

# **Lee County High School**

**2021-2022**

## **Registration Guide**



**For Students Registering for  
9th - 12th Grade Classes at  
Lee County High School  
in 2021-2022**

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## FREQUENTLY ASKED QUESTIONS

### **I want to make sure I'm ready for college. How do I decide which classes to take?**

The best advice... Challenge yourself to take the toughest classes in which you can be successful. You'll be better prepared for success in college and many colleges consider the difficulty of an applicant's high school curriculum in making admission decisions.

### **But, how do I decide which courses will be most challenging for me?**

In the course descriptions in this book (beginning on page 8), you'll find the list of required courses— for instance, certain courses in Mathematics, Science, Language Arts, and Social Studies. Each course has several options or levels, with some offering an accelerated format or a more in-depth approach for students who excel in that area of study. For some courses, especially upper-level ones, you may be able to take Advanced Placement (AP) classes or MOWR courses. Students who take these college-level courses and do well on optional AP exams may earn college credit or skip required entry-level classes in college. Talk to your family, your teachers, your advisor, and your counselor about which option best suits your academic strengths and prepares you for the courses you'll take in college or career training.

### **How can I make sure I'll do well in my classes?**

Get organized early and stay that way. Don't wait to get help if you think you need it or are falling behind. Your teachers, your counselor, your advisor, and your family will all be behind you and encouraging you to do your best work from the first day, but a lot of your success in high school depends on you!

### **What are some things I can do at home?**

Be organized, and keep up with homework assignments and projects. Study class lecture notes to review what was taught in class, even when you do not have assigned homework in a subject. Begin studying for a test several days ahead so you have time to review the material and retain it.

### **If I am not doing well in a course, what should I do?**

The first step is to speak with your classroom teacher and set up a time before or after school (or during school, depending on your schedule) for extra help from your teacher. You also may sign up for student tutoring sessions if they are available at your school. If you need additional suggestions, speak with your advisor or schedule an appointment with your school counselor.

### **If I am failing a class, can I drop it mid-semester?**

No. Dropping a class mid-semester is not an option.

### **How do I make up a course if I fail?**

Courses can be made up during summer school, night school or credit recovery. Students may not take two Language Arts classes at the local school to make up a failed class until the 12<sup>th</sup> grade, and then only on a space-available basis. See your school counselor or advisor for more information.

### **If a student fails a course and retakes the course, is the first failed grade cancelled out?**

No. Once a student earns a semester grade, it will never be removed from the academic record (transcript). Required courses must be retaken if failed. Both semester grades will be a part of the academic record and the high school grade percent average (GPA), and also will be considered for HOPE Scholarship eligibility.

### **Do high schools award grades for "effort"?**

No. High school students do not earn effort grades. Semester grades reflect your academic achievement in a class.

### **When are final exams and how much do these grades count in my semester grades?**

The exams count 20% of the semester grade. Final multiple-choice exams are given the last few days of the semester and each one is approximately two hours long. For eight courses— two in each subject area— the state requires an End of Course (EOC) assessment. Specific test dates are designated for each test.

**What tests do I have to pass before I graduate?**

Designated courses in core subjects— Language Arts, Mathematics, Science, and Social Studies— require state End of Course (EOC) assessments. While you are not required to pass the EOCs, you must pass all required courses.

**Can I participate in graduation if I fail a required course prior to graduation?**

Students may not participate in the May graduation ceremony if they have not passed ALL required coursework.

**What is the difference between the redesigned SAT and the ACT college-entrance exams?**

SAT— Curriculum-based with emphasis on every day vocabulary within a text and evidence-based writing; essential math, including data analysis and algebra; and real-world sources from social studies and sciences for analysis. Optional essay analyzes a text. The new SAT has three sections and more testing time. Practice tests are offered. ([www.collegeboard.org](http://www.collegeboard.org))

ACT— Emphasis on academic content and comprehension. Mathematics content covers geometry, algebra, and trigonometry. Reading Comprehension focus is straightforward and content-based, and includes grammar questions. The Science section includes graphs and table analysis, and correlations and analysis. The essay is optional. Greater emphasis is placed on timed sections. The testing time is slightly shorter. ([www.act.org](http://www.act.org))

**When will I get the drug and alcohol certificate I need for my driver's license?**

During Health class, you will participate in a one-week seminar on drugs and alcohol, called the Alcohol and Drug Awareness Program (ADAP). You will receive a certificate to show you completed the course. Keep the certificate, as you will need it when

you apply for your driver's license. You also must contact the registrar at your school to request a certificate of school enrollment to apply for a learner's permit. You will need the ADAP certificate and certificate of enrollment to apply for a driver's license. For complete information on driver's license requirements, go to the Department of Driver Services website ([www.dds.ga.gov/ADAP](http://www.dds.ga.gov/ADAP)).

**How many years of foreign language should I take?**

A minimum of two years of coursework in the same modern or classical language is required for admission to Georgia colleges and universities. Many students enjoy language courses and continue to take them for four years. Specific out-of-state colleges require up to four years of modern or classical language study. Beginning study of another language in the 9th grade allows you to take additional years of study if you want or need these classes.

**What are my choices for electives?**

You may take elective courses in academics, Fine Arts, Career and Technical Education, and PE/fitness. Students will consider possible careers and select electives accordingly.

**How important is it to be involved in extracurricular activities, such as clubs, sports, and volunteer projects?**

School leaders recommend that all students participate in one or more extracurricular activity while in high school. Students who are involved in activities feel more connected to the school. Also, colleges and scholarship committees frequently request information on extracurricular participation and demonstrated leadership while in high school.

### STATE GRADUATION REQUIREMENTS

Areas of Study Required	Units
Language Arts	<b>4*</b>
Mathematics	<b>4*</b>
Science (The 4th Science unit may be used to meet both the Science and an elective requirement.)	<b>4*</b>
Social Studies	<b>3*</b>
Foreign Language and/or Career and Technical Education and/or Fine Arts	<b>3*</b>
Health (.5) and Physical Education (.5)	<b>1</b>
Electives	<b>4</b>
<b>Total Units (Minimum) 23</b>	<b><u>23</u></b>

\* For admission to a University System of Georgia college or university, students are required to pass specific courses in each academic area, including two units of the same Modern or Classical Language. Core academic courses, both required and elective, are included in calculation of the HOPE GPA for HOPE Scholarship eligibility.

<b>LEE COUNTY HIGH SCHOOLS GRADING SCALE</b>	
	<i>CGPA value</i>
A = 90% and Above	4.0
B = 80%–89%	3.0
C = 70%–79%	2.0
F = 69 and Below	0.0

## CHOICES AFTER HIGH SCHOOL

The choices you make now about high school and going on to further your education will affect your income and career opportunities for the rest of your life. Here are some numbers about income level, contrasted with unemployment rates for the same education levels.

<b>Education Level</b>	<b>Median Annual Earnings of Individuals 25 and older*</b>	<b>Unemployment Rate*</b>
High school dropout	\$25,376	9.0%
High school graduate	\$34,736	6.0%
Associate's degree	\$41,184	4.5%
Bachelor's degree	\$57,252	3.5%
Master's degree	\$68,952	2.8%
<i>Sources: *U.S. Bureau of Labor Statistics, Current Population Survey, 2015</i>		

Not to say that going on to a college or university for an associate's or bachelor's degree is the right path for everyone. It's not. But it is true that you'll have more success and satisfaction in whatever career you choose if you pursue more training and education in that field after high school. Having good options after high school depends on the good choices you make during high school. Make sure you do your best work to keep your options open. Whatever you choose, planning will make the difference in how many options you have, and how easy it is to explore them when the time comes.

## POSTSECONDARY ADMISSIONS AND PLACEMENT TESTING

Because colleges, universities, and technical colleges have varying admission policies, students should carefully research the admissions requirements for institutions to which they plan to apply. Your school counselor and advisor can give you advice on which test(s) may be right for you and how to register. All Georgia public colleges and universities accept either the SAT or the ACT Assessment for admission, while private institutions, as well as colleges outside of Georgia, may prefer one test over the other. Be aware of the admission and testing requirements and deadlines for the schools in which you are interested.

