**Hopkinsville**

**High School**



**2016-2017**

**Curriculum Guide**

**AND**

**Course Catalog**

# Registration

Registration for the 2016-2017 academic year will be held in late July to early August. Students will complete enrollment information, pick up schedules, take school pictures and pay fees. These dates will be publicized to the community. Legal guardians must attend with students. Attendance is critical. Any student not attending will not be able to start classes on the first day of school until a parent comes in and fills out the needed paperwork. This must be done each school year so please attend to avoid long delays.

# 

|  |  |  |  |
| --- | --- | --- | --- |
| **January**  \*Make preliminary plans for next year’s schedule.  \*Students continue work on ILP’s.  \*Second Semester Courses begin.  \*Gateway Academy schedules for 2016-17 are completed. | **February**  \*Students review schedules with school staff.  \*Receive recommendations for content courses from teachers.  \*Eighth grade students receive Curriculum Guide.  \*Students continue work on ILP’s. | **March**  \*Students receive curriculum guides for 2016-17 and make preliminary schedules for next school year.  \*Students continue work on ILP’s. | **April**  \*Students receive preliminary schedules for next school year.  \*Students continue work on ILP’s. |
| **May**  \*Senior meeting for Graduation.  \*Students continue work on ILP’s.  \*Course sections for next year provided. | **June**  \*Schedule changes can be made during summer for next school year.  \*New student registration. | **July**  \*Schedule changes can be made during summer for next school year.  \*Registration dates for next school year will be announced.  \*School closed during 4th of July week.  \*New student registration. | **August**  \*Schedule changes can be made during summer for next school year.  \*Registration for all students.  \*New student registration.  \***Last day for schedule changes is August 30th.**  \*Year-long courses and first semester courses begin. |
| **September**  \*No schedule changes. | **October**  \*Students begin working on ILP’s. | **November**  \*Students continue work on ILP’s. | **December**  \*Students continue work on ILP’s.  \*First semester courses end. |

# CALENDAR FOR REGISTRATION PROCESS/GUIDANCE

**Programs of Interest**

**ILP** – Individualized Learning Plan allows students to determine the career that best suits them. The ILP is used to schedule students into a career pathway. It also includes a resume builder and valuable information on colleges and financial aid. Parent passwords will be distributed each year prior to November.

**Youth Leadership** – This district program is available to 9th-11th graders to develop their leadership skills. Applications are available in early spring.

**Governor’s School for the Arts** – This is a program offered by the state for students that excel in the fine arts. It is available to sophomores and juniors. An audition is required at various state locations. Applications are online and out in early October. More information at [www.kentuckygsa.com](http://www.kentuckygsa.com)

**Thoroughbred Academy** – Open to juniors and seniors that apply and meet ACT benchmarks. Students can earn Murray State University credits. Sophomores applying for their junior year will need an ACT score by April. There is a cost for these courses. Please see guidance if interested.

**Governor’s Scholar Program** – This is a highly competitive academic program for juniors. To apply, students are required to have an ACT score. The ACT needs to be taken by September of their junior year. To be competitive, it is recommended that students have a GPA of 3.5 or better and an ACT of 24 or better. See guidance if interested. Applications available in September. Go to [www.gsp.ky.gov](http://www.gsp.ky.gov).

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# Four-Year High School Plan

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade:\_\_\_\_\_\_\_\_\_\_\_\_\_

Last, First

ILP Career Goal/Major:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**List required courses before choosing electives. All Juniors MUST be enrolled in a Science, Math, Social Studies and English course. Consider your goals in deciding whether to take Pre-AP (Advanced Placement) courses. Look at prerequisites to courses and programs (such as Co-op for senior year in Ag or Business). All prerequisite information is under the class name under course offerings by department.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade 9** | | | **Grade 10** | | |
| Course Title | | Credits | Course Title | | Credits |
| **1** |  |  | **1** |  |  |
| **2** |  |  | **2** |  |  |
| **3** |  |  | **3** |  |  |
| **4** |  |  | **4** |  |  |
| **5** |  |  | **5** |  |  |
| **6** |  |  | **6** |  |  |
| **7** |  |  | **7** |  |  |
| **Alt** |  |  | **Alt** |  |  |
| **Alt** |  |  | **Alt** |  |  |
| **Alt** |  |  | **Alt** |  |  |
|  | Total Credits |  |  | Total Credits |  |
| **Grade 11** | | | **Grade 12** | | |
| Course Title | | Credits | Course Title | | Credits |
| **1** |  |  | **1** |  |  |
| **2** |  |  | **2** |  |  |
| **3** |  |  | **3** |  |  |
| **4** |  |  | **4** |  |  |
| **5** |  |  | **5** |  |  |
| **6** |  |  | **6** |  |  |
| **7** |  |  | **7** |  |  |
| **Alt** |  |  | **Alt** |  |  |
| **Alt** |  |  | **Alt** |  |  |
| **Alt** |  |  | **Alt** |  |  |
|  | Total Credits |  | Total Credits | |  |

Graduation Requirements

In support of the student development goals set out in [KRS 158.6451](http://policy.ksba.org//DocumentManager.aspx?requestarticle=/KRS/158-00/6451.pdf&requesttype=krs) and the Kentucky Academic Expectations, students must complete a required minimum number of credits including demonstrated performance-based competency in technology, and all other state and local requirements in order to graduate from a District high school.

