking, listening, and using media.

Prerequisite: *English II*

English IV (Standard or Honors)

Integrate language arts skills gained throughout education, equipping students to be lifelong learners. Explore expressive, expository, argumentative, and literary contexts with a focus on British literature. Emphasis on argumentation by developing a position of advocacy through reading, writing, speaking, listening, and using media.

Prerequisite: *English III*

AP English - Language and Composition

Read complex texts with understanding, including primary and secondary sources; synthesize material from these texts in compositions and cite them appropriately; and write prose with sufficient richness and complexity to communicate effectively with mature readers. Emphasis on analytical, argumentative, and expository essays. Lengthy reading assignments, summer reading and a formal research paper required.

Prerequisite: *English II*

AP English - Literature and Composition

Learn to read and critically analyze literature by considering a work's structure, style, and themes; intensively study representative works from various genres and periods, concentrating on works of recognized literary merit; and reflect on the social and historical value of the works. Lengthy reading assignments and summer reading required.

Prerequisite: *English III or AP English Lang. & Comp.*

Yearbook

Learn the art and business of publishing the school's yearbook, building individual responsibility and teamwork.

Prerequisite: *English II*

Study Skills

Learn alternative strategies for gathering, recording, synthesizing, organizing, and remembering information in individualized and small group instruction. Classroom content is often used as the basis for instruction. For students with exceptional child certification.

English as a Second Language (ESL)

Focus is on the WIDA English language proficiency standards with emphasis on social and instructional language. Students will begin to acquire the language necessary to be successful in core content classes. Students will focus on developing reading, writing, listening, and speaking skills.

LSHS Foreign Language Courses

Spanish I

Level I students begin to understand, speak, read, and write in the target language. They develop skills in the three modes of communication: interpersonal, interpretive, and presentational. Culture is integrated naturally throughout the curriculum. Students apply knowledge of vocabulary and grammar to create language and engage in meaningful communication.

Spanish II

Students continue to develop listening, reading, writing, and speaking skills. They interact using the three modes of communication: interpersonal, interpretive, and presentational. Students gain deeper cultural understanding as a part of their language study. Students expand their knowledge of vocabulary and grammar to communicate for meaningful purposes.

Prerequisite:

Spanish I credit obtained in middle or high school.

Spanish III Honors

Students expand language skills and improve in the modes of communication: interpersonal, interpretive, and presentational. Their skills and vocabulary expand, and they are able to create language for meaningful purposes. Students expand their cultural knowledge and read selections from target language literature.

Prerequisite: *Spanish II.*

Spanish IV Honors

Students expand and refine their skills in the three modes of communication: interpersonal, interpretive, and presentational. They explore literature and global issues in the target language, further deepening their understanding of cultural practices, products, and perspectives. Students gain language skills that can be used for practical purposes in a work setting.

Prerequisite: *Spanish III*

LSHS Mathematics Courses

Foundations of NC Math 1

Strengthen skills needed for success in NC Math 1.

NC Math 1

Study concepts of algebra, geometry, functions, number and operations, statistics, and modeling throughout the course. 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. Manipulatives, graphing calculators, and application software used for instruction and assessment.

NC Math 2 (Standard or Honors)

Continues progression of standards established in NC Math 1. NC Math 2 also includes polynomials, congruence and similarity of figures, trigonometry with triangles, modeling with geometry, probability, making inferences and justifying conclusions. Manipulatives, graphing calculators, and application software used for instruction and assessment.

Prerequisite: *NC Math 1*

Foundations of NC Math 3

Strengthen skills needed for successful completion of NC Math 3

NC Math 3 (Standard or Honors)

Continues study of standards learned in NC Math 1 and 2. NC Math 3 also includes algebraic concepts such as the complex number system, inverse functions, trigonometric functions, the unit circle, and geometric concepts of conics and circles. Manipulatives, graphing calculators, and application software used for instruction and assessment.

Prerequisite: *NC Math 1 and NC Math 2*

NC Math 4 (Standard)

Focus on functions and statistical thinking. Continue the study of algebra, functions, trigonometry, and statistical concepts previously experienced in NC Math 1-3. Students will be prepared for college level algebra and Statistics. Manipulatives, graphing calculators, and application software used for instruction and assessment.

Prerequisite: NC Math 3

Discrete Mathematics for Computer Science Honors

Introduces discrete structures that are the backbone of computer science. Students will be prepared for college level algebra, statistics, and discrete math.

Manipulatives, calculators, and application software used for instruction and assessment.

Prerequisite: NC Math 3

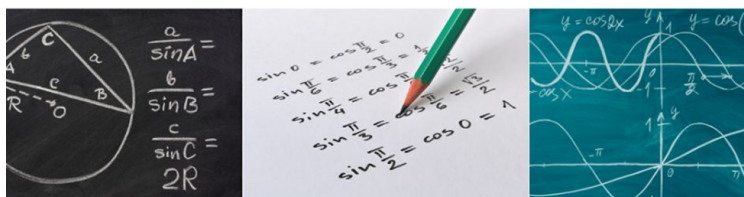
Pre-Calculus Honors

Build upon the previous study of algebra, functions, and trigonometry to delve into real world phenomena and to deepen understanding of the functions in the course. Manipulatives, calculators, and application software used for instruction and assessment. Designed for students pursuing careers in STEM-related fields and prepares for AP Calculus and any entry-level college mathematics course. **Prerequisite:** NC Math 3

AP Calculus

Study elementary functions and introductory differential and integral calculus.

Prerequisite: Pre-Calculus



LSHS Science Courses

Applied Biology

Review the study of life science through exploration of vertical learning progressions. This bridge course is designed to strengthen the readiness skills and scientific dispositions for successful completion of Biology. Laboratory experiences and explorations focus on daily application of foundational knowledge of life sciences.

Biology (Standard or Honors)

Study the nature of life and living organisms including structure and functions of living organisms, ecosystems, evolution, genetics, and molecular biology. Laboratory-based experiences and exploration of current biological advances extend foundational knowledge of life sciences.

AP Biology

Study the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Laboratory-based course delivery provides extensive exploration of molecules, cells, heredity, evolution, organisms, and populations.

Prerequisite:

Earth & Environmental, Biology and/or Chemistry

Anatomy and Physiology Honors

Study the mechanical, physical, bioelectrical, and biochemical functions of humans including organs and the cells of which they are composed to describe observations.

Prerequisite: Biology

Earth & Environmental Science (Standard or Honors)

Study the function of Earth's systems including the lithosphere, hydrosphere, atmosphere, and biosphere. Laboratory-based experiences and investigations extend foundational understanding of human influence on Earth's systems to include sustainability practices, technology, and alternative energies.