College-bound students are encouraged to take one or both of these college-admissions tests in the winter or spring of their junior year. Some students choose to take the tests more than once to increase their score with additional practice and time in the classroom. Most institutions will accept a student's highest subtest score from different test administrations to combine for the highest composite score. Some students choose to submit scores for both the ACT and the SAT to give colleges a more complete picture of their abilities.

College-admissions tests require a fee, though fees may be waived for students from families with low incomes. Ask your counselor for more information about fee waivers if you think you might qualify. A Fee Waiver Form is submitted instead of money to cover college testing and admissions fees for eligible students.

### PSAT/NMSQT

The New PSAT/NMQSQT takes two hours and 45 minutes and is administered in October. The PSAT includes Evidence-Based Reading and Writing (Reading, Writing, and Language) and Mathematics. The focus of the PSAT is on the knowledge and skills that matter most for college and career readiness. The PSAT/NMSQT has questions and tasks that more closely resemble what is happening in classrooms. All scores from the SAT and PSAT/NMSQT will be on a common score scale so that students and educators can track growth across assessments and target areas of knowledge and skills that need to be strengthened. Scoring ranges from 320 to 1520 for the composite with a range of 160 to 760 for each area score. Free practice resources are available online through Khan Academy. 11th graders have the option to take the PSAT in order to qualify for the scholarships available through the National Merit Scholarship Foundation, including National Merit Scholarships, and scholarships awarded by American Indian Graduate Center (AIGC) Asian & Pacific Islander American Scholarship Fund (APIASF), Hispanic Scholarship Fund (HSF), Jack Kent Cooke Foundation (JKCF), United Negro College Fund (UNCF). Only PSAT scores from the 11th grade administration may be used for these scholarship programs.

PSAT scores also are required for consideration for the Georgia Governor's Honors Program if SAT scores are unavailable. Students should ask their counselors for specific test dates or check the College Board website at [www.collegeboard.org](http://www.collegeboard.org).

### SAT Reasoning Test

The New SAT reflects what is taught in the classroom: The focus is on the knowledge and skills that matter most for college and career readiness. The text will be more complex than the PSAT/NMSQT and the tasks more challenging. All scores from the SAT and PSAT/ NMSQT will be on a common score scale, so that students and educators can track growth across assessments, and target areas of knowledge and skills that need to be strengthened. Testing time is three hours

plus 50 minutes for optional essay. The test sections include evidence-based reading and writing (Reading, Writing and Language) and Mathematics. The optional essay is given at the end of the SAT. Students are encouraged to contact postsecondary institutions to determine if the essay component is required for admission. Scoring is on a scale of 400–1600 points— Reading, Writing and Language (200-800 pts.) and Mathematics (200–800 pts.)— and includes no penalty for guessing. Free practice resources are available online through Khan Academy. For details regarding content of this test, registration, test preparation, test center locations in Gwinnett and metro Atlanta, testing dates, and fees, go to the student section of [www.collegeboard.org](http://www.collegeboard.org).

### **American College Test (ACT)**

The ACT also is used for college admissions. The ACT consists of four multiple-choice tests in English, Mathematics, Reading, and Science Reasoning. Test-takers have 175 minutes to complete the test. Students also may take the optional 30-minute Writing test for an additional fee. Go to [www.actstudent.org](http://www.actstudent.org) to register and to learn more about the test, test preparation, test center locations in Gwinnett and metro Atlanta, testing dates, and fees. LCHS offers the ACT at the high school twice per year.

### **Advanced Placement (AP) Exams**

Optional subject-specific AP exams are given at the end of the school year and graded by the College Board. Many colleges either award college credit for passing the exams or allow a student to be exempt from certain courses. However, some colleges do not honor AP credit. Students should check with their college of choice. The cost to take each exam is approximately \$89. Budget permitting, GCPS covers the cost of one AP exam for each of the county's AP students. (Students are required to pay a nominal registration fee). Students who choose to take additional AP exams are responsible for exam fees. Students with documented need may qualify for financial assistance to cover exam fees. The College Board sponsors the AP program. Learn more about the tests, exam fees, exam calendar, and more at [www.collegeboard.org](http://www.collegeboard.org).

### **ACCUPLACER TEST**

ACCUPLACER is an untimed, computer-based test that helps colleges evaluate skills and place students in appropriate courses. This test may have a fee for the student, depending on the institution. COMPASS offers tests in Reading, Writing, Math, Writing Essay, and English as a Second Language (ESL). COMPASS is not scored in the traditional sense, but rather provides a report of a student's academic strengths and weaknesses, allowing for the most appropriate placement in college classes and additional support, if needed. Most colleges administer COMPASS during freshman orientation, before students register for classes. In Georgia, technical colleges (including Gwinnett Technical College), most two-year colleges, and many four-year colleges and universities use COMPASS in the admissions process. Talk to your counselor or advisor to learn more or go to [www.act.org/compass/student/index.html](http://www.act.org/compass/student/index.html).



## COURSE DESCRIPTIONS

Following are descriptions for courses typically offered to Lee County high school students.

***Whether or not a particular course is offered depends on faculty expertise, student demand, master schedule, etc.***

Most semester courses carry one-half (.5) unit of credit. A course running two semesters carries one (1.0) unit of credit (1 unit = 1 year-long course). Any prerequisite or required tests are listed with the course. If there are no prerequisites or required tests, this space is left blank in the course description.

### LANGUAGE ARTS

**9th Grade Literature and Composition or \*Honor's 9<sup>th</sup> Literature and Composition- 2 Semesters**  
*Requires state End of Course assessment.*

This course includes a balance of composition, applied grammar, and both literary and informational texts, with a focus on world literature and documents from American history. Students will analyze and respond to complex texts appropriate for 9th graders. Developing vocabulary, speaking, listening, researching, and test-taking skills are integral parts of the course curriculum. *\*Teacher approval and Summer Work are required.*

**10th Grade Literature and Composition – 2 Semesters**

This course includes a balance of composition, applied grammar, and both literary and informational texts, with a focus on world literature and documents from world and American history. Students will analyze and respond to increasingly complex texts appropriate for 10th graders. Developing vocabulary, speaking, listening, researching, and test-taking skills are integral parts of the course curriculum.

*or*

**AP Seminar Class/10<sup>th</sup> Honors English – 2 Semesters – Gr. 10**

This course 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. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. This course counts for 10<sup>th</sup> grade English credit.

**11th Grade American Literature and Composition - 2 Semesters** *(AP English Language and Composition with American Literature focus may satisfy this requirement with permission.)*  
*Requires state End of Course assessment.*

This course includes a balance of composition, applied grammar, and both literary and informational texts, with a focus on American historical documents and literature. Developing vocabulary, speaking, listening, researching, and test-taking skills are integral parts of the course curriculum.

*or*

**\*AP English Language and Composition (with American Literature focus) - 2 Semesters - Gr. 11**

*(May count for 11th Grade American Literature and Composition with permission.)*

Students become skilled readers of prose (with an emphasis on American literature) and skilled writers who compose for a variety of purposes. The objectives for this course follow the College Board syllabus, preparing students for the optional Advanced Placement exam. *\*Teacher approval and Summer Work are required.*

**12th Grade Advanced Composition - 2 Semesters** *(AP English Language and Composition or AP English Literature and Composition may satisfy this requirement with permission.)*

This course includes a balance of composition, applied grammar, and literary and informational texts, with a focus on American and British authors and historical documents, and a comparative analysis of them. Developing vocabulary, speaking, listening, researching, and test-taking skills are integral parts of the course curriculum.

*or*

**12th Grade Advanced Composition Marketing - 2 Semesters**

This course counts as a 12<sup>th</sup> grade English course. Students who are interested in marketing or are in the marketing pathway can take this English class which focuses on reading, writing, listening, speaking, and research skills necessary in the broadcasting, marketing, and business fields.

*or*

**12th Grade Advanced Composition Newspaper - 2 Semesters**

This course counts as a 12<sup>th</sup> grade English course. Students who are interested in being on the school newspaper staff can take this English class which focuses on reading, writing, listening, speaking, and research skills related to journalism and newspaper.