Students who do not meet the college readiness benchmarks for English and language arts and/or mathematics (18 for English, 20 for Reading, and 19 for Mathematics) shall take a transitional course or intervention before exiting high school.

Minimum Requirements and Electives

Students in a District high school must be enrolled and in attendance in high school for a minimum of eight (8) semesters and must complete a minimum of twenty-four (24) credits and all other state and District requirements in order to graduate, including all High School Minimum Graduation Requirements (See chart (below) and the District policy for completing a traditional or honors diploma. A student may request an exemption from these requirements by applying for early graduation.

All required courses shall include content contained in the Kentucky Core Academic Standards, and electives shall address academic and career interest standards-based learning experiences, including four (4) credits in an academic or career interest based on the student’s individual learning plan (ILP) that focuses on career exploration and related postsecondary education and training needs. Beginning with the class of 2017, three (3) of the four (4) elective credits are required to be in one career path based on the student’s ILP.

The high school student handbook shall include complete details concerning specific graduation requirements. Inclusive of all settings, the student may earn no more than ten (10) academic credits for a seven (7) period day schedule. Students with demonstrated extenuating circumstances may request a waiver of this limitation through a letter to the Principal that is then submitted to the Superintendent/Designee for approval prior to enrolling in the additional courses.

Performance-Based Credits

In addition to Carnegie units, students may earn credit toward high school graduation through the District’s standards-based, performance-based credit system that complies with requirements of Kentucky Administrative Regulation. Procedures for developing and amending the system shall address the following:

1. Conditions under which high school credit will be granted under the system that allow students to demonstrate proficiency and earn credit for learning acquired outside the normal classroom setting, outside of school, or in prior learning;

Performance-based credit may be earned while the student is still “in school,” but the instructional setting will look different from a traditional “seat time” environment.

1. Performance descriptors and their linkages to State content standards and academic expectations;

At the high school level, performance descriptors and evaluation procedures shall be established to determine if the content and performance standards have been met.

1. Assessments and the extent to which state-mandated assessments will be used;
2. An objective grading and reporting process; and
3. Criteria to promote and support school and community learning experiences, such as internships and cooperative learning, in support of a student’s individual learning plan. Such experiences shall be supervised by qualified instructors and aligned with State and District content and performance standards.

|  |  |
| --- | --- |
| DESCRIPTION OF HIGH SCHOOL MINIMUM GRADUATION REQUIREMENTS Seven (7) PERIOD/DAY Schedule (Traditional Diploma) | |
| **DOMAIN** | **NUMBER OF CREDITS** |
| **Language Arts and Reading** | **Four (4) credits (English I, II, III, IV)** *to include strands of reading, writing, speaking, listening, observing, inquiry, conventions, analysis, and using technology as a communication tool. Writing must include a research paper and technical writing for business. One (1~~)~~ credit of reading for each year in which the student is determined to be reading two (2) or more levels below grade.* |
| **Mathematics** | **Four (4) credits** *one (1) credit taken each year of high school to include Algebra I, geometry, Algebra II or an interdisciplinary math, and one (1) math elective based on the student’s ILP. An interdisciplinary math may be substituted for a traditional Algebra I, Geometry or Algebra II course on an individual student basis if the course meets the content standards in the* Kentucky Core Academic Standards*. Pre-Algebra shall not be counted as one of the four required Math credits for high school graduation for students seeking an Honors Diploma but may be counted as an elective. Mathematics shall be taken each year of high school.* |
| **Social Studies** | **Three (3) credits** *to include strands of U.S. History, geography, economics, government, civics, and cultures/ societies.* |
| **Science** | **Three (3) credits** *to incorporate lab-based scientific investigation and to include strands of biological, physical, and earth /space science and unifying concepts.* |
| **Health** | **One-half (1/2) credit** *to include strands of individual well-being, consumer decisions, personal wellness, mental wellness, and community services.* |
| **Phys. Ed./ ROTC** | **One-half (1/2) credit** *to include strands of personal wellness, psychomotor, and lifetime activity.* |
| **Visual and Performing Arts** | **One (1) credit *t****o include strands of history and appreciation of visual and performing arts to include the strands of arts, dance, music, theatre, and visual arts or a standards-based specialized arts course based on the student’s ILP.* |
| **Electives** | **8 credits** *consisting of academic and career interest standards-based learning experiences to include four (4) standards-based learning experiences in an academic or career interest based on the student’s ILP and demonstrated performance-based competency in technology(see below for Technology Competency description).* |
| **Technology Competency** | *Demonstrated competency in technology to include computer literacy. Students may demonstrate the state-mandated technology competency through a District-approved course sequence within the ILP wherein specific skills and competencies are embedded as part of the learning experience. If a credit-bearing course is taken to fulfill the competency requirement, it shall count as one of the eight (8) required electives identified as “Electives.”* |
| **TOTAL** | **24 credits** |
| **Note:** All students must complete an Individual Learning Plan beginning with 6th grade and updated annually in high school. (See Policy 08.14.) | |

# CURRICULUM AND INSTRUCTION 08.113

# (Continued)

Graduation Requirements

Minimum Requirements and Electives (continued)

Summary of Credit Requirements – Effective with the Class of 2016

|  |  |
| --- | --- |
| Area | Number |
| English | 4 |
| Mathematics | 4 |
| Science | 3 |
| Social Studies | 3 |
| Visual and Performing Arts | 1 |
| Health | ½ |
| Physical Education/JROTC | ½ |
| Electives (includes technology competency) | 8 |
| Total | 24 |

Any Christian County high school may substitute an integrated, applied, interdisciplinary or higher level course for any of the required courses if the alternative course provides rigorous content and addresses the same applicable components of [704 KAR 003:305](http://policy.ksba.org//documentmanager.aspx?requestarticle=/kar/704/003/305.htm&requesttype=kar) and/or other applicable state regulations. If a substitution is made, the high school Principal must provide the Board a written rationale and course description to be filed at the Board Office and with the Kentucky Department of Education.