AP Environmental Science

Study principles, concepts, methodologies, and interrelationships of the natural world and how humans alter natural systems. Laboratory based course delivery provides extensive exploration of Earth systems, land and water use, energy resources, global change and associated biotic elements.

Prerequisite:

Earth & Environmental, Biology and/or Chemistry

Physical Science

Study the physical nature of the world through qualitative and quantitative methodologies. Laboratory based experiences make use of mathematical reasoning in exploring aspects of both chemistry and physics. Topics include forces and motion, properties, and changes of matter and conservation and transfer of energy to extend foundational knowledge.

Prerequisite: NC Math 1



Chemistry Honors

Study the structure of matter along with chemical reactions and the conservation of energy in these reactions. Laboratory based experiences and investigations explore energy conservation and transfer in addition to the interactions of matter and energy while using mathematical language to describe observations.

Prerequisite:

Biology and NC Math 3/currently enrolled in NC Math 3

Forensic Science Honors

This course surveys key topics in forensic science, including the application of the scientific process to forensic analysis, procedures and principles of crime scene investigation, physical and trace evidence, and the law and courtroom procedures from the perspective of the forensic scientist. Through online lessons, virtual and hands-on labs, and analysis of fictional crime scenarios, students learn about forensic tools, technical resources, forming and testing hypotheses, proper data collection, and responsible conclusions.

LSHS Social Studies Courses

World History (Standard or Honors)

Examine six periods in the study of World History, with a key focus of study from the mid-15th century to present. Students study major turning points that shaped the modern world. They develop relevant understandings of current world issues and relate them to their historical, political, economic, geographical, and cultural contexts. Additional research, reading and writing assignments required for honors level.



Civic Literacy: Founding Principles USA & NC (Standard or Honors)

Civic Literacy is the study and understanding of citizenship and government. The Inquiry-based C3 Framework course provides students with a sound understanding of civic life, politics, and government, including a short history of government's foundation and development in the United States of America. Students learn how power and responsibility are shared and limited by the government, the impact American politics has on world affairs, law in the American constitutional system, and the rights that the American government guarantees its citizens. Students also examine how the world is organized politically and how to be an active participant in the American and global political systems. Students will study the foundations of American democracy and the origins of American government. The roles of political parties, campaigns & elections, public opinion, and the media will be analyzed to determine their effects on the individual and all who call the United States home.



American History (Standard or Honors)

Providing a foundation to understand our nation's past and present, the American History course begins with the end of the French and Indian War in 1763 and continues through the most recent presidential election. This course will explore the overarching themes, trends, and concepts of our nation's history, including the development and evolution of the American system of government, the patterns and impact of migration and immigration, cultural development through the arts and technological innovations, relationships with foreign nations, and the role of both the individual and diverse groups in building the American story. Rooted in Inquiry-based skills, students will trace American development while learning to craft compelling questions, synthesize and evaluate evidence, develop claims, communicate ideas, and take informed action. As well-rounded, productive citizens, the students will leave the American History course with both the knowledge and the skills to engage with the modern world by recognizing contemporary patterns and connections.

Economics and Personal Finance (Standard or Honors)

This course supports the development of students in understanding economic decisions, using money wisely, understanding education and career choices, and understanding how to be financially responsible citizens. Students will be provided with the agency, tools and knowledge necessary to live in and contribute to a financially sound society. Students will gain a fundamental knowledge and understanding of the basic principles of economics and money management.

AP United States History

Develop the analytical skills and enduring understanding necessary to deal critically with the problems and materials in United States history. Students should learn to assess historical materials, their relevance to a given interpretive problem, their reliability, and their importance and to weigh the evidence and interpretations presented in historical scholarship. An AP United States History course should thus develop the skills necessary to arrive at conclusions based on an informed judgment and to present reasons and evidence clearly and persuasively in an essay format. Meets graduation requirements for U.S. History.

Prerequisite: *Civic Literacy*

AP World History

This course will begin at 1200 CE and include a study of civilizations in Africa, the Americas and Asia that are important to the modern era. Students will use relevant factual knowledge taken from primary and secondary sources combined with high order thinking skills to acquire a greater understanding of the development of global processes from ancient times to the present day. The course emphasizes the character of change and continuity in world structures and their impacts. Furthermore, this study will evaluate the interchange of major societies in the global community and the results of that interplay.

African American Studies

This is a conceptually driven course that introduces students to the exploration of the rich and diverse history and culture of African Americans. The goal of this course is to broaden the knowledge and understandings of students interested in learning about the histories, cultures and economic, geographic and political realities of African Americans. This course should provide students with an opportunity to engage with the social, economic and political activities of African Americans in a way that allows them to make deep connections across the content. The historical content of this course should be taught with relevance to contemporary and current issues in order to ensure a deeper understanding for students.

AP Psychology

Examine the scientific study of human development, behavior, learning, motivation, and personality. Learn the history of psychology as a science, theories of behavior and research methods, including statistics to analyze data.

Psychology (Honors)

Scientific study of human growth, development and behavior, the effects of emotion on behavior, and how humans adapt and interact in a variety of environments.

AP Capstone: AP Research

In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio.

Prerequisite: *AP Seminar*

AP Capstone: Seminar

AP Seminar is a foundational course that engages students in cross curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances.

Career Technical Education

Career Technical Education (CTE) provides students of all ages with the academic and technical skills, knowledge and training necessary to succeed in future careers and to become lifelong learners. CTE prepares learners for the world of work by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context.

Career Cluster

The National Career Clusters® Framework serves as an organizing tool for Career Technical Education (CTE) programs, curriculum design and instruction. There are 16 Career Clusters in the National Career Clusters Framework, representing 79 Career Pathways to help learners navigate their way to greater success in college and career.

Career Pathway

A sequence of classes under each career cluster. CTE pathway course sequences may be combined with required academic courses to assist students with acquiring skills to reach their desired career path.