*or*

**\*AP English Literature and Composition - 2 Semesters - Gr. 12** *(May count for 12th Grade British Literature and Composition with permission.)*

This survey course engages students in the careful reading and critical analysis of literature. The objectives for this course follow the College Board syllabus, preparing students for the optional Advanced Placement exam. *\*Teacher approval and Summer Work are required.*

*or*

**Advanced Composition-Tech Prep – 2 semesters – Gr. 12**

Tech prep English is designed to meet the needs of students who have passed 9th Lit/American Lit, have passed or are concurrently enrolled in 9th Lit/American Lit while taking this course, and intend to enroll in a technical college program. The course is aimed at students who have experienced difficulty in passing middle school ELA End of Grade (EOG) assessments, have struggled significantly in the first two high school core English, or have scored less than 55 on the ACCUPLACER Placement Assessment. The ACCUPLACER Placement Assessment will serve as the course post-test. A rubric is used to identify students for this course.

## MATHEMATICS

Students will be placed in mathematics courses based on their achievement in the prerequisite course or local school decision. Note that four units of mathematics are required for graduation, including Algebra I, Geometry, and Algebra II, or their equivalent.

### **Algebra I - 2 Semesters**

Algebra I is the first course in a sequence of three required high school math courses designed to ensure career and college readiness. The course represents a discrete study of algebra with correlated statistics applications.

### **Algebra I Support - 2 Semesters**

The purpose of the Mathematics Support class is to address the needs of students who have traditionally struggled in mathematics by providing the additional time and attention they need in order to successfully complete their regular grade-level mathematics course without failing. Mathematics Support is an elective class that should be taught concurrently with a student's regular mathematics class.

### **Accelerated Algebra 1/Geometry AB - 2 Semesters**

This course is a 2 period math course open to 9th grade students who wish to take honors math courses in high school; including courses in PreCalculus, AP Statistics, or AP Calculus, but the students did not complete Algebra 1 in the 8th grade. Students in this math course will complete Algebra 1 during the 1st semester and will complete Geometry during 2nd semester.

### **Geometry Support - 2 Semesters**

The purpose of the Mathematics Support class is to address the needs of students who have traditionally struggled in mathematics by providing the additional time and attention they need in order to successfully complete their regular grade-level mathematics course without failing. Mathematics Support is an elective class that should be taught concurrently with a student's regular mathematics class.

### **Geometry - 2 Semesters**

Geometry is the second course in a sequence of three required high school courses designed to ensure career and college readiness. The course represents a discrete study of geometry with correlated statistics.

### **Algebra 2 - 2 Semesters**

In Algebra 2 students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into six critical areas, organized into units. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They expand their study of right triangle trigonometry to model periodic phenomena. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**\*Honor's Algebra 2 – 2 Semesters**

Honor's Algebra 2 is an advanced math course open to 10th grade students who have already completed Algebra and Geometry. This course ensures students are prepared to take upper-level math courses including AP Statistics, AP Calculus, and Pre-Calculus. *\*Teacher approval and Summer Work are required.*

**Accelerated Pre-Calculus - 2 Semesters**

Pre-Calculus focuses on standards to prepare students for a more intense study of mathematics. The critical areas organized in seven units delve deeper into content from previous courses. The study of circles and parabolas is extended to include other conics such as ellipses and hyperbolas. Trigonometric functions are further developed to include inverses, general triangles and identities. Matrices provide an organizational structure in which to represent and solve complex problems. Students expand the concepts of complex numbers and the coordinate plane to represent and operate upon vectors. Probability rounds out the course using counting methods, including their use in making and evaluating decisions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**Advanced Mathematical Decision Making - 2 Semesters**

The course will give students further experiences with statistical information and summaries, methods of designing and conducting statistical studies, modeling of data, basic financial decisions, and use of network models for making informed decisions. Four year colleges and Universities will not accept this course.

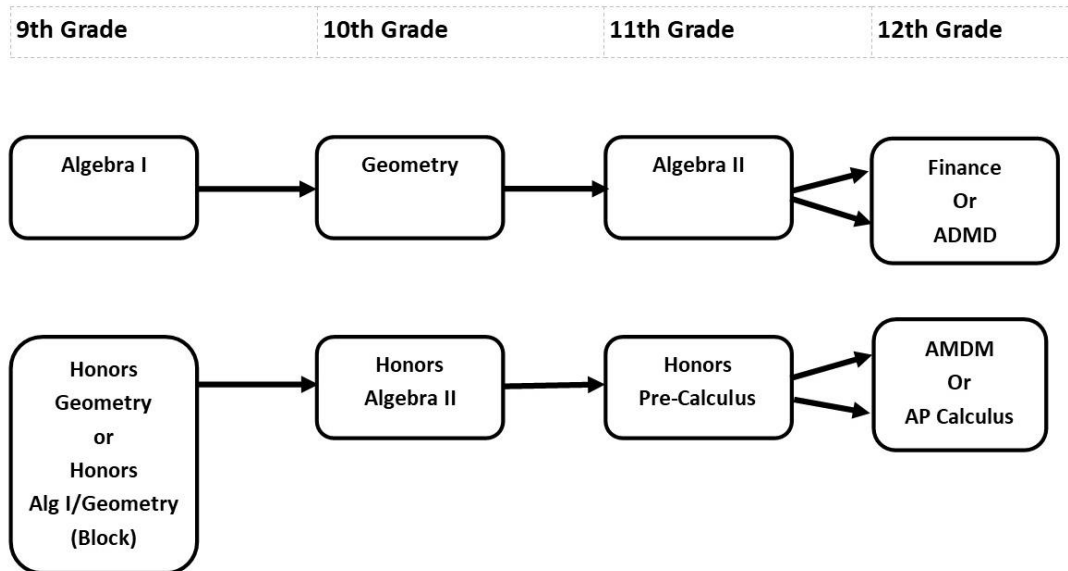
**Advanced Placement Calculus AB - 2 Semesters** *Prerequisite – Accel. Pre-calculus*

Topics include limits, derivatives and integrals of algebraic and transcendental functions, continuity, applications of derivatives to related rates, maxima and minima, curve sketching, integration formulas, applications of the definite integral, and methods of integration. The objectives for this course follow the College Board syllabus, preparing students for the Advanced Placement exam.

**Math of Finance - 2 semesters**

Math of Finance designed to meet the needs of students who have passed Algebra I/Coordinate Algebra, have passed or are concurrently enrolled in Geometry/Analytic Geometry while taking this course, and intend to enroll in a technical college program. The course is aimed at students who have experienced difficulty in passing middle school mathematics End of Grade (EOG) assessments, have struggled significantly in the first two high school core mathematics courses, or have scored less than 34 on the ACCUPLACER Placement Assessment. The ACCUPLACER Placement Assessment will serve as the course post-test. LCHS uses a rubric to identify students for this course.

## MATHEMATICS FLOW CHARTS



## SCIENCE

**Biology - 2 Semesters - Gr. 9** *Requires state End of Course assessment.*

Concepts for this two-semester course include the interdependence of organisms; the relationship of matter, energy, and organization in living systems; the behavior of organisms; and biological evolution. Students will investigate biological concepts through experience in laboratories and field work using the processes of inquiry. (Honors Biology and Gifted Biology require an experimental science project.)

**\*Honor's Biology – 2 Semesters – Gr. 9** *Requires state End of Course assessment.*

The Biology curriculum includes abstract concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in living systems, the behavior of organisms, and biological evolution. Students investigate biological concepts through experience in laboratories and field work using the processes of inquiry. The Honors Biology curriculum differs from the regular Biology curriculum in meaningful ways. The Honors course places a higher priority on developing critical thinking skills by examining real world problems. The curriculum examines topics with more depth and includes more advanced resource material in addition to the adopted text. Laboratory investigations play a more prominent role

*\*Teacher approval and Summer Work are required.*

**Chemistry - 2 Semesters - Gr. 10-11**

This two-semester course addresses the structure of atoms, the structure and properties of matter, and the conservation and interaction of energy and matter. Students will investigate chemistry concepts through experience in laboratories and field work using the processes of inquiry. (Honors Chemistry and Gifted Chemistry require an experimental science project.)

**Physical Science – 2 Semesters – Gr. 10** - The Physical Science curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to have a richer knowledge base in physical science. This course is designed as a survey course of chemistry and physics. This curriculum includes the more abstract concepts such as the conceptualization of the structure of atoms, motion and forces, and the conservation of energy and matter, the action/reaction principle, and wave behavior. Students investigate physical science concepts through experience in laboratories and field work using the processes of inquiry.