Credit requirements for grade placement for schools operating under a seven-period day are Sophomores (5), Juniors (11), and Seniors (17).

Diploma Programs

All District high school graduates are required to have completed one (1) of two (2) diploma programs:

**Traditional Diploma –** A student must complete the following minimum number of required credits to be granted a Traditional Diploma from any Christian County High school:

24 credits required for 7-period day

**Honors Diploma -** Astudent must complete the following minimum number of required credits to be granted an Honors Diploma from any Christian County high school:

27 credits required for a 7-period day

In addition, a student seeking to earn an Honors Diploma must complete the following:

* The pre-college curriculum, which includes two (2) foreign languages;

# CURRICULUM AND INSTRUCTION 08.113

# (Continued)

Graduation Requirements

Diploma Programs (continued)

* A minimum of thirteen (13) courses considered as either college-prep (CP) or Advanced Placement (AP) courses. Of these thirteen (13) courses, a minimum of three (3) courses must be Advanced Placement courses and/or courses taken for Dual Credit at Hopkinsville Community College or other regional accredited institution at the 100-level or above with a college grade of “C” or higher;.
* English IV must be Advanced Placement or college prep level English IV; and
* A minimum grade point average of 3.25.

Summary of Honor Diploma Requirements

|  |  |
| --- | --- |
| Area | Number |
| English | 4 |
| Mathematics | 4 |
| Science | 3 |
| Social Studies | 3 |
| Visual and Performing Arts | 1 |
| Health | ½ |
| Physical Education/JROTC | ½ |
| Foreign Language | 2 |
| Electives (includes technology competency) | 9 |
| Total | 27 |

Other Provisions

The Board may authorize different diploma programs. The Board, Superintendent, Principal or teacher may award special recognition to students. In addition, the Board may award a diploma to a student posthumously indicating graduation with the class with which the student was expected to graduate.

Consistent with the District’s graduation practices for all students, an alternative high school diploma shall be awarded to students with disabilities in compliance with applicable legal requirements. In addition, former students may submit to the Superintendent a request that the District provide them with an alternative high school diploma to replace the certificate of attainment they received at time of graduation from the District.3

# CURRICULUM AND INSTRUCTION 08.113

# (Continued)

Graduation Requirements

Early Graduation Certificate

Students who meet all applicable legal requirements shall be eligible for early graduation in relation to receipt of an Early Graduation Certificate. Students wishing to follow an early graduation pathway shall notify the Principal of their intent prior to the beginning of grade nine (9) or as soon thereafter as the intent is known, but within the first thirty (30) school days of the academic year in which they wish to graduate. A Letter of Intent to Apply shall be entered into the student information system by October 1 of the year the student declares intent to graduate early.4

Students working toward receipt of an Early Graduation Certificate shall be supported by development and monitoring of an individual learning plan.

Students who meet all applicable legal requirements shall be awarded a diploma and an Early Graduation Certificate.

Diplomas for Veterans

In keeping with statute and regulation, the Board shall award an authentic high school diploma to an honorable discharged veteran who did not complete high school prior to being inducted into the United States Armed Forces during World War II, the Korean conflict, or the Vietnam War.

Graduation Activities

No student shall be allowed to participate in anyDistrictgraduation activities unless all requirements have been met.

The Principal will determine in advance of commencement exercises whether the student has satisfied these conditions.

Reading Requirement

Middle and high school students, shall be placed in reading intervention courses as needed based upon state and local assessments and other data points. Students will receive one (1) credit of reading for each course fully completed.

Individual Learning Plan (ILP)

Students shall complete an individual graduation /learning plan that incorporates career developmentas required by policy 08.14. Student course selection will be based on the ILP and updated according to benchmarks on each school’s approved ILP plan.

Advanced Placement (AP) Requirement

All AP courses will be taught according to a specific curriculum that has been developed by the American College Board.

# CURRICULUM AND INSTRUCTION 08.113

# (Continued)

Graduation Requirements

Advanced Placement (AP) Requirement (continued)

Each high school will offer AP classes. The school councils will determine the AP course offerings. Students are encouraged to take the College Board’s AP exam. Effective August 1, 2014, students must take the corresponding AP exam for a grade calculated on a five (5.0) weighted scale. The student is responsible for the cost of the AP exam, however, if the said student scores 3 or higher on the AP exam, the District will reimburse the student for the cost of the exam. An application process will be available to assist students with financial hardships. The AP teacher, counselor, Principal and Superintendent /designee will determine qualified applicants.

Dual Credit

Dual Credit shall be awarded to students who complete the requirements listed in policy 08.1131.

High School Credit for Middle School Courses

The District shall offer high school courses for which a middle school student may earn high school credit. A passing grade shall earn the student credit for fulfilling the graduation requirement of completing a specific course. The earned grade shall not be transferred to the high school to be included in the calculation of the student’s high school grade point average (GPA).