Lexington City Schools offers eighteen pathways in eleven clusters:

Architecture & Construction
Arts, A/V Technology, & Communications
Business Management & Administration
Finance
Health Science
Hospitality & Tourism
Human Services
Information Technology
Law, Public Safety, Corrections, & Security
Marketing
Science, Technology, Engineering, and Mathematics



CTE Clusters and Pathways

2022 - 2023

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|--|--|--|
| <p>Career Cluster: Architecture & Construction Career Pathway: Carpentry</p> <ul style="list-style-type: none"> Construction Core Carpentry 1 Carpentry 2 Career Management - Supplemental Microsoft Word/PowerPoint - Supplemental <p>Certifications NC NCCER Carpentry-+ Microsoft Office Specialist*</p> <p>Work Based Learning Opportunities Job Shadowing Internship</p> | <p>Career Cluster: Arts, A/V Technology, & Communications Career Pathway: Adobe Academy</p> <ul style="list-style-type: none"> Adobe Visual Design Adobe Digital Design Career Management - Supplemental Microsoft Word/PowerPoint - Supplemental Marketing 1 - Supplemental <p>Certifications Adobe Illustrator Adobe InDesign Adobe Photoshop Adobe Dreamweaver Microsoft Office Specialist*</p> <p>Work Based Learning Opportunities Job Shadowing Internship</p> | <p>Career Cluster: Business Management & Administration Career Pathway: Entrepreneurship</p> <ul style="list-style-type: none"> Entrepreneurship 1 Entrepreneurship 2 Career Management - Supplemental Microsoft Word/PowerPoint - Supplemental Microsoft Excel Honors - Supplemental Marketing - Supplemental Principles of Business & Finance - Supplemental <p>Certifications Microsoft Office Specialist*</p> <p>Work Based Learning Opportunities Job Shadowing Internship</p> |
| <p>Career Cluster: Business Management & Administration Career Pathway: General Business</p> <ul style="list-style-type: none"> Principles of Business & Finance Business Management 1 Business Management 2 Career Management - Supplemental Microsoft Word/PowerPoint - Supplemental Microsoft Excel Honors - Supplemental Accounting I - Supplemental <p>Certifications Microsoft Office Specialist*</p> <p>Work Based Learning Opportunities Job Shadowing Internship</p> | <p>Career Cluster: Business Management & Administration Career Pathway: Project Management</p> <ul style="list-style-type: none"> Project Management 1 Project Management 2 Career Management - Supplemental Microsoft Word/PowerPoint - Supplemental Microsoft Excel Honors - Supplemental <p>Certifications Microsoft Office Specialist*</p> <p>Work Based Learning Opportunities Job Shadowing Internship</p> | <p>Career Cluster: Finance Career Pathway: Accounting</p> <ul style="list-style-type: none"> Accounting 1 Accounting 2 Career Management - Supplemental Microsoft Word/PowerPoint - Supplemental Microsoft Excel Honors - Supplemental <p>Certifications Intuit Quickbooks Certified User Microsoft Office Specialist*</p> <p>Work Based Learning Opportunities Job Shadowing Internship</p> |
| <p>Career Cluster: Health Science Career Pathway: Health Care Professional</p> <ul style="list-style-type: none"> Foundations of Health Science Health Science 1 Health Science 2 Career Management - Supplemental Microsoft Word/PowerPoint - Supplemental <p>Certifications CPR/AED OSHA 10Hr. Industry Certification (Healthcare) Stop the Bleed Microsoft Office Specialist*</p> <p>Work Based Learning Opportunities Job Shadowing Internship</p> | <p>Career Cluster: Hospitality & Tourism Career Pathway: Sports & Entertainment Marketing</p> <ul style="list-style-type: none"> Sports & Entertainment Marketing I Sports & Entertainment Marketing II Career Management - Supplemental Microsoft Word/PowerPoint - Supplemental Microsoft Excel Honors - Supplemental Project Management I - Supplemental Entrepreneurship I - Supplemental <p>Certifications Certified Guest Service Professional (CGSP) Microsoft Office Specialist*</p> <p>Work Based Learning Opportunities Job Shadowing Internship</p> | <p>Career Cluster: Hospitality & Tourism Career Pathway: Travel & Tourism</p> <ul style="list-style-type: none"> Sports & Entertainment Marketing I Principles of Business & Finance Marketing I Hospitality & Tourism Career Management - Supplemental Microsoft Word/PowerPoint - Supplemental Project Management I - Supplemental Entrepreneurship I - Supplemental <p>Certifications Certified Guest Service Professional (CGSP) Microsoft Office Specialist*</p> <p>Work Based Learning Opportunities Job Shadowing Internship</p> |

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| <p>Career Cluster: Human Services Career Pathway: Counseling & Mental Health</p> <ul style="list-style-type: none"> • Counseling and Mental Health 1 • Counseling and Mental Health 2 • Career Management - Supplemental • Microsoft Word/PowerPoint - Supplemental <p>Certifications Microsoft Office Specialist*</p> <p>Work Based Learning Opportunities Job Shadowing Internship</p> | <p>Career Cluster: Human Services Career Pathway: Early Childhood Development & Services</p> <ul style="list-style-type: none"> • Child Development • Must Continue Pathway with DDCC • Career Management - Supplemental • Microsoft Word/PowerPoint - Supplemental <p>Certifications Microsoft Office Specialist*</p> <p>Work Based Learning Opportunities Job Shadowing Internship</p> | <p>Career Cluster: Human Services Career Pathway: Food & Nutrition</p> <ul style="list-style-type: none"> • Food & Nutrition I • Food & Nutrition II • Career Management - Supplemental • Microsoft Word/PowerPoint - Supplemental <p>Certifications SafePlates</p> <p>Work Based Learning Opportunities Job Shadowing Internship</p> |
| <p>Career Cluster: Information Technology Career Pathway: Cybersecurity Academy</p> <ul style="list-style-type: none"> • CompTIA IT Fundamentals • PLTW Computer Science Essentials • PLTW CyberSecurity • Continue Pathway at Community College • Career Management - Supplemental • Microsoft Word/PowerPoint - Supplemental <p>Certifications CompTIA IT Fundamentals + Certified Cybersecurity Associate CompTIA Security + Microsoft Office Specialist*</p> <p>Work Based Learning Opportunities Job Shadowing Internship</p> | <p>Career Cluster: Law, Public Safety, Corrections, Security Career Pathway: Firefighter Technology</p> <ul style="list-style-type: none"> • Public Safety 1 • Firefighter Technology 1 • Firefighter Technology 2 • Career Management - Supplemental • Microsoft Word - Supplemental <p>Certifications National Incident Management System NCOSFM - Firefighter Technology I NCOSFM - Firefighter Technology II Microsoft Office Specialist*</p> <p>Work Based Learning Opportunities Job Shadowing Internship</p> | <p>Career Cluster: Law, Public Safety, Corrections, Security Career Pathway: Public Safety</p> <ul style="list-style-type: none"> • Public Safety 1 • Public Safety 2 • Career Management - Supplemental • Microsoft Word/PowerPoint - Supplemental <p>Certifications Community Emergency Response Team (CERT) NECI 911 Basic Communications National Incident Management System Microsoft Office Specialist*</p> <p>Work Based Learning Opportunities Job Shadowing Internship</p> |
| <p>Career Cluster: Marketing Career Pathway: Marketing Management</p> <ul style="list-style-type: none"> • Marketing • Marketing Applications • Career Management - Supplemental • Microsoft/PowerPoint - Supplemental • Principles of Business & Finance - Supplemental • Adobe Visual Design - Supplemental <p>Certifications Microsoft Office Specialist*</p> <p>Work Based Learning Opportunities Job Shadowing Internship</p> | <p>Career Cluster: Science, Technology, Engineering, & Mathematics Career Pathway: Technology, Engineering, and Design</p> <ul style="list-style-type: none"> • Technology Engineering & Design • Technological Design • Career Management - Supplemental • Microsoft/PowerPoint - Supplemental • Project Management I • Marketing I <p>Certifications Microsoft Office Specialist*</p> <p>Work Based Learning Opportunities Job Shadowing Internship</p> | |

LSHS Career Technical Education Courses

Career Cluster: Architecture & Construction

Pathway: Carpentry

Construction Core

This course covers the National Center for Construction Education and Research (NCCER) Core certification modules required for all NCCER curriculum area programs. Includes basic safety, construction math, hand tools, power tools, blueprints, material handling, basic communication skills, and basic employability skills.