**AP Research – 2 Semesters – Gr. 11** - (Will satisfy 4th science requirement)- AP Research is a science course that allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research-based investigation to address a research question. 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. The course culminates in an academic paper of 4000-5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense. AP Seminar is a prerequisite.

**AP Chemistry - 2 Semesters - Gr. 11–12** *(Will count for Physics Graduation Requirement.)*

AP Chemistry is an advanced Chemistry course equivalent to an introductory college course (1st semester). Students develop an understanding of the foundational Chemistry principles. Through an inquiry-based approach, students develop content knowledge and critical-thinking skills. The objectives for this course follow the College Board Framework, preparing students for the optional Advanced Placement Chemistry exam. Chemistry is a prerequisite for this course.

**Environmental Science - 2 Semesters - Gr. 11–12**

This course is an in-depth study of environmental science. Topics studied include ecology; effects of natural and human activity on land, water, and air; energy resources and conservation; food production, preservation, and storage; waste management; pollution and human health; and biotechnology.

**AP Environmental Science – 2 Semesters – Gr. 11-12**

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

**Forensic Science - Elective - 2 Semesters - Gr. 12** (4<sup>th</sup> Science)

Forensic Science is the study of the application of science to the law. This integrated science course is designed to explore the scientific and technological aspects of criminal investigations. Topics will include the study of DNA, glass, blood, fingerprinting, chemical residues, and evidence collection as it relates to forensic issues. Applications to court cases, literature, psychology, and criminology also will be examined. Forensic science is only open to seniors who need a HOPE rigor 4th science to qualify for the HOPE scholarship.

**Plant Science – Elective - 2 Semesters (4<sup>th</sup> Science or CTAE Elective)**

Plant science is a basic component of the Agriscience pathway. This course introduces students to the scientific theories, principles, and practices involved in the production and management of plants for food, feed, fiber, conservation and ornamental use. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

**Animal Science – Elective - 2 Semesters (4<sup>th</sup> Science or CTAE Elective)**

As part of the Agriscience pathway program of study, this course is designed to introduce students to the scientific principles that underlie the breeding and husbandry of agricultural animals, and the production, processing, and distribution of agricultural animal products. Introduces scientific principles applied to the animal industry; covers reproduction, production technology, processing, and distribution of agricultural animal products. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

## SOCIAL STUDIES

### **World Geography - Elective - 2 Semesters** (*AP Human Geography also is an option.*)

This course provides the content knowledge and skills necessary to understand the roles, responsibilities, and relationships of people and places throughout the world, both past and present. The course will prepare students for the three-year required Social Studies sequence. Topics will include the themes of historical, political, and economic geography. Extensive opportunities to develop and refine writing skills will prepare students for the High School Gateway Assessment. Students are instructed on efficient and effective methods and strategies to read, write, think, organize, take notes, and demonstrate what they have learned throughout the course.

### **\*Advanced Placement Human Geography - Elective - 2 Semesters - Gr. 9**

The Advanced Placement program in Human Geography is a college-level course designed to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to interpret human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. The objectives for this course follow the College Board syllabus, preparing students for the Advanced Placement exam. *\*Teacher approval and Summer Work are required.*

### **Civics – 1 Semester - Gr. 9**

Focuses on basic concepts and principles of the American political system. Covers the structure and function of the American system of government, the roles and responsibilities of citizens to participate in the political process, and the relationship of the individual to the law and legal system. Stresses critical analysis of public issues. Integrates and reinforces social studies skills. This course is designed to be completed in one quarter or one semester. This course meets the state's Citizenship requirement for graduation. Prior approval required for honors courses.

### **World History - 2 Semesters - Gr. 10** (*AP World History also satisfies this requirement.*)

This course provides a comprehensive, chronological survey of the significant conditions, challenges and accomplishments that have influenced the progress of humankind. Beginning with prehistory, students examine topics associated with the growth of early civilization, classical contributions of Greece and Rome, regional civilizations, and the rise of medieval Europe. Other topics of study include emergence of the modern world, age of revolution, growth of industry and nationalism, world wars in the 20th century, and development of the contemporary world.

or

### **\*Advanced Placement World History - 2 Semesters - Gr. 10** (*Will count for the World History Graduation Requirement.*)

Focusing primarily on the past thousand years of the global experience, this course builds on an understanding of cultural, institutional, and technological foundations that, along with geography, set the human stage prior to the year 1000. Specific time periods form the organizing principle for dealing with change and continuity from that point to the present. Historical themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study. The objectives for this course follow the College Board syllabus, preparing students for the Advanced Placement exam. *\*Teacher approval and Summer Work are required.*



**U.S. History - 2 Semesters - Gr. 11** (*AP U.S. History also satisfies this requirement.*) *Requires state End of Course assessment.*

This course provides a comprehensive, chronological survey of the history of the United States. Students examine topics beginning with the period of exploration and colonization, and then continue through independence and revolution, constitutional debate between the Federalist and Republicans, Jeffersonian and Jacksonian democracy, sectionalism and civil war, reconstruction and industrialization, immigration and urbanization, imperialism and the progressive era, World War I and the Great Depression, World War II, and the Cold War. The course concludes with a study of the emergence of modern America.

or

**\*Advanced Placement U.S. History - 2 Semesters - Gr. 11** - (*Will count for the U.S. History Graduation Requirement.*) *Requires state End of Course assessment.*

The Advanced Placement program in U.S. History provides students with factual knowledge and analytical skills in the interpretation of the history of the United States from the 1600s through the 1990s. Political, economic, and social issues are stressed through the following topics: The Colonial Period; the American Revolution; the Jacksonian Period; Civil War and Reconstruction; Populism and Progressivism, the New Deal; and International Affairs and Domestic Changes in the Post-1945 Period. The objectives for this course follow the College Board syllabus, preparing students for the Advanced Placement exam. *\*Teacher approval and Summer Work are required.*

**Economics - 1 Semester - Gr. 12** *Requires state End of Course Assessment*

Economics offers students the opportunity to study the issues of scarcity and choices related to the use of limited resources. Students learn how to apply the tools of economic analysis to personal, community, national, and international issues. Economic preparedness enables students to make choices relying on past historical and geographical knowledge to actively and successfully engage in our complex society.

or

**Online Economics - 1 Semester - Gr. 12** *Requires state End of Course Assessment*

The online course is facilitated in an online format. Economics offers students the opportunity to study the issues of scarcity and choices related to the use of limited resources. Students learn how to apply the tools of economic analysis to personal, community, national, and international issues. Economic preparedness enables students to make choices relying on past historical and geographical knowledge to actively and successfully engage in our complex society.

**Personal Financial Literacy - 1 semester- Gr 12** (counts as Social Studies elective)

This course is designed for students who need additional instruction in personal finance and Economics. Seniors who take Personal Financial Literacy will take Personal Financial Literacy 1st semester and Economics 2nd semester. The year-long Economics instruction will better prepare students for the Economics EOC and for financial decisions in life after high school. LCHS will use a rubric to identify students for this course.

**AP Psychology- 2 semesters- Gr 11 or 12** (counts as Social Studies elective)

Advanced Placement Psychology provides students with the opportunity to examine the scientific nature of psychology and to determine the relevance of the behavioral sciences in our lives today. Students will examine the issues leading to the development of psychology as a science as well as the issue currently being addressed in the field of human behavior. The objectives for this course follow the College Board syllabus, preparing students for the

Advanced Placement exam. AP testing is required at the completion of this course. Seniors with no prior AP coursework have priority for open seats.

## HEALTH AND PHYSICAL EDUCATION

### **Health - Required - 1 Semester - Gr. 9**

This course is a graduation requirement designed to offer a practical approach to health topics that concern adolescents. The course covers knowledge and skills necessary for personal health and well-being and the prevention and treatment of injury. Additional information covered includes disease prevention, relationships, Internet safety, consumer health, the life cycle, and preventing abuse of tobacco, alcohol, and drugs, as well as state-mandated CPR/AED instruction.