Middle school students shall be eligible to receive high school credit for high school courses in accordance with the following criteria:

* The content of the course offered at the middle school level is the same as that defined in the Kentucky Core Academic Standards and the Core Content for the high school course and the same textbook shall be used.
* The middle school courses are taught by a teacher with either secondary or middle school certification in the content area.
* The middle school student shall take the same mid-term and common final as the high school student.

In keeping with statutory requirements, the District shall accept for credit toward graduation and completion of high school course requirements an advanced placement or a high school equivalent course taken by a student in grades 5, 6, 7, or 8 if that student attains performance levels expected of high school students in the District as determined by achieving a score of "3" or higher on a College Board Advanced Placement examination or a grade of "B" or better in a high school equivalent.2



# CURRICULUM AND INSTRUCTION 08.113

# (Continued)

Graduation Requirements

References:

1[KRS 40.010](http://policy.ksba.org//DocumentManager.aspx?requestarticle=/KRS/040-00/010.pdf&requesttype=krs); [KRS 158.140](http://policy.ksba.org//DocumentManager.aspx?requestarticle=/KRS/158-00/140.pdf&requesttype=krs); [704 KAR 007:140](http://policy.ksba.org//documentmanager.aspx?requestarticle=/kar/704/007/140.htm&requesttype=kar)

2[KRS 158.622](http://policy.ksba.org//DocumentManager.aspx?requestarticle=/KRS/158-00/622.pdf&requesttype=krs)

3[KRS 156.160](http://policy.ksba.org//DocumentManager.aspx?requestarticle=/KRS/156-00/160.pdf&requesttype=krs); 20 U.S.C. sec. 1414

4KRS158:142; [704 KAR 003:305](http://policy.ksba.org//documentmanager.aspx?requestarticle=/kar/704/003/305.htm&requesttype=kar)

[KRS 158.645](http://policy.ksba.org//DocumentManager.aspx?requestarticle=/KRS/158-00/645.pdf&requesttype=krs)

[KRS 158.6451](http://policy.ksba.org//DocumentManager.aspx?requestarticle=/KRS/158-00/6451.pdf&requesttype=krs); [KRS 158.860](http://policy.ksba.org//DocumentManager.aspx?requestarticle=/KRS/158-00/860.pdf&requesttype=krs)

[013 KAR 002:020](http://policy.ksba.org//documentmanager.aspx?requestarticle=/kar/013/002/020.htm&requesttype=kar); [702 KAR 007:125](http://policy.ksba.org//documentmanager.aspx?requestarticle=/kar/702/007/125.htm&requesttype=kar), [703 KAR 004:060](http://policy.ksba.org//documentmanager.aspx?requestarticle=/kar/703/004/060.htm&requesttype=kar)

[704 KAR 003:303](http://policy.ksba.org//documentmanager.aspx?requestarticle=/kar/704/003/303.htm&requesttype=kar)

[OAG 78‑348](http://policy.ksba.org//documentmanager.aspx?requestarticle=/civil/opinions/OAG78348.htm&requesttype=oag), [OAG 82‑386](http://policy.ksba.org//documentmanager.aspx?requestarticle=/civil/opinions/OAG82386.htm&requesttype=oag)

Kentucky Core Academic Standards

Related Policies:

08.1131; 08.1132, 08.1133, 08.14**,** 08.22

09.126 (re requirements/exceptions for students from military families)

Adopted/Amended: 12/18/2014

# ROTARY SCHOLARS PROGRAM

This program is available to all graduating seniors of the Christian County Public School System who meet the criteria below.

Eligibility for obtaining the *Rotary Scholars Program* award is described as follows:

* Regardless of a student’s county of residence, any student who graduates from Christian County High School, Hopkinsville High School, Heritage Christian Academy or University Heights Academy and meets the stated requirements will be eligible.
* The 8th grade student and their legal guardian must attend a Hopkinsville *Rotary Scholars Program* information and enrollment meeting. A schedule for these meetings will be forthcoming.
* While in high school, each student must enroll in and successfully complete a tuition-waved *Orientation to College* course at Hopkinsville Community College.
* The student must graduate with a cumulative GPS of 2.5 or higher.
* The student must achieve a cumulative high school attendance of 95% or above.
* The student must never have been expelled from high school.
* The student and their guardian must complete an application for federal financial aid.
* The student must enroll full-time at Hopkinsville Community College immediately after high school and maintain standards for Satisfactory Academic Progress as described by the US Department of Education.
* Students who meet the aforementioned criteria will be eligible to receive a scholarship up to the full amount required to pay for college tuition. The full-tuition scholarship will be good for four consecutive semesters. Federal PELL scholarships and KEES scholarships will be applied prior to the *Rotary Scholars* award, which will be applied as “last aid.”
* This will be a grant/scholarship with no expectation of re-payment.