Prerequisite: NC Math 1

Carpentry I

This course covers basic carpentry terminology and develops technical aspects of carpentry with emphasis on development of introductory skills. English language arts and mathematics are reinforced.

Prerequisite: Construction Core

Carpentry II Honors

This course covers additional technical aspects of carpentry with emphasis on development of intermediate skills. 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..

Prerequisite: Carpentry I

Career Cluster: Arts, A/V Technology & Communications

Pathway: Adobe Academy

Adobe Visual Design

This course is a project-based course that develops career and communication skills in print and graphic design using Adobe tools.

Adobe Digital Design

This course is a project-based course that develops ICT, career, and communication skills in Web design using Adobe tools. This course is aligned to Adobe Dreamweaver certification.

Prerequisite: Adobe Visual

Adobe Video Design

This course is a project-based video course that develops career and communication skills in video production using Adobe tools. This course is aligned to Adobe Premiere certification. English language arts are reinforced.

Prerequisite: Adobe Visual

Career Cluster: Business Management & Administration

Pathway: Entrepreneurship

Entrepreneurship I

Evaluate going into business and working for or operating a small business. Emphasis is on the exploration of feasible ideas of products/services, research procedures, financing, marketing, and access to resources for starting a small business. Develop components of a business plan and evaluate startup requirements. English language arts and social studies are reinforced.

Prerequisite:

Marketing or Principles of Business and Finance

Entrepreneurship II Honors

Develop an understanding of pertinent decisions to be made after obtaining financing to open a small business. Acquire in-depth understanding of business regulations, risks, management, and marketing. Develop a small-business management handbook. English language arts and social studies are reinforced. **Prerequisite:** Entrepreneurship I

Pathway: General Business

Principles of Business and Finance

Study the rights and responsibilities of a consumer and worker, career opportunities, credit, money management, budgeting, investments, free enterprise, and economic systems as they relate to the global economy. May be used as a math credit after completion of the course of study math graduation requirements.

Business Management I

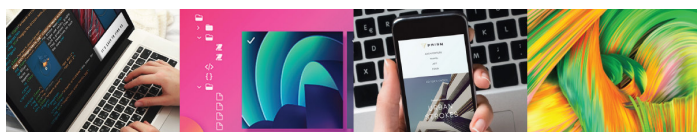
This course is designed to introduce students to core management concepts. The experience includes how managers plan, organize, staff, and direct the business's resources that enhance the effectiveness of the decision-making process. Also, the experience includes students working through ethical dilemmas and problem-solving situations with customer service while academic and critical-thinking skills.

Prerequisite: Principles of Business and Finance

Business Management II Honors

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

Prerequisite: Business Management I



Pathway: Project Management

Project Management I

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.

Project Management II

This project-based course focuses on the use of information technology to increase the effectiveness and efficiency of project management and integrated enterprise. Students will learn operational strategies for managing advanced technology and innovation as well as how to map the high technology operations environment to business settings.

Prerequisite: Project Management I

Career Cluster: Finance

Pathway: Accounting

Accounting I

Study basic principles of the accounting cycle. Emphases include careers, business ownership, analyzing and recording business transactions, preparing, and interpreting financial statements, accounting systems, banking and payroll. Math and critical thinking skills are reinforced.

Accounting II Honors

Develop in-depth knowledge of accounting procedures used to solve business problems and make financial decisions. Emphases include partnership and corporate accounting, adjustments and inventory control, budgetary control, cost accounting and employment skills.

Prerequisite: Accounting I

Career Cluster: Health Services

Pathway: Health Care Professional

Foundations of Health Science

Designed to assist potential health-care workers to function as team members. Topics include terminology, the history of health care, agencies, ethics, legal responsibilities, medical math, leadership, and career decision-making. Work-based learning strategies include service learning, field trips and job shadowing.

Health Science I

Focus on human anatomy, physiology and human body diseases and disorders, and biomedical therapies. Explore healthcare careers within the context of human body systems.

Health Science II

This course focuses on the National Healthcare Foundation Standards and Accountability Criteria and the National Health Science Career Cluster Model pathway. The course helps 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 related to the Health Science Career Cluster pathways.

Prerequisite: Health Science I

Career Cluster: Hospitality & Tourism

Pathway: Sports & Entertainment Marketing

Sports and Event Marketing I

Designed for students interested in sports, entertainment, and event marketing. Emphasis placed on branding, licensing, and naming rights, business foundations, concessions and on-site merchandising, economic foundations, promotion, safety and security, and human relations.

Sports and Event Marketing II

In this course, students will apply their knowledge of promotion and marketing for the sport and event industries. The topics to be covered are the marketing environment, promotional activities, communications, product-mix strategies, and financial and economic impacts. **Prerequisite:** Sports and Event Marketing I

Pathway: Travel & Tourism

Hospitality and Tourism

This course provides an introduction to the industry of travel, tourism, and recreational marketing. 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.

Prerequisite: Marketing

Marketing I (See Marketing career cluster)

Principles of Business & Finance (See General Business pathway in the Business Management & Administration career pathway)

Sports and Entertainment Marketing I (See Sports & Entertainment Marketing Pathway)

Career Pathway: Human Services

Pathway: Counseling & Mental Health

Counseling and Mental Health I

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

Counseling and Mental Health II Honors

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

Prerequisite: *Counseling & Mental Health I*

Pathway: Early Childhood Development & Services

Child Development

This course introduces students to responsible nurturing and basic application of child development theory, beginning with prenatal development up to children age 5. Areas of study include effects of family on individuals and society; prenatal development and care; understanding how children develop; and care of infants, toddlers, and preschoolers.