This course includes the one-week Alcohol and Drug Awareness Program (ADAP) seminar. Each student will receive a certificate to show course completion. Keep the certificate, as it will be needed it when you apply for your driver's license. This certificate is not required when you apply for your learner's permit. *See page 3 (in the Frequently Asked Questions section) to learn more about ADAP, and the certificates you will need to apply for both a learner's permit and a driver's license.*

### **Personal Fitness - Required - 1 Semester – Gr. 12**

This course is a graduation requirement. The course provides instruction in methods to attain a healthy level of physical fitness. Covers how to develop a lifetime fitness program based on a personal fitness assessment. This course stresses strength, muscular endurance, flexibility, body composition, and cardiovascular endurance. Includes fitness principles and promotes self-awareness and responsibility for fitness. Fitness assessment required. (Fitnessgram)

or

### **Online Personal Fitness - Required - 1 Semester – Gr. 12**

The online course is facilitated in an online format. Student must be a member of a gym or an athlete. This course is a graduation requirement. The course provides instruction in methods to attain a healthy level of physical fitness. Covers how to develop a lifetime fitness program based on a personal fitness assessment. This course stresses strength, muscular endurance, flexibility, body composition, and cardiovascular endurance. Includes fitness principles and promotes self-awareness and responsibility for fitness. Fitness assessment required. (Fitnessgram).

## PHYSICAL EDUCATION SKILL-BASED COURSES -- *ELECTIVES*

*Each course within each of these groupings is a year-long course. The following sections are courses grouped to develop skills related to different topics.*

### **Team Sports**

Introduces the fundamental skills, strategies, rules, and appropriate behaviors associated with selective team sports; such as basketball, volleyball, soccer, and softball/baseball. Fitness assessment required. (Fitnessgram)

### **Lifetime Sports**

The courses in this section focus on those activities that you can do throughout your life. Tennis, badminton, and golf are just some of the sports you might pursue in this course section.

**Weight Training**

Emphasizes strength development training and proper lifting techniques. The course is designed for beginner level students to build muscle mass and strength while working at different levels of conditioning. Fitness assessment required. (Fitnessgram)

**Advanced Weight Training**

Emphasizes strength development training and proper lifting techniques. The course is designed to challenge the student to build muscle mass and strength while working at high levels of conditioning. Fitness assessment required. This course requires coach approval. (Fitnessgram)

**Body Sculpting and Advanced Body Sculpting**

Focus in this course is about overall personal fitness using free weights, machine weights, and body weight to tone and strengthen the body. A combination of aerobic, anaerobic exercise, and conditioning using a variety of activities will be used to tone the body with an emphasis on good nutrition and regular exercise. Fitness assessment required. (Fitnessgram)

## **MODERN AND CLASSICAL LANGUAGES**

**Spanish Prerequisite** – Completion of the Previous Language Level or Teacher recommendation. (Students completing Spanish I in 9th grade will take Spanish II in 10th grade.)

Students study the Spanish language and culture from the novice level in Spanish I through the intermediate levels. Spanish is the only foreign language offered on campus. Seats in Spanish are prioritized for Juniors and Seniors who need Foreign Language to be HOPE eligible or attend University immediately after high school. 10th graders can only register for Spanish as a back-up elective.

## **FINE ARTS**

Students may pursue a Fine Arts Pathway in any one of five areas: Dance, Theatre Arts, Music, Visual Arts, and Journalism. A Fine Arts Pathway includes three or more credits in one of the five designated areas— either general within the area or with a specialized focus— and shows a progression and growth of knowledge and skills in the area. See page 20 to learn more, and ask your counselor about related coursework.

**Theatre Arts (Theatre I, II, III, IV and/or Theatre Tech)**

Students study theatre history, acting, and the technical skills involved in production, and learn to analyze and evaluate live theatre and explore the relationship between theatre and other art forms. Workshop courses give students an opportunity to research aspects of technical theatre, such as set design, costumes, and stage management. Students work collaboratively on the technical capacity of a theatrical production.

Musical theatre workshop students perform a monologue, rehearse songs, learn basic stage movements, and practice dance techniques. Students perform sections from musicals.

**Choral Music**

Choral music courses emphasize the development of vocal techniques and performance skills using a variety of choral literature. Students develop music-reading skills. Courses further develop students' skills in vocal performance. Additional vocal technique development is emphasized, including breath control, diction, and vocal production.

**Advanced Choral Ensemble**

Provides opportunities for advanced-level performers to increase performance skills and knowledge in large group choral singing. Limited to 16 to 20 performers and includes madrigal, notes, quartet and solo literature of all style periods. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences and a variety of styles appropriate to the smaller ensemble.

**Music Technology**

Students use technology to work through the music production process. Any student is permitted to enroll in this course, but music production will focus on works performed by LCHS band and chorus programs.

**Instrumental Music – Band**

Students acquire performance and music reading skills. As courses progress, students continue to develop appropriate tone quality, intonation, balance, precision, phrasing, and technique. Students are expected to consistently demonstrate sight-reading skills and respond appropriately to expression markings in the musical score.

**Instrumental Music – Ensembles**

These courses offer smaller ensemble experience for instrumentalists. Emphasis is placed on the performance style and literature of the instrumental chamber group medium. Ensembles may include brass, woodwind, percussion, and strings. Performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences, and music appreciation are covered in ensemble courses.

**Visual Arts (Visual Arts I, II, III, IIII, Applied Design, Sculpting)**

The Visual Arts Com I/Two-Dimensional art course explores concepts of image and makes use of techniques in drawing, printmaking, lettering, painting, and collage. The Visual Arts Comp II/Three-Dimensional course explores concepts and techniques of construction, assemblage, and media manipulations. Historical and contemporary developments in are explored. The Visual Arts Comp I and II course are prerequisites to all other Visual Arts courses.

**Journalism**

Students work with others to produce a newspaper, literary magazine, or yearbook, learning the fundamentals of journalism and production (specific to the publication type). These may include

interviewing, layout, design, and proofreading, as well as the business, financial, and legal aspects of publication.

## EXTRA ELECTIVES

These courses offer students elective credit but do not count as the 3 required CTAE, Fine Arts, or Foreign Language electives.

### **Freshman Focus (9<sup>th</sup> only)**

This class provides instruction in study skills and the 7 mindsets.

### **Tools for College (10<sup>th</sup> – 12<sup>th</sup> only)**

This class provides instruction in study skills and *The 7 Mindsets*. This class is open to students in multiple AP courses or students who receive a counselor recommendation. Students must be enrolled in 3 or more Honors or AP courses or have counselor recommendation.

## JUNIOR ROTC

Junior Reserve Officer Training Corps (JROTC) is a four-year progressive program which is open to all students in grades 9–12. Students who complete three years of JROTC fulfill the Health and Physical Education requirement for graduation.

### **Navy**

Navy Junior ROTC (NJROTC) offers four years of progressive leadership training based on a curriculum of naval science. The NJROTC coursework involves the study of engineering in the naval environment, maritime geography, naval history of the world, international relations, human behavior, total quality leadership and followership, seamanship, and navigation. The series of courses includes orientation field trips to military facilities, mini-cruises aboard naval vessels, transportation via military aircraft, leadership camps, and optional competitive co-curricular activities after the school day ends.

## CAREER AND TECHNICAL EDUCATION AT YOUR HIGH SCHOOL

The Georgia Department of Education has developed Career Pathways that will allow students to concentrate their studies in an area of Technical Education to prepare for a seamless transition from high school to postsecondary training in college or technical school. Some Pathways may lead to industry certification.

### **The Agriculture and Natural Resources Career Cluster**

Includes careers in production, processing, marketing, financing, distribution, and development of agricultural commodities and resources. These commodities include food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources. Courses include Basic Agriculture, Plant Science, Animal Science, and

### **The Architecture and Construction Career Cluster**

Includes careers in designing, planning, managing, and building structures. All students begin in the Occupational Safety Course. They then select a focus in welding, carpentry, or electrical.

### **The Business Management and Administration Career Cluster**

Prepares students with computer skills for future college and career plans. Cluster skills include planning, organizing, directing, and evaluating, as well as owning and operating a successful business. Courses include Introduction to Business, Business and Technology, and Business Communications.

### **Intro to Digital Technology**

Introduction to Digital Technology is the foundational course for Web and Digital Communications, Programming, Advanced Programming, Information Support and Services, and Network Systems pathways. This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world. Exposure to foundational knowledge in hardware, software, programming, web design, IT support, and networks are all taught in a computer lab with hands-on activities and project-focused tasks. Students will not only understand the concepts, but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course. Various forms of technologies will be highlighted to expose students to the emerging technologies impacting the digital world. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are taught in this course as a foundational knowledge to prepare students to be college and career ready. The knowledge and skills taught in this course build upon each other to form a comprehensive introduction to the digital world. Introduction to Digital Technology is a course that is appropriate for all high school students.