For questions and details, contact Rotary Office- 886-3034 or [www.hopkinsvillerotary.org](http://www.hopkinsvillerotary.org)

# GRADING SCALES\*

**Credit Courses Grading Scale \*\* AP & Core Content Dual Credit College Courses**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| A | 90-100 | Excellent | 4 points |  | A | 90-100 | Excellent | 5 points |  |  |  |  |
| B | 80-89 | Good | 3 points |  | B | 80-89 | Good | 4 points |  |  |  |  |
| C | 70-79 | Average | 2 points |  | C | 70-79 | Average | 3 points |  |  |  |  | |
| D | 60-69 | Poor | 1 point |  | D | 60-69 | Poor | 2 points |  |  |  |  |
| F | 59 and below | Unsuccessful | 0 points |  | F | 59 and below | Unsuccessful | 0 points |  |  |  |  |

**\*\* (08.221) For core content (Language Arts, Mathematics, Social Studies, and Science) dual credit college courses (core content restriction not applicable to class of 2014 and 2015) (including the Gatton Academy, Thoroughbred Academy, and Hopkinsville Community College) and for advanced placement courses regardless of a student’s score on the AP exam), grade points will be assigned in accordance with the above indicated schedule.**

**State End-of-Course exams will be administered for state designated core courses and will count 20%. The score on these exams will be incorporated into students’ grades per Kentucky’s decision regarding End-of-Course exams. The AP grading scale will be used for dual credit classes and Gatton and/or Thoroughbred academy courses.**

Valedictorian/Salutatorian/Top Ten Recognition

Each high school will honor and recognize at graduation Valedictorian(s), Salutatorian(s), and Top Ten Graduates. In order to be eligible to be recognized at graduation with any of these honors, a student must have qualified to receive an honors diploma in accordance with Board Policy 08.113. The honor of Valedictorian will be bestowed upon the eligible student(s) with the highest grade point average as determined in accordance with this Board Policy. The honor of Salutatorian will be bestowed upon the eligible student(s) with the next highest grade point average as determined in accordance with this Board Policy. Top Ten recognition will be bestowed upon the ten eligible students with the highest grade point average as determined in accordance with this Board Policy. Top Ten recognition may be bestowed upon more than ten students in the event of a tie.

In the event that a Gatton and/or Thoroughbred Academy student qualifies as a Valedictorian under this rule, the honor of Valedictorian shall also be bestowed upon the non-Gatton and/or Thoroughbred Academy student(s) who would otherwise qualify as Valedictorian if Gatton and/or Thoroughbred Academy students were not eligible to be Valedictorian.

In the event that a Gatton and/or Thoroughbred Academy student qualifies under this policy as a Salutatorian, the honor of Salutatorian will also be bestowed upon the non-Gatton and/or Thoroughbred Academy student(s) who would otherwise qualify as Salutatorian if Gatton and/or Thoroughbred Academy students were not eligible to be Salutatorian.

In the event that a Gatton and/or Thoroughbred Academy student(s) qualifies as a Top Ten Graduate, Top Ten recognition will also be bestowed upon those non-Gatton and/or Thoroughbred Academy students who would otherwise qualify as top ten graduate students if the Gatton and/or Thoroughbred Academy students were not eligible for such honor.

Any Board policy or SBDM policy relating to Valedictorians, Salutatorians, and Top Ten Graduates inconsistent with this policy is superseded by this Board policy to the extent of any inconsistency.

References: [KRS 158.140](http://policy.ksba.org/DocumentManager.asp?requestarticle=/KRS/158-00/140.pdf&requesttype=krs); [KRS 158.645](http://policy.ksba.org/DocumentManager.asp?requestarticle=/KRS/158-00/645.pdf&requesttype=krs); [KRS 158.6451](http://policy.ksba.org/DocumentManager.asp?requestarticle=/KRS/158-00/6451.pdf&requesttype=krs); [KRS 158.860](http://policy.ksba.org/DocumentManager.asp?requestarticle=/KRS/158-00/860.pdf&requesttype=krs)[KRS 160.345](http://policy.ksba.org/DocumentManager.asp?requestarticle=/KRS/160-00/345.pdf&requesttype=krs); [KRS 161.200](http://policy.ksba.org/DocumentManager.asp?requestarticle=/KRS/161-00/200.pdf&requesttype=krs)703 004:040



# PRE-COLLEGE CURRICULUM

According to the Kentucky Council on Postsecondary Education, first-time freshmen under age 21 who enroll in a four-year degree program at a Kentucky public university are encouraged to complete the Pre-College Curriculum (PCC). Students who transfer to a four-year degree program or convert to baccalaureate status with fewer than 24 semester credit hours may be subject to PCC requirements.

|  |  |  |
| --- | --- | --- |
| **SUBJECT** | **REQUIRED**  **CREDITS** | **COURSES REQUIRED** |
| **English/Language Arts** | **4** | **English I, II, III, & IV (or AP English)** |
| **Social Studies** | **3** | **World Geography, World Civilization and U.S. History** |
| **Mathematics** | **4** | **Algebra I, Algebra II, Geometry and a Math Elective** |
| **Science** | **3** | **Biology, Introduction to Chemistry and Physics, Earth-Space Science, and Chemistry or Physics** |
| **Health** | **½** | **Health** |
| **Physical Education** | **½** | **PE** |
| **History & Appreciation of**  **Visual & Performing Arts** | **1** | **Humanities or another arts course that incorporates such content or demonstrated competency (effective Fall 2004)** |
| **Foreign Language** | **2** |  |
| **Electives** | **5**  **(3 rigorous\*)** | **Recommended Strongly: 1 or more courses that develop computer literacy.** |
| **Total Credits** | **22 (17 Required Credits; 5 Elective Credits)** | |

A student may substitute an integrated, applied, interdisciplinary, or higher level course within a program of study if the substituted course offers the same or greater academic rigor and the core content.

\*Rigorous electives should have academic content at least as challenging as that in courses required in the minimum high school graduation requirements. These electives also should be in social studies, science, math, English and language arts, arts and humanities, foreign language, and, above the introductory level, in agriculture, industrial technology, business, marketing, family and consumer sciences, health sciences, and technology education and career pathways.