Pathway: Food & Nutrition

Food and Nutrition I

Emphasizes the relationship of diet to health and the selection of foods to satisfy needs. Learn to use and care for the kitchen while learning to prepare, store and serve a variety of foods.

Food and Nutrition II

This course focuses on advanced food preparation techniques while applying nutrition, food science and test kitchen concepts using new technology. Students take the exam for a nationally recognized food safety credential.

Prerequisite: *Food and Nutrition I*

Career Cluster: Information Technology

Pathway: Cybersecurity Academy

CompTIA IT Fundamentals

This course is designed for students to develop knowledge and skills required to identify and explain the basics of computing, IT infrastructure, application and software, software development, database fundamentals, and security. The course is also designed for students to develop the ability to demonstrate knowledge and skills to install software, establish basic network connectivity, identify or prevent basic security risks, explain troubleshooting theory, and provide preventative maintenance for devices.

PLTW Computer Science Essentials

PLTW CSE introduces students to coding fundamentals through block-based programming language where they will have early success in creating usable apps. As students sharpen their computational thinking skills, they will transition to programming environments that reinforce coding fundamentals by displaying block programming and text based programming side-by-side. Finally, students will learn the power of text-based programming as they are introduced to the Python programming language.

PLTW CyberSecurity

PLTW Cybersecurity introduces the tools and concepts of cybersecurity and encourages students to create solutions that allow people to share computing resources while protecting privacy. Nationally, computational resources are vulnerable and frequently attacked; in PLTW Cybersecurity, students solve problems by understanding and closing these vulnerabilities. This course raises students' knowledge of and commitment to ethical computing behavior. It also aims to develop students' skills as consumers, friends, citizens, and employees who can effectively contribute to communities with a dependable cyberinfrastructure that moves and processes information safely.

Career Cluster: Law, Public Safety, Corrections, Security

Pathway: Firefighter Technology

Public Safety I

Provides basic career information in public safety, including corrections, emergency and fire management, security and protection, law enforcement and legal services. Students develop a personal plan for a career in public safety. The course includes skills in each area, using resources from the community to help deliver instruction to the students.

Firefighter Technology I

This course covers part of the NC Firefighter certification modules required for all Firefighters in North Carolina. The modules include Orientation, Communications, Health and Safety, PPE, Building Construction, Portable Extinguishers, Fire Behavior, Tools and Forcible Entry, and Loss Control. English language arts are reinforced.

Firefighter Technology II

This course covers part of the NC Firefighter certification modules required for all firefighters in North Carolina. The modules include: Ladders, Ventilation, Ropes and Knots, Search and Rescue, Water Supplies and Hose and Streams and Appliances, and Emergency Medical Care. This course prepares students for the North Carolina firefighter certification modules. English language arts are reinforced.

Prerequisite: *Firefighter Technology I*

Pathway: Public Safety

Public Safety I (See Firefighter Technology pathway)

Public Safety II Honors

This course addresses emergency management, criminal justice, emergency medical technician and fire fighter. Students further the development of a personal plan for a career in public safety.

Prerequisite: *Public Safety I*

Career Cluster: Marketing

Pathway: Marketing Management

Marketing I

Develop basic knowledge, skills and attitudes that prepare students to enter the field of marketing. Emphasis is on marketing and business foundations, economic foundations, and human resource foundations. Included in these are concepts such as communications, selling, pricing, promotion, marketing-information management, and product/service planning.

Marketing Applications

In this course, students will apply an understanding of marketing functions and impact of the functions on business decisions. Through problem solving and critical thinking, students will apply knowledge and skills in the areas of customer relations, economics, financial analysis, channel management, marketing-information management, marketing planning, products and services management, and selling. Relative opportunities are available for students to use technology to acquire and use marketing information. English, language arts, and social studies are reinforced.

Prerequisite: *Marketing I*

Career Cluster: Science, Technology, Engineering, & Mathematics

Pathway: Technology, Engineering, and Design

Technological Design

This course continues to apply the skills, concepts, and principles of design. The design fields of graphics, industrial design, and architecture receive major emphasis. Engineering content and professional practices are presented through practical application. Working in design teams, students apply technology, science, and mathematics concepts and skills to solve engineering and design problems. Students research, develop, test, and analyze engineering designs using criteria such as design effectiveness, public safety, human factors, and ethics. Art, English, Language Arts, Mathematics, and science are required.

Prerequisite: *Technology Engineering & Design*

Technology Engineering & Design

This course focuses on the nature and core concepts of technology, engineering, and design. Through engaging activities, students are introduced to elements and principles of design, basic engineering, problem solving, and teaming. Students apply research and development skills and produce physical and virtual models.

Supplemental Courses

Career Management

Designed to develop the fundamental attitudes and behaviors needed to secure employment and advance in a career. Skills are generic to all occupations and emphasize proficiency in the workplace, problem solving, teamwork and self-management.

CTE Advanced Studies

This culminating course is for juniors and seniors who have earned two technical credits, one of which is in a completer course, in one Career Cluster. The course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students will work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation.

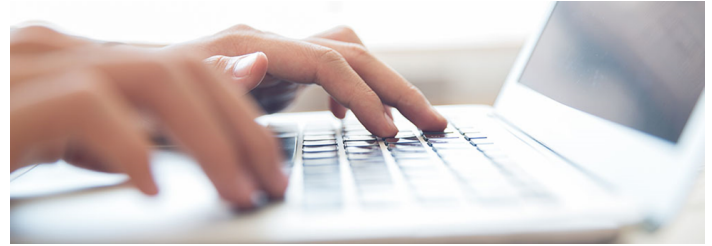
Prerequisite: Two technical credits in one career cluster.

CTE Internship

A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in several 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.

Microsoft Excel Honors

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. Learn how to use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data.



Microsoft Word and PowerPoint

Students benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. Students learn to create, edit, organize, and share a virtual notebook. Students will use Microsoft Word to create, enhance, customize, and share documents. Students will learn to use PowerPoint to create, enhance, customize, and deliver presentations. Students will learn the basic features of Publisher.



Occupational Course of Study

The Occupational Course of Study (OCS) curriculum is designed for students with mild to highly moderate cognitive disabilities, with an Individualized Education Plan (IEP). Students enrolled in OCS are not enrolled in the Future Ready Core Course of Study. OCS must be selected by the student's IEP committee. Some students enrolled in OCS will not be able to complete all required work hours in four years and may need another year or more to meet all OCS work requirements. Students who do not meet all requirements can receive a North Carolina Certificate of Graduation. Occupational Prep Courses Includes: 150 hours of school-based training, 225 hours of community-based vocational training, and 225 hours of competitive employment. Enrollment in the Occupational Course of Study does not guarantee the student will earn a North Carolina diploma.