### **The Education and Training Career Cluster**

Includes careers in planning, managing, and providing education and training services as well as related learning support services. Courses include Examining the Teaching Profession, Contemporary Issues in Education, and Teaching Internship.

### **The Government and Public Administration Career Cluster (JROTC)**

Includes the planning and performing of government management and administrative functions at local, state, and federal levels in preparation for careers in national security, Foreign Service, revenue, and regulation.

### **The Health Science Career Cluster**

Includes planning, managing, and providing services in therapeutics, diagnostics, health informatics, support areas, and biotechnology research and development. Course work includes Introduction to Healthcare, Essentials of Healthcare, Patient Care and/or Allied Health.

**The Law, Public Safety, Corrections, and Security Career Cluster**

Prepares individuals for employment relating to emergency and fire services, legal services, protective services, and homeland security. Coursework includes Introduction to Law, Criminal Justice Essentials, and Criminal Investigations.

**The Marketing Career Cluster**

Includes a focus on marketing strategy, advertising and promotional techniques, business communication, and business development. Coursework includes Marketing Principles, Marketing Management, and Entrepreneurship.

## **WORK STUDY PROGRAM**

### **When you get to High School, would you like to leave early to go to work?**

Work-Based Learning placements represent the pinnacle of the Career-Related Education experience. To qualify for a WBL placement, a student must be in grades 11 or 12 and at least 16 years old. Students must also have a defined Career Pathway in order to participate in a Work-Based Learning placement. This is especially important for successful completion of a student's pathway in that their job placement is directly related to the curriculum of the pathway classes they have completed or in which they are concurrently enrolled. There are several opportunities for students to participate in work-based learning. These opportunities include employability skill development, Cooperative Education, Internship, Youth Apprenticeship, and Clinical Experiences.

To qualify for the Work-Based Learning program here at Lee County High School you have to have a GPA of 2.5, good behavior and attendance, and working toward being a pathway completer.

## 21/222 Typical Plan of Study for students

### 9th grade

English	Math	Science	S.S.	Elective	Elective	Elective
9th Lit	Alg 1	Biology	Civics	CTAE/ Fine Arts Class	AP Human Geo	Other elective
OR	OR	OR	OR		OR	OR
Honors 9th Lit	Alg 1/ Geometry block (2pds)	Honors Biology	Honors Civics	AND  Health	World Geo	Study Skills
	OR				OR	
	Honors Geometry				Math support	
					OR	
					Comm skills	
					OR	
					Freshman focus	
					OR	
					Other elective	



### 10th grade

English	Math	Science	S.S.	Elective	Elective	Elective
10th Lit	Geometry	Physical Science	World History	CTAE / Fine Arts elective	Math Support	Other elective
OR	OR	OR	OR		OR	
AP Seminar	Alg 2 Honors	Chemistry	AP World History		Tools for College (3 or more honors or advisor rec.)	
		OR			OR	
		Env Science			OR	
		OR			Other elective	
		AP Env Sci				

### 11th Grade

English	Math	Science	SS	Elective	Elective	Elective		
American Lit	Alg 2	Env. Sci	US History	CTAE/ Fine Arts class	Tools for College (3 or more honors or advisor rec.)	Spanish 1		
OR	OR	OR	OR					
AP Lang	Precalc Honors	Chemistry	AP US History				OR	Other elective
		OR					Work Based learning	
		AP Chem					OR	
		OR					11th Lit Support	
		Ap Physics					OR	
		OR					AP Psych	
		AP Env. Science					OR	
		OR					other elective	
		AP Research						

## 12th Grade

English	Math	Science	SS	Elective	Elective	Elective
Adv Comp	AMDM	Forensic Science	Economics	CTAE/ Fine Arts class	Tools for College (3 or more honors or advisor rec.)	Early Release
OR	OR	OR	OR			
AP Lit	AP Calc	Chemistry	Online Economics			
OR	OR	OR				
Adv Comp- Newspaper	Adv Alg	Plant Science				
OR	OR	OR				
Adv Comp- Marketing	Math of Finance	Animal Science				
OR		OR				
Adv Comp- Tech Prep		AP Env Sci				
		OR				
		AP Chem				
		OR				
		Criminal Investigat ions (Forensic Science)				
		OR				
		No science needed				
				Work Based learning	Mandatory Study Hall	
				OR	OR	
				AP Psych	Credit Recovery	
				OR		
				Spanish 2		
				OR		
				other elective		

## **On Campus Dual-Enrollment Career Options (these are tentative)**

### **Albany State University:**

English 1101

English 1102

Biology with Lab

Sociology

College Algebra

Statistics

American Literature (Eng 1101 and 1102 Prereq)

Economics

### **Georgia Southwestern State University:**

English 1101

English 1102

Economics

American Literature (Eng 1101 and 1102 Prereq)

College Algebra

Statistics

## AP Capstone Information

**Beginning in the 2018-2019** school year, **Lee County High School** will be one of a select group nationally to incorporate the **AP Capstone Diploma Program**. This program is built on the foundation of two AP courses -- AP Seminar and AP Research -- and is designed to complement and enhance the in-depth, discipline-specific study experienced in other AP courses. It cultivates curious, independent and collaborative scholars and prepares them to make logical and evidence-based decisions.

In **AP Seminar**, students will investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidence-based arguments. AP Seminar replaces 10th grade Honors English and students receive English credit for this course.

In **AP Research**, taken after AP seminar during the student's junior year, students will cultivate the skills and discipline necessary to conduct independent research in a field of their choice in order to produce and defend a scholarly academic thesis.

Students who earn scores of three or higher in AP Seminar and AP Research and on four additional AP exams of their choosing will receive the **AP Capstone Diploma** issued by AP. Students who earn scores of three or higher in AP Seminar and AP Research, without the additional scores on four AP exams, will receive the **AP Seminar and Research Certificate** issued by AP. Both signify the attainment of college-level academic and research skills.

**All AP Capstone** students at LCHS are also required to participate for 3 years in the same elective pathway (CTAE, fine arts, or foreign language). This coursework will help serve as content foundation for students' research and discourse in the AP Capstone program.

For more information on the **AP Capstone** program, visit AP website on College Board.

If you have specific questions about the **LCHS AP Capstone Program**, please contact Lee County High School Assistant Principal Megan Elam, AP Capstone instructors Deborah Howell and Paul Blais, or your student's guidance counselor.

## AP/Honor Course Parental Agreement Form

Advanced Placement Program® (AP®) **courses** are college-level courses offered in high school. AP courses reflect what is taught in top introductory college courses. At the end of course, students take **AP Exams**—standardized exams that measure how well students have mastered college-level course work.

What are AP courses like?

AP courses typically demand more of students than regular or honors courses.

- Classes tend to be fast-paced and cover more material than typical high school classes.
- More time (inside and outside of the classroom) is required to complete lessons, assignments, and homework.
- AP teachers expect their students to think critically, analyze, and synthesize facts and data, weigh competing perspectives, and write clearly and persuasively.
- Students who take AP courses and exams are much more likely than their peers to complete a college degree on time.
- Research indicates that only **one in four** students who enter college completes a bachelor's degree in four years.
- A recent study showed that students taking AP courses and exams were **much more likely** to earn a college degree in four years. For example, AP English Literature students had four-year college graduation rates that were **62% higher** than students that had not taken AP English Literature.