*Completing the PCC will enable students to compete for the Kentucky Educational Excellence Scholarships* ***(KEES).***

# PROMOTIONAL REQUIREMENTS (08.113)

|  |  |
| --- | --- |
| *In order to be a …* | |
| Sophomore, a student must have earned… | 5 credits |
| Junior, a student must have earned… | 11 credits |
| Senior, a student must have earned… | 17 credits |
| Graduate, a student must have earned… | 24 credits |

A course may not be repeated for a credit once credit has been earned for that course.

# ADVANCED PLACEMENT COURSES

All AP courses will be taught according to a specific curriculum that has been developed by the American College Board.

Advanced Placement (AP) courses have been devised to allow exceptionally strong academic students to gain college credit in some subject areas while still in high school. The school councils will determine the AP course offerings.

A student must take the AP exam and may obtain college credit if a score of 3 or greater is obtained. The scoring range for the AP test is 1-5. There is a cost for the test to the student, however if the said student scores 3 or higher on the AP exam, the District will reimburse the student for the cost of the exam. An application process will be available to assist students with financial hardships. The AP teacher, counselor, Principal and Superintendent/designee will determine qualified applicants. These courses are taught at the level of college introductory. Students under the suggested grade level recommended may be able to waive prerequisite requirements with teacher recommendation. These courses may not be taught ever school year.

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| AP American Government | AP Human Geography |  | **Advanced Placement Course Grading Scale** | | | |
| AP Biology | AP European History | | A | 90-100 | Excellent | 5 points |
| AP Calculus AB | AP Psychology |  | B | 80-89 | Good | 4 points |
| AP Chemistry | AP Spanish Language |  | C | 70-79 | Average | 3 points |
| AP English (Composition) | AP Statistics |  | D | 60-69 | Poor | 2 points |
| AP English (Literature) | AP Studio Art |  | F | 59 and below | Unsuccessful | 0 points |
| AP Environmental Science | AP United States History |  |  |  |  |  |
|  |  |  |  |  |  |  |
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# COURSE OFFERING STIPULATION/SCHEDULE CHANGE PROCEDURES

**All courses listed in this Curriculum Guide require a sufficient number of student registrants in order to be offered during the year**. **If there is not sufficient interest in a particular course, it may not be provided during the upcoming year.** Therefore, it is very important that students select alternate courses with the same thoughtful consideration as their first choices. Students are expected to take the classes for which they have registered. Changes in schedules will be considered only under special circumstances.

* After schedule changes have ended, the only change that will occur will be at the administration discretion.
* No schedule will be changed for teacher preference.

Course change forms may be picked up in the Guidance Department – signatures of parent and teacher are required in order to submit the request form to Guidance.

Counselors will change schedules throughout the months of June, July, and August prior to the first day of school.

Stipulations for course changes:

\*Schedules will not be changed for teacher preference

\*Schedules will not be changed for period preference

\*Schedules will be dictated by the student ILP

\*Changes can only occur if numbers allow

\*No schedules will be changed after the end of August

***PLEASE REFER TO CALENDAR ON PAGE 2 FOR MORE INFORMATION ON CLASS SCHEDULE MAKING AND/OR REVISION.***

# DUAL CREDIT/COLLEGE COURSES

Christian County Public Schools

Board Policy 08.1133 (Curriculum and Instruction)

College Courses (dual credit)

Students will be provided the opportunity to participate in a dual-credit program with Hopkinsville Community College, Murray State University (e.g., Thoroughbred or Racer Academy), Gatton Academy, and other Kentucky public universities approved by the Board. College or university courses numbered in the 100’s or above at a Board-approved institution may be taken for dual credit by Juniors and Seniors who meet the following eligibility requirements. The dual credit college application must be signed and approved by the student’s Principal/designee. Students are responsible for all costs associated with dual-credit college courses.

* To be eligible to enroll in English 101 or 102, and College Algebra, students must have a minimum corresponding ACT content benchmark of the institution offering the course. Students who do not have ACT scores can take the COMPASS test at the college to determine placement in classes.
* To be eligible for a college orientation class, students must have a grade point average of 2.5.
* To be eligible to apply to enroll in Thoroughbred Academy, applying students must meet minimum District criteria for grape point average, attendance, and discipline and have earned ACT score in alignment with the benchmarks established by the Council on Post-secondary Education or as determined by the Superintendent/Designee and representatives from Murray State University. The Superintendent/Designee, in consultation with high school staff, will select from those eligible applicants.
* The enrollment of applicants in Gatton Academy will be determined by Gatton Academy.
* Only one (1) credit in single disciplines will be accepted per semester. Disciplines include: English, mathematics, science, social science, foreign language, the Arts and Humanities, and Technology.

1. Credit may be obtained for required or elective courses.
2. AP credit cannot be obtained in this manner.
3. Dual credit indicating that the class was completed at the respective Board-approved Kentucky public college or university will be added to the transcript as courses are completed.
4. Students will receive one (1) high school credit toward graduation for each three (3) hours of college credit completed at the end of each semester. The 1:3 ratio will be used for calculating credits for all dual credit courses.