All OCS students learn their content through NCVPS blended coursework. Blended indicates that students interact with both an online NCVPS teacher and an EC teacher in the classroom who work collaboratively with each other to deliver the core curriculum.

English I

Students explore a variety of communication modes and the importance each plays in living and employment settings. Reading and writing strategies are used to interpret and express factual, functional information. Oral language strategies are used to communicate effectively in formal and informal situations. Additionally, students will use language to express individual perspectives drawn from personal or related experience, analyze information from a variety of sources, examine the foundations and use of argument, refine critical thinking skills, and create criteria to evaluate text and multimedia, interpret and evaluate a wide range of literary texts, and develop an understanding of the application of grammar conventions and language usage.

English II

Students analyze and employ effective communication strategies in living and employment settings. Standard rules of convention and syntax are used to give and request information. Students read and comprehend a variety of texts. They will draw evidence from literary or informational texts to support analysis, reflection, and research, and they will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Prerequisite: Occupational English I

English III

Students read, write, and orally express information required in living and employment settings. They will understand literary and informational texts and identify main concepts and supporting information from print and nonprint materials. They examine the speaking skills expected in a variety of settings and demonstrate effective communication. Apply knowledge of cause-and-effect relationships to decision-making and problem solving. Summarize the importance of forming a viewpoint in situations related to adult living.

Prerequisite: Occupational English II

English IV

Students integrate oral, written, and visual skills to communicate in living and employment situations. Apply information from literary and informational texts to carry out adult living tasks and activities. They use written communication for explanatory, argumentative, self-advocacy, and social purposes. They use communication skills to locate and research information.

Prerequisite: Occupational English III

Locally Developed Math Elective (NCVPS)

In conjunction with **OCS Math 1**, the purpose of this course is to deepen and extend students' understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Additionally, students engage in methods for analyzing, solving, and using quadratic functions, are introduced to operations with real numbers and polynomials, and are asked to explain and use volume formulas. Finally, students work with application of linear, quadratic, and exponential functions.

Introductory Mathematics

Students study computation (reading, writing, counting, whole numbers, decimals, fractions, and percentages); time and measurement; understand patterns and relationships, graphical displays, and apply algebraic properties to solve problems. Students acquire these skills through hands-on approaches and cooperative learning within the classroom and community. Application of these skills is necessary for independent living and successful employment.

Math I

Students study algebraic concepts. This includes operations with polynomials and matrices, creation and application of linear functions and relations, algebraic representations of geometric relationships, and an introduction to nonlinear functions. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relations and use those representations to solve problems. Appropriate technology, from manipulatives to calculators and application software, as well as hands-on approaches and cooperative learning should be used regularly for instruction and assessment.

Prerequisite: *Locally Developed Math Elective*

Financial Management

Students apply the skills learned and demonstrate them in the community and places of employment. Understand appropriate methods for personal financial management and independent living. Apply math skills to consumer spending.

Prerequisite: *OCS Math 1*

Applied Science

This course is designed to engage students in inquiry based instruction as a critical way of developing conceptual understanding of the science content and provide students with the knowledge necessary to practice safety and maintain a healthy lifestyle. Students develop an understanding of basic human anatomy and reproduction. Basic concepts in Life Science, Environmental Science, Physical Science, and Biology related to work and living situations are presented.

Prerequisite: *OCS enrollment*

Biology

This course provides students an in-depth study of the cell, the molecular basis of heredity, biological evolution, the interdependence of organisms, matter, energy and organization in living systems, and the adaptive responses of organisms. Students apply science-based concepts to situations at home and in the workplace.

Prerequisite: *OCS Applied Science*

Founding Principles of Civics and Economics

Students will study the basic tenets of American democracy, practices of American government as established by the U.S. Constitution, basic concepts of American politics and citizenship, concepts in macro and microeconomics, and concepts in personal finance. The course prepares students to become responsible and effective citizens in an interdependent world.

Civic Literacy: Founding Principles USA & NC

Civic Literacy is the study and understanding of citizenship and government. The Inquiry-based C3 Framework course provides students with a sound understanding of civic life, politics, and government, including a short history of government's foundation and development in the United States of America. Students learn how power and responsibility are shared and limited by the government, the impact American politics has on world affairs, law in the American constitutional system, and the rights that the American government guarantees its citizens. Students also examine how the world is organized politically and how to be an active participant in the American and global political systems. Students will study the foundations of American democracy and the origins of American government. The roles of political parties, campaigns & elections, public opinion, and the media will be analyzed to determine their effects on the individual and all who call the United States home.

Economics and Personal Finance

The standards and objectives in the Economics and Personal Finance course will provide students the opportunity to engage in intensive application of the skills, concepts, processes, and knowledge gained in previous social studies courses and prepare them to be college, career, and civic ready.

Health and Physical Education

This course fosters the development of skills in both outdoor and outdoor 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. **Be**

Advised:

CPR is a Graduation Requirement for all students.

Preparation I

Students are introduced to the attitudes, behaviors and habits needed to obtain and maintain employment and make career advancements. Students participate in school-based learning activities, including work ethic development, job seeking skills, decision-making skills, and self management skills. Students are involved in on campus vocational training activities and jobs. Formal career planning and knowledge of transition planning begins in this course and continues through the Occupational Preparation courses. Students begin working on the 150-hour school-based requirement for graduation.

Preparation II

Students develop skills generic to all career majors: resource management, communication, interpersonal relationships, technology, stamina, endurance, safety, mobility, teamwork, sensory skills, problem solving, cultural diversity, information acquisition/management. Learning activities include on-campus jobs and work-based learning. Job seeking skills are refined. Students begin working on the 225-hour work-based learning requirement for graduation.

Prerequisite: Occupational Preparation I

Preparation III

Students develop and apply skills learned previously. Work-based learning activities include community-based training, job shadowing, job sampling, internships, situational assessment, cooperative education, and apprenticeships. These activities allow students to apply skills to competitive employment settings and demonstrate their work personality. Students continue working on their 225-hour requirement for graduation and begin working on the 225-hour competitive employment requirement. **Prerequisite:** Occupational Preparation II

Preparation IV

This course gives students the opportunity to use all the skills required in the Occupational Preparation courses and to apply them to their career choice. Students solve problems experienced in competitive employment, practice self-advocacy, and master the theoretical and practical aspects of their career choice. Students finish the 225 hours of integrated competitive employment in a community setting required for successful completion of the Occupational Course of Study. Students also develop a job placement portfolio that provides an educational and vocational record of their high school experience. **Prerequisite:** Occupational Preparation III

Lexington Senior High School Life Skills Pathway

Lexington Senior High School provides adaptive coursework for self-contained EC students. Students complete studies in math, English, social studies, science, vocational education, and health/physical education. The adaptive curriculum seeks to prepare self-contained students with life skills for life after high school.