**Please understand that your child has requested entry into an AP and/or Honor class. If the request is approved, then the following guidelines must be understood for final entry into the AP/Honor program at LCHS**

**LCHS students have the opportunity to engage in AP classes in all academic areas. These courses offer a challenging curriculum that will assist in developing the student's analytical thinking, reading, writing, and problem solving skills necessary to excel in college. Students who enroll in one of these courses must take the Advanced Placement exam at the end of the year. Fees for each AP test are the responsibility of the student and are established by the College Board. Although the score achieved on this exam does not affect the student's grade in the course, it can determine college credit awarded. Students taking an AP course will receive a 1.0 LCHS Honor weighted GPA boost for their grade in the course. Students taking an honors course will receive a .5 LCHS Honor weighted GPA boost for their grade in the course.**

**Most of our honors and AP classes require summer work. These assignments are posted on the LCHS website in April.**

**Please carefully consider the academic ability and time commitments of your child before agreeing with the AP/Honor recommendation.**

**Due to master scheduling conflicts, students will not be allowed to withdraw from the final roster in AP/Honor classes once schedules are created. \_\_\_\_\_ - please initial -**

**I have read and understand the material above concerning the AP and Honor program at LCHS.**

**Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_**

**Student Signature: \_\_\_\_\_**

**Students will return this form with your signed graduation planner.  
Students not returning the form will be dropped from the course.**

## Alternative Graduate Plan (Senate Bill 2)

### GEORGIA’S ALTERNATIVE GRADUATION PLAN FOR HIGH SCHOOL STUDENTS

The Alternative Graduation Plan (formally known as Senate Bill 2) offers an alternate path to high school graduation for students who have successfully completed the certain required high school courses and all required tests associated with them, and specific college credential programs. This program is not an option for 5th year seniors and beyond; students must be within their original four calendar years of high school.

#### Complete All Required High School

##### Courses:

- 2 English/Language Arts
- 2 Math
- 2 Science
- 2 Social Studies
- 1 Health/PE

**AND**

Complete Any of the Following Technical College Credentials:

- Any one Associate Degree
- Any one Diploma Program
- Two Technical Certificates of Credit (TCC) from the list on side two

All required Milestone/EOC Exams  
(Some of these courses may be taken under MOWR)

Students interested in pursuing this alternate diploma path option should contact their High School Guidance Counselor or any of the 22 Technical College System of Georgia’s colleges. For more information, please visit [MOWRGA.org](http://MOWRGA.org).

### ALONG WITH THE REQUIRED HIGH SCHOOL COURSES, COMPLETE ANY OF THE FOLLOWING TECHNICAL COLLEGE CREDENTIALS:

**Any One Associate Degree Program  
Program**

**Any One Diploma**

**Two Technical Certificates of Credit (TCC) from the combinations list below:**

<b>Computer Programmer - Either Combo –</b>  MCR1 MOWR C++ Programmer MOJ1 MOWR Java Programmer	<b>AND</b>	MCH1 MOWR C# Programmer MPH1 MOWR PHP Programmer
<b>Manufacturing Combo –</b>  MMM1 MOWR Manufacturing Maintenance Technician	<b>AND</b>	MMP1 MOWR Manufacturing Production Assistant
<b>Welding - Any Two of the Following –</b>		

<p>MB31 MOWR Basic Shielded Arc Welder  MGM1 MOWR Gas Metal Arc Welder  MGT1 MOWR Gas Tungsten Arc Welder  MS71 MOWR Shielded Metal Arc Welding</p>		<p>MF61 MOWR Flux Cored Arc Welder  MGT1 MOWR Gas Tungsten Arc Welder  MGE1 MOWR Gas Tungsten Arc Welding</p>
<p><b>Computer Information Systems –  Any One from Columns A</b>  MO21 MOWR Adv. CompTIA A+ Certified Tech  Preparation  MC51 MOWR CompTIA A+ Certified  Preparation  MPF1 MOWR Preparation for A+ Certificate</p>	<p><b>AND</b></p>	<p><b>One from Column B</b>  MOH1 MOWR Help Desk Specialist  MO11 MOWR Microsoft Network  Administrator  MO41 MOWR Cisco Certified Entry Network  Tech  MO51 MOWR Cisco Network Specialist  MO61 MOWR Computer Forensic &amp;  Investigation Specialist  MO71 MOWR Database Administrator  MO31 MOWR Linux/UNIX System  Administrator  MON1 MOWR Network Technician</p>



## Dual Enrollment Guidelines

***Please read all information carefully.***

The Dual Enrollment (DE) program allows 11th and 12th grade high school students to receive dual high school and college credit for courses successfully completed at the college. 10th graders must have a minimum SAT score of 1200 or minimum ACT composite score of 26 in a single national test administration, and may enroll in any approved courses (There is no exemption from testing for 10th graders). Courses taken in this program must come from the approved course directory - refer to [www.gafutures.org](http://www.gafutures.org). Each postsecondary institution has different testing and admission requirements for participation. Due to uncertainty about the scheduling of SAT/ACT testing during the COVID-19 pandemic, the USG colleges and universities are approved to evaluate their fall 2021 applicants without SAT/ACT scores and to accept scores from other approved assessments. Please refer to the website of each institution for more detailed information.

- DE students are required to take the Milestone Assessment for: Biology and US History. **It is the student's responsibility** to get dates and times for the Milestone and be in the testing location at LCHS on time.
- It is the responsibility of the student to obtain information regarding announcements and activities that are occurring at LCHS.
- Students earn one unit of high school credit for 3, 4 and 5 hour courses at the college level. For a 1 hour or 2 hour college course, students would earn .5 units of high school credit. Grades for courses taken at college will be placed on the high school transcript and will count in your high school HOPE GPA. Colleges give letter grades. These will be converted to numerical grades and placed on the high school transcript as follows: A = 95, B = 85, C = 75, D = 70, F = 65.
- **Grades earned at the college can negatively affect the student's GPA.** This could affect eligibility for the HOPE Scholarship after high school graduation. **Failing a college course could prevent the student from graduating on time.** A student who fails and/or withdraws from a college course will not be allowed to participate in the Dual Enrollment program.
- Students enrolled full-time at the college level must take at least 12 college hours and be considered full time at the post-secondary institution. Students who are taking a combination of courses (LCHS and postsecondary institution) must take at least six classes.
- College credit obtained at one postsecondary institution may or may not be transferred for credit to another institution. It is the student's responsibility to make sure that any college courses taken will transfer to the institution they plan to attend.

## **Dual Enrollment Procedures**

### **READ ALL STEPS CAREFULLY AND ADHERE TO ALL DEADLINES**

- On the LCHS website, under the Counselor section, view all Dual Enrollment material.
- View the Mandatory Dual Enrollment Information Recording <https://edpuzzle.com/assignments/5fb42c872fb7ba408f1cdc45/watch>.
- Research course options at [www.gafutures.org](http://www.gafutures.org). Click on Dual Enrollment - click on Course Directory. Select the college you plan to attend. Any course on the Course Directory is funded through Dual Enrollment. Some students take one course, some students are full time. Discuss your options with your family. Decide how you would like for your day to look. For example, would you like to start your day at ASU and then come to LCHS? Would you like to take on-line courses through GSW and come to LCHS in the afternoon? Each situation is different and unique. Have these conversations with your family. Research courses at the college websites.
- Apply to the postsecondary institution and bring all application materials, including immunization records, either a copy of your driver's license or an original copy of your birth certificate and LCHS transcript (one will be available for you). Refer to the postsecondary institution websites for specific admissions requirements.
- Go to [www.gafutures.org](http://www.gafutures.org), click on *Dual Enrollment*, then on *Application Procedure and Deadline*, and then complete the *Online Dual Enrollment Funding Application*.
- Ms. Gordon will make registration appointments for all current DE students and new DE students that complete the mandatory video. Ms. Gordon will retrieve the names of the new DE students.
- At the registration appointment, you will meet with an admission counselor from the postsecondary institution to finalize your college schedule.
- Meet with the school counselor to discuss your high school schedule and college courses
- Procedures must be completed for each semester according to the completion deadlines below. Completion means that admissions paperwork have been received by the college, you have met with the Dual Enrollment liaison and have been scheduled for your college courses, and have provided your college schedule to the Dual Enrollment School Counselor Ms. Gordon.

## **Dual Enrollment Deadlines**

### **Spring (current school year)**

- Completion of all steps by December.

### **Summer (current school year) Watch the mandatory video by December 18th**

- Completion of all steps before you leave in May.

### **Fall (next school year) Watch the mandatory video by December 18th**

- Completion of all steps before you leave in May.

**►All Guidelines and Procedure steps must be completed by December 18th. No Exceptions!! The student will receive their registration day appointment from Ms. Gordon.**

**REQUEST FOR APPROVAL TO TAKE  
CORRESPONDENCE OR ONLINE COURSES**

Deadline to submit form is **March 1st** of the school year prior

PLEASE PRINT ALL INFORMATION This form must be completed and approved before the beginning of the applicable semester and before beginning any coursework.