Students wanting to enroll in college classes for dual enrollment at a Board-approved university or institution must make an appointment with the senior guidance counselor to ensure:

* Student meets all requirements for dual enrollment
* College class will not conflict with HHS schedule
* College schedule allows ample time for transportation to and from HHS
* Final grade for college class will appear on high school transcript and will be calculated into grade point average. **Contact your senior counselor with any additional questions.**

NCAA ELIGIBILITY QUICK REFERENCE GUIDE

# DIVISIONS I and II INITIAL-ELIGIBILITY REQUIREMENTS

# Adapted from the NCAA Eligibility Center Quick Reference Guide

# For more information, visit the NCAA Eligibility Center website at [www.eligibilitycenter.org](http://www.eligibilitycenter.org)

**CORE COURSES**

* **NCAA Divisions I and II require 16 core courses.** See the charts below.
* **Beginning August 1, 2016, NCAA Division I will require 10 core courses** to be completed prior to the seventh semester (seven of the 10 will be a combination of English, math or natural or physical science that meet the distribution requirements below). These 10 courses become “locked in” at the start of the seventh semester and cannot be retaken for grade improvement.

Beginning August 1, 2016, it will be possible for a Division I college-bound student-athlete to still receive athletics aid and the ability to practice with the team if he or she fails to meet the 10 course requirement, but would not be able to compete.

**TEST SCORES**

* **Division I** uses a sliding scale to match test scores and core grade-point averages (GPA). The sliding scale for those requirements is shown on page 13 of this Curriculum Guide.
* **Division II** requires a minimum SAT score of 820 or an ACT sum score of 68.
* The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
* The ACT score used for NCAA purposes is a **sum** of the following four sections: English, mathematics, reading, and science.
* **When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. TEST SCORES THAT APPEAR ON TRANSCRIPT WILL NOT BE USED.**

**GRADE-POINT AVERAGE**

* **Be sure** to look at your high schools List of NCAA Courses on the NCAA Eligibility Center’s website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)). Only courses that appear on your school’s List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
* **Division I** students enrolling full time **before August 1, 2016,** should be using Sliding Scale A to determine eligibility to receive athletics aid, practice and competition during the first year.
* **Division I** GPA required receiving athletics aid and practice **on or after August 1, 2016, is** 2.000-2.999 (corresponding test-score requirements are listed on Sliding Scale B on page 13 of this Curriculum Guide.)
* **Division I** GPA required being eligible for competition **on or before August 1, 2016,** is 2.300 (corresponding test-score requirements are listed on Sliding Scale B on page 13 of this Curriculum Guide.
* **The Division II** core GPA requirement is a minimum of 2.000.
* Remember, the NCAA GPA is calculated using NCAA core courses only.

DIVISION I

16 CORE COURSES

4 years of English

3 years of mathematics (Algebra 1 or higher)

2 years of natural/physical science (1year of lab if

offered by high school)

1 year of additional English, mathematics, or

natural/physical science

2 years of social science

4 years of additional courses (form any area above, foreign language or comparative

religion/philosophy)

Division II

16 CORE COURSES

3 years of English

2 years of mathematics (Algebra 1 or higher)

2 years of natural/physical science (1 year of lab if

offered by high school)