Life Skills Pathway

The Life Skills Pathway is designed for students who have significant cognitive disability. A smaller setting allows individual students' needs to be addressed. Students have an alternative curriculum that teaches the essential elements of the traditional course of study (English, math, science, social studies), along with employment, independent living, and recreation. The course of study is designed for students with disabilities who have an IEP and are instructed in the all assessed content areas.

All English, math, health, safety, individual living, and NC Vocational Preparation courses are taught both semesters each year, earning 2 credits per year. They are not set-up as year-long, but as semester courses and must be entered each semester.

| | |
|------------|---|
| 9th Grade | English/Language Arts I (2 credits) NC Math 1A (2 credits) Civics and Governance I (1 credit) Physical Education (1 credit) Health, Safety, and Individual Living (2 credits) |
| 10th Grade | English/Language Arts 2 (2 credits) NC Math 1B (2 credits) Biology A (1 credit) Civics and Governance II (1 credit) NC Vocational Preparation (2 credits) |
| 11th Grade | English/Language Arts III (2 credits) Financial Management (2 credits) Biology B (1 credit) American History I (1 credit) NC Vocational Preparation (2 credits) |
| 12th Grade | English/Language Arts IV (2 credits) Financial Management 2 (2 credits) American History II (1 credit) NC Vocational Preparation (2 credits) Life Science (1 credit) |

For more information about the Life Skills Pathway, please speak with your child's Exceptional Children case manager.



DDCC Career & College Promise at Lexington Senior High School

Helpful Links

- DDCC CCP Eligibility Criteria: [DDCC Website](#)
- DDCC CCP Application Process: [DDCC Website](#)
- DDCC CCP Frequently Asked Questions: [DDCC Website](#)
- NC Community College Transfer Courses by College: [NC Community College Transfers Website](#)

Lexington Senior High School partners with Davidson-Davie Community College (DDCC) to allow **qualified** high school **juniors** and **seniors** the opportunity to earn an **Associates Degree, tuition free** while they are in high school. LSHS Career & College Promise students are required to pay Fall & Spring DDCC Semester Fees. Textbooks required for DDCC Courses are purchased by Lexington City Schools and must be returned to DDCC at the end of each semester. The Career & College Promise Program at DDCC offers over 25 different pathways from which to choose. Passing Career & College Promise Final Course Grades result in an **additional 1.0** quality point.

| DDCC Career & College Promise Pathways | DDCC College Transfer Pathways |
|---|--|
| <p>Business, Engineering, and Technical Studies</p> <ul style="list-style-type: none"> • Accounting and Finance • Air Conditioning, Heating & Refrigeration • Automotive Systems Technology • Business Administration • Computer-Integrated Machining • Diesel & Heavy Equipment Service Technician • Electronics Engineering – Autonomous Vehicles • Electronics Engineering – Mechatronics • Human Services Technology • Industrial Systems Technology • Information Technology • Paralegal Technology • Supply Chain Management • Welding Technology <p>Health, Wellness, and Public Safety</p> <ul style="list-style-type: none"> • Cosmetology • Criminal Justice Technology • Emergency Medical Science • Esthetics Technology • Fire Protection Technology • Health Information Technology • Medical Assisting • Nurse Aide • Pharmacy Technology <p>Arts, Sciences, and Education</p> <ul style="list-style-type: none"> • College Transfer: Associate in Arts • College Transfer: Associate in Science • Early Childhood Preschool • Infant/Toddler Care | <p>College Transfer Pathways</p> <p>Students planning to pursue four-year undergraduate degrees can choose from two college transfer pathways:</p> <ul style="list-style-type: none"> • Associate in Arts • Associate in Science <p>College transfer requirements</p> <ul style="list-style-type: none"> • Junior or senior aged 15 or older • Unweighted GPA of 2.8 on all courses • Meet prerequisites for all courses • Demonstrate college readiness on SAT/ACT or College Placement Testing (CPT) • Career Technical Pathways • Students can choose from several Career Technical Pathways. <p>Career Technical Pathway Requirements</p> <ul style="list-style-type: none"> • Junior or senior aged 15 or older • If a student has below a 2.8 Unweighted GPA they must have the recommendation of their high school principal or school counselor to participate in CCP. • Meet prerequisites for all courses • For more information about Career and College Promise, please see your counselor. |



**TRANSPORTATION, BOOKS
& MATERIALS PROVIDED**



**CLICK TO VIEW & DOWNLOAD
CAREER & COLLEGE
PROMISE PATHWAYS CATALOG**

Want to go to College?

STAY COMPETITIVE BY PLANNING AHEAD

College Entrance and Scholarship Criteria If you plan to attend a four-year college or university or a community college, you should enroll in a rigorous course of study. Some of the most common college admission criteria include:

COURSES TAKEN

You will need to take the most challenging courses in high school in which you can succeed, courses that meet admissions requirements and prepare you for college level work. If you plan to attend a community college for a technical program, be sure to take courses aligned with your goal. Consider earning college credit through Advanced Placement, International Baccalaureate, Career and College Promise, Middle College, Early College, Learn & Earn, or North Carolina Virtual Public-School courses. These paths will provide you with opportunities for advanced credit and scholarships.

GRADES

Work hard, study, and be prepared for class each day. Seek help when you need to from your family, teachers, school counselors, and tutors.

SAT OR ACT SCORES

Challenging classes and reading each day will help boost your scores! The SAT or the American College Test (ACT) is required for admission to most four-year colleges and universities. It is recommended that you take the SAT and/or ACT twice beginning in the spring of your junior year. Most colleges will accept the highest combination of scores on either test even if they were achieved on different test dates. Some colleges and universities also require you to take the SAT Subject Tests. You should review the specific admission requirements for the colleges that you are considering. Community colleges do not require either the SAT or ACT for admission. However, they will require you to take a placement test in reading and math.

GPA AND CLASS RANK

Grade point average (GPA) and class rank are calculated twice each school year beginning in the 9th grade. Know your cumulative GPA, both weighted and unweighted. Students can enroll in one of the comprehensive ACT and/or SAT online prep tools available at no cost to families.

SCHOOL AND COMMUNITY ACTIVITIES

Leadership development and community service are particularly important when you compete for scholarships. Well chosen activities in which you have a genuine interest, and which require significant time and energy are more important than a long list of random activities. Maintain a resumé of activities.

RECOMMENDATIONS

Build strong, positive relationships with your teachers, school counselors and administrators, coaches, club advisors, and other adults in the community. Recommendations are required for most scholarships and by some colleges.

ESSAYS, INTERVIEWS

Reading widely and taking electives in English, social studies, and marketing education will improve your writing and speaking abilities.