DATE: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Address: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Phone Numbers: Home: \_\_\_\_\_ Cell: \_\_\_\_\_ Work: \_\_\_\_\_

1. The following information is needed for course approval:

Course name: \_\_\_\_\_ Circle credit to be earned: **½ unit 1 unit**

Course name: \_\_\_\_\_ Circle credit to be earned: **½ unit 1 unit**

Course name: \_\_\_\_\_ Circle credit to be earned: **½ unit 1 unit**

1. Will this course be taken **on-campus** or **off-campus** (circle one). Taking a course off campus requires having transportation available to leave school)

If other than GAVS:

- attach a course syllabus and grading scale for this correspondence or online course
- attach written documentation from the course provider that a final examination will be administered using an appropriately proctored process to ensure that course mastery has been accomplished.
- provide the name and address of the school providing the course and list its accrediting agency:

AGREEMENT: My student \_\_\_\_\_ is choosing to take a correspondence or online course. The student and his/her parent/guardian have read the guidelines accompanying this approval form and hereby agree to abide by the conditions that are listed for taking a correspondence or online course.

TO BE COMPLETED BY STUDENT:

I plan to begin this course on \_\_\_\_\_ and complete it on \_\_\_\_\_.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

RECOMMENDED BY: \_\_\_\_\_

School Counselor

\_\_\_\_\_  
Date

APPROVED BY: \_\_\_\_\_

School Administrator

\_\_\_\_\_  
Date

## LCSS GUIDELINES FOR CORRESPONDENCE OR ONLINE COURSES

Students who wish to earn credits through online courses are encouraged to enroll in courses provided by Georgia Virtual School (GAVS). When course or students' needs cannot be met by GAVS, students may select elective courses from other accredited institutions provided the course meets local and state standards and policies.

Prior to beginning correspondence or online courses, the student/parent must complete the Request for Approval to Take Correspondence or Online Courses form and submit it for approval. This approval form may be downloaded from the District Website or obtained from the student's school counselor.

After approval to take a correspondence or online course, the student/parent/guardian is responsible for obtaining, completing and submitting the appropriate enrollment applications for the correspondence or online program. If required, the school official will sign the enrollment application. However, the signature of the school official indicates only that the course applied for by the student will be accepted for credit. It is the responsibility of the student/parent/guardian to determine if the course is accepted by the NCAA Clearinghouse.

- The student is responsible for notifying his/her school if a course is dropped.
- In order to receive a high school diploma and/or participate in graduation ceremonies, the school must receive transcripts no later than the last day before final exams.
- The scheduling and administration of the sending school's final exam is the responsibility of the parent/guardian and/or student.
- Arrangements for the administration of the final exam and/or AP exam from the sending institution will be the responsibility of the parent/guardian, student, and a third party (not District Staff).
- LCHS will award 1 point honor weight to AP courses taken through GVS.
- The cost of any course(s) taken in addition to the 7 courses taken at LCHS will be the responsibility of the parent/guardian and/or student.
- All costs for course instruction, books and other materials are the responsibility of the parent/guardian and/or student.
- District employees are not responsible for providing information concerning the policies of out-of system educational institutions.
- District employees are not responsible for providing technical and/or academic support.
- Students who fail first semester courses will not be permitted to take that course virtual school course for second semester.
- Parents should be aware of start dates. (This may vary from the LCHS school calendar)
- This class is totally independent of Lee County.
- If course is approved to be taken off-campus, any issues or concerns will revoke that right.

Deadline to submit form is **March 1** of the school year **prior** to the year in which the course will be taken

# HOPE Scholarship Frequently Asked Questions

## Class of 2021

*\*The information provided in this document is accurate as of August, 2017.*

*Please visit [www.GAfutures.org](http://www.GAfutures.org) regularly for more details and updated information.*

### **What are the requirements for earning a HOPE Scholarship or a Zell Miller scholarship?**

To qualify for the HOPE Scholarship, a student must earn a minimum 3.0 cumulative grade point average in all academic classes in high school. Students must also meet the HOPE Rigor requirement to qualify. HOPE recipients must be enrolled in an eligible postsecondary institution. They must meet Georgia residency requirements and be a U.S. citizen or an eligible non-citizen. Applicants must be registered for selective service, if applicable, and may not have a drug conviction or be in default on a school loan. In addition to meeting the requirements above, Zell Miller Scholars must be their high school's valedictorian or salutatorian, or earn a 3.7 high school GPA or higher and post, in one sitting, an SAT combined score of 1200 or higher in math and reading or an ACT score of 26 or higher.

### **What high school courses will count in determining HOPE eligibility?**

All academic courses attempted in language arts, mathematics, science, social studies, and modern and classical languages, including both required and elective courses in these subjects, would count toward HOPE eligibility. If a student fails a class in a core subject, then retakes the class, both grades would be included in the student's HOPE grade point average. Students entering high school in 2011–12 and after will be required to earn credit in rigorous high school coursework in order to qualify for the HOPE Scholarship in the future. The Class of 2020 must earn at least four high-rigor credits.

### **Will an "80" average in academic classes qualify a high school student for the HOPE Scholarship?**

No. Each individual course grade (expressed as a percentage) must be converted to a 4.0 scale, based on Lee County High Schools' grading scale. For instance, a 77% has a value of 2.0, an 88% converts to 3.0, and a 94% is a 4.0.

### **Are any high school classes given extra weighting?**

For HOPE purposes, the numerical grade in AP and Move on When Ready courses taken in core academic areas (degree level) will be converted to a 4.0 scale, then .5 points will be added to the converted score. For HOPE, no grades higher than a 4.0 will be awarded. Lee County High School does not add any weighting to numerical grades on the transcript or to the Cumulative Unweighted GPA. The Cumulative Weighted GPA includes only academic courses and degree level Move on When Ready courses. For this GPA, .5 points are added to 4.0 scale for Honors Classes and Move on When Ready courses and 1.0 points are added to 4.0 scale for AP classes.

### **Who calculates the HOPE average and determines eligibility for the Scholarship?**

The Georgia Student Finance Commission, a state agency, calculates HOPE averages based on transcript information provided by Lee County High School. The school system does not calculate HOPE averages and does not have access to the state's calculations.

**Will the HOPE average be included on Lee County High School transcripts or report cards?**

No. Because the HOPE average is not computed by LCHS, it will not appear on a student's transcript or report card.

**How and when do families learn a student's HOPE eligibility status?**

Students will not receive automatic or direct notification of their HOPE eligibility status. Students and/or their parents may sign on to [www.GAfutures.org](http://www.GAfutures.org). The state generally makes HOPE eligibility available for graduating seniors through these personal accounts in mid-June. After the state posts HOPE eligibility information on [www.GAfutures.org](http://www.GAfutures.org), families may contact the financial aid office of the college or postsecondary school the student is registered to attend in the summer or fall. Financial aid staff will have access to this information directly from the Georgia Student Finance Commission.

**What courses at LCHS meet the HOPE Rigor Requirement?**

Courses offered (with enough course requests) at LCHS that possess academic rigor according to this requirement are:

- AP Language (11th grade)
- AP Literature (12th grade)
- AP Seminar (10th grade)
- Human Anatomy/Physiology
- Chemistry
- Forensics
- AP Chemistry
- Physics
- AP Physics
- AP Calculus
- CCGPS: Advanced Algebra
- Accelerated CCGPS: Pre-Calculus
- Advanced Mathematical Decision Making
- AP Human Geography
- AP World History
- AP US History
- AP Environmental Science
- AP Psychology
- Spanish 2
- AP Seminar
- AP Psychology
- In addition, transcript credits earned by a high school student through Dual Enrollment in any degree level Science, Mathematics, English, Foreign Language or Social Studies course, substantially similar to one listed on the comprehensive listing and taken at an eligible postsecondary institution in Georgia, will be counted towards the Rigor requirement.



**Lee County High School**

1 Trojan Way

Leesburg, GA 31763

229-903-2260 • [www.lee.k12.ga.us/lchs](http://www.lee.k12.ga.us/lchs)

*It is the policy of Lee County School System not to discriminate on the basis of race, color, sex, religion, national origin, age, or disability in any employment practice, educational program, or any other program, activity, or service.*