TYPES OF FINANCIAL AID

A financial aid “package” may include any or a combination of the following:

SCHOLARSHIP

www.bit.ly/lshs-scholarships

Gift aid which does not have to be repaid, usually given to students with outstanding ability in general scholarship, athletics, or the arts.

LOAN

Money borrowed from federal, state, college sources or commercial banks. Loans may or may not be interest-free. Usually, students must begin to repay loans nine months after leaving college or university.

WORK-STUDY PROGRAM

A federal program which provides part-time employment on campus and in community agencies. Students typically work 10 to 15 hours per week according to their class schedules.

CAMPUS JOB

Employment by the school as a clerical assistant, lab assistant, teaching assistant, tutor, or other role offered as part of a financial aid package. **GRANTS** funds given to subsidize one's education that do not have to be repaid.

FIVE WAYS TO RESEARCH FINANCIAL AID

1. There is a wealth of scholarship information on-line including free scholarship searches. **FinAid** (www.finaid.org), **Fastweb** (www.fastweb.com), **Federal Student Aid for Students** (www.studentaid.ed.gov) are but a few. The LSHS scholarship website is: www.bit.ly/lshs-scholarships.
2. Contact the financial aid offices at the schools to which you are applying. If you must file a CSS/Financial Aid profile, request information from your counselor.
3. Apply for scholarships from community agencies. See your counselor for information about scholarships publicized at your school. Pay attention to criteria and deadlines.
4. Attend financial aid workshops. Look for aid from all possible sources. Persistence is the key!
5. All students, including student-athletes, should complete the **Free Application for Federal Student Aid** (FAFSA). Many colleges will require the FAFSA before awarding scholarships. Complete and file during **January**. It is recommended that you complete this process online at www.fafsa.ed.gov/.

LSHS Financial Aid Resources: [LSHS Website](#)

LSHS Scholarship Newsletter: [LSHS Website](#)

Want to go to College? Continued

Complete These Yearly Tasks...

FRESHMAN YEAR TASKS - GRADE 9

- Talk with your parents and school counselor about future plans. Put your plan in writing and update it yearly.
- Review college entrance requirements.
- Take challenging classes to prepare you for college and/or your career goals.
- Attend school each day and prepare daily for your classes so that your grades are the best. Grade point average (GPA) and class rank are calculated beginning in grade 9. Remember that honors/AP/IB classes earn extra quality points.
- Explore careers (through job shadowing, interest inventories, and internships).
- Attend college fairs with your parents. The National College Fair/Career Expo is usually held in the spring. Participate in extracurricular activities. Keep a record of them.

SOPHOMORE YEAR TASKS - GRADE 10

- Review your selection of high school courses, keeping in mind your postsecondary plans.
- Talk with your parents and school counselor about your future goals. Begin to think about choices of college majors.
- Initiate inquiry into possible careers.
- Do well in all courses to maintain or improve your GPA and class rank.
- Take the PSAT or the PreACT.
- Attend college fairs with your parents. (i.e. National College Fair/Career Expo.)
- Continue school and community activities and keep a record of them.
- Select challenging courses for your junior year during spring registration. Consider taking Advanced Placement courses in your best academic areas.
- Participate in a summer enrichment program.

JUNIOR YEAR TASKS - GRADE 11

- Renew your commitment to take challenging courses. If you have not yet taken a world language, it is now time to begin one. Most colleges require a minimum of two years of the same language and recommend that one be taken in the senior year.
- Take the PSAT again. The PSAT/NMSQT is the qualifying test for the National Merit Scholarship, the National Achievement Scholarship, and the National Hispanic Scholar Recognition Program. You can qualify for these scholarship opportunities only by taking the PSAT in your junior year.
- Make a list of your abilities, interests, needs and goals, and explore your college and career options with your parents and school counselor.
- Make an initial list of colleges and careers that interest you and seek out information about them:
- Use the Internet or computer software (Visit www.cfnc.org)
- Attend the National College Fair/Career Expo in spring.
- Interview people who have attended colleges in which you are interested.
- Visit prospective colleges.
- Check college websites for specific entrance requirements (tests, courses, timeline).
- Consider a work-based learning opportunity (co-op and internships).
- Sign up at school to talk with college representatives as they visit your school.
- In March, May, or June take the SAT or ACT and request that the scores be sent to colleges. Registration information is available in your school's counseling department and online.
- In May/June take SAT Subject Tests if required by colleges you are considering.

- Attend the Financial Aid workshop at your school with your parents. (It is usually held in the fall or winter.)
- Investigate sources of financial aid (scholarships, grants, and loans). There is a wealth of resources available online.
- Participate in SAT/ACT preparation activities offered at your school.
- Take AP/IB examinations in May if you are enrolled in those courses.
- If you are a potential college athlete, register with the NCAA Eligibility Center. Information is available in your school's Student Services department.
- Plan your senior year schedule to include the remaining courses you need for graduation and college admission.
- Continue participation in school and community activities. Volunteer for community service.
- Investigate pre-college and enrichment programs for the summer or secure a part-time summer job in your area of career interest.
- Begin preparing your high school resume and essays for college and scholarship applications. Visit colleges you are interested in attending.

SENIOR YEAR TASKS - GRADE 12

- Take classes that will best prepare you for college level work. Remember, most colleges recommend that you take a math and a world language course in your senior year.
- Meet with your school counselor to update your list of post secondary options and narrow your college list down to five.
- If applying to a four-year college for early decision, submit your applications in October or November. Try to submit all applications to four-year colleges by December 1. Meet all deadlines.
- Have an official transcript sent to all colleges to which you are applying. Transcripts are sent only when you request them. You should submit your request(s) based upon procedures outlined at your high school.
- Attend fall college fairs; continue to meet with college representatives who come to your school.
- Take the SAT/ACT again in October or November. Take SAT Subject Tests if required by your choice of colleges.
- Visit colleges; teacher workdays are good times for these visits.
- If you did not participate in a work-based learning opportunity last year, consider one now.
- If you plan to attend a community college, begin by January to complete the admissions form, apply for financial aid, submit an official transcript, take the placement tests, and make an appointment with your community college program counselor.
- As soon as possible, complete the FAFSA and other required financial aid forms.
- In January, request first semester grades be sent to those colleges requiring them.
- Avoid "senioritis" — stay focused on your coursework.
- Respond to college offers of admission and scholarship by May 1. Notify all colleges to which you have been accepted of your final decision.
- Submit required deposits and make plans to take any required placement tests.
- Take Advanced Placement or International Baccalaureate examinations in May if you are enrolled in those courses.
- Request that a final transcript be sent to the college you plan to attend.

GRADUATE!!!