3 years of additional (English, mathematics, or

natural/physical science

2 years of social science

4 years of additional courses (from any are above,

foreign language, or comparative

religion/philosophy

Sliding Scale B

Use for Division I beginning August 1, 2016

# NCAA DIVISION 1 SLIDING SCALE

Core GPA SAT ACT sum

Verbal and Math Only \_\_

3.550 400 37

3.525 410 38

3.500 420 39

3.475 430 40

3.450 440 41

3.425 450 41

3.400 460 42

3.375 470 42

3.350 480 43

3.325 490 44

3.300 500 44

3.275 510 45

3.250 520 46

3.225 530 46

3.200 540 47

3.175 550 47

3.150 560 48

3.125 570 49

3.100 580 49

3.075 590 50

3.050 600 50

3.025 610 51

3.000 620 52

2.975 630 52

2.950 640 53

2.925 650 53

2.900 660 54

2.875 670 55

2.850 680 56

2.825 690 56

2.800 700 57

2.775 710 58

2.750 720 59

2.725 730 60

2.700 730 61

2.675 750 61

2.650 760 62

2.625 770 63

2.600 780 64

2.575 790 65

2.550 800 66

2.525 810 67

2.500 820 68

2.475 830 69

2.450 840 70

2.425 850 70

2.400 860 71

2.375 870 72

2.350 880 73

2.325 890 74

2.300 900 75

2.299 910 76

2.275 910 76

2.250 920 77

2.225 930 78

2.200 940 79

2.175 950 80

2.150 960 81

2.125 970 82

2.100 980 83

2.075 990 84

2.050 1000 85

2.025 1010 86

2.000 1020 86

Sliding Scale A

Use for Division I prior to August 1, 2016

# NCAA DIVISION 1 SLIDING SCALE

Core GPA SAT ACT Sum

Verbal and Math Only \_\_

3.550 & above 400 37

3.525 410 38

3.500 420 39

3.475 430 40

3.450 440 41

3.425 450 41

3.400 460 42

3.375 470 42

3.350 480 43

3.325 490 44

3.300 500 44

3.275 510 45

3.250 520 46

3.225 530 46

3.200 540 47

3.175 550 47

3.150 560 48

3.125 570 49

3.100 580 49

3.075 590 50

3.050 600 50

3.025 610 51

3.000 620 52

2.975 630 52

2.950 640 53

2.925 650 53

2.900 660 54

2.875 670 55

2.850 680 56

2.825 690 56

2.800 700 57

2.775 710 58

2.750 720 59

2.725 730 59

2.700 730 60

2.675 740-750 61

2.650 760 62

2.625 770 63

2.600 780 64

2.575 790 65

2.550 800 66

2.525 810 67

2.500 820 68

2.475 830 69

2.450 840-850 70

2.425 860 70

2.400 860 71

2.375 870 72

2.350 880 73

2.325 890 74

2.300 900 75

2.275 910 76

2.250 920 77

2.225 930 78

2.200 940 79

2.175 950 80

2.150 960 80

2.125 960 81

2.100 970 82

2.075 980 83

2.050 990 84

2.025 1000 85

2.000 1000 86

# INDIVIDUAL LEARNING PLAN (ILP) (08.113)

Students shall complete an individual graduation /learning plan that incorporates career developmentasrequired by policy08.14*.* Student course selection will be based on the ILP and updated according to benchmarks on each school’s approved ILP plan.

# STUDENT FEES

Students are required to pay certain course fees at summer registration. All course fees that are charged to students taking classes at Hopkinsville High School for the 2014-2015 school year will be determined and set by the School Board at their June meeting. Parents will be notified during summer registration of all Board approved course fees with a fee list that will accompany all other registration forms that guidance requires parents to complete and turn in.

General Student Fee: $30.00 (Thirty dollars) will be charged to all students. This fee covers the cost of the following for all students:

* Student I.D.
* Student Class Dues
* Student Locker Fee
* Student Parking Fee
* Student Technology Fee
* Student Regular Season Home Athletic Pass

**Library Fines**

Library fines are 10 cents per day for each overdue book. Each school year during registration, students are expected to fulfill library obligations (return books and pay fines).

**Parking Regulations**

Any student who drives an automobile to Hopkinsville High School must register his/her vehicle in the principal’s office and receive a parking permit. Any student losing or damaging his/her issued parking permit will be assessed a $5.00 fee for replacement.

# ALTERNATIVE CREDIT OPTIONS (08.1131)

In addition to regular classroom-based instruction, a student may earn credit through alternative credit options as follows:

**Electronic Courses (Correspondence)-** With the express written approval of the school’s Principal/Designee and guidance counselor, a student currently enrolled in a District high school may earn academic credit to be applied toward graduation requirements through electronic courses. Only credits earned through courses offered by agencies and institutions approved by the Kentucky Board of Elementary and Secondary Education will be accepted.

Inclusive of all settings, the student may earn no more than nine (9) academic credits for a seven (7) period day schedule and the course(s) taken must be driven by the student’s Individual Learning Plan (ILP). Students with demonstrated extenuating circumstances may request a waiver of this limitation through a letter to the Principal that is then submitted to the Superintendent/Designess for approval prior to enrolling in the additional courses.

Credits may be earned through correspondence and /or electronically during any school year to earn graduation credits and for other reasons deemed appropriate by the Graduation Review Committee. The course(s) selected must be driven by the student’s Individual Learning Plan (ILP).

If the student is taking a correspondence course for the first time, the grade reflected on the transcript will be the grade received by the university or college for their correspondence work. If the student is taking an electronic course for other than credit recovery, the grade reflected on the transcript will be the averaged grade received from a mid-term and final exam.

Online Courses- High school students may earn units of academic credit to be applies toward graduation requirements by completing electronic courses or online courses through agencies approved by the Superintendent/Designee in accordance with the appropriate regulations and policies of the Kentucky Department of Education. Credit from electronic &/or online course(s) may be earned in the following circumstances:

* The course is not offered at the student’s high school;
* Although the course is offered at the student’s high school, the student will not be able to take it due to an unavoidable scheduling conflict;
* The course will serve as a supplement to extended homebound instruction;
* The student has been expelled from the regular school setting, but educational services are to be continued; or
* The Principal, with agreement from the student’s teachers and parent(s)/guardian(s), determine the student requires a differentiated or accelerated learning environment that can best be provided by the online course.

Unless otherwise approved by the Principal/designee, students taking such courses must be enrolled in the District but need not necessarily take the courses during the regular school day at the school site.

As determined by school/council policy, students applying for permission to take an online course shall complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity and technology level needed to function effectively in an online learning environment. Online courses may be subject to review by the Superintendent/designee for conformance with Kentucky Core Academic Standards and District graduation requirements. The school must receive an official record of the final grade before credit toward graduation will be recognized. All final examinations shall be taken at the site.

The tuition fee and other costs for an online course shall be borne by the Board of Education for students enrolled full-time only if the course is not offered at the high school and is required for graduation. The tuition for all other courses (i.e., electives, enrichment) will not be paid by the Board and must be paid by the student, parent, guardian, or third party on behalf of the student.

The Board may pay the fee for expelled students who are permitted to take online courses in alternative settings. If a student has previously failed the core course the Board will not pay the tuition for the student for the previously failed course.

All work being attempted electronically by a senior must be completed by April 30 of the student’s senior year and the school must receive an official record of the student’s final grade before a diploma is issued.

The District shall recognize only those online courses that meet the international standards for online teachers, courses, and programs that have been adopted by the Kentucky Department of Education.

Electronic Course for Credit Recovery- Electronic courses may be taken to recover credit for a course failed, subject to the approval of the Principal. When a student enrolls in an electronic course for credit recovery, s/he must complete assignments and successfully take a mid-term and a final norm- or criterion-referenced assessment in order to receive credit unless using a prescribed online curriculum provided by the District, which includes assignment components. If the course is one in which an End-of-Course exam is required for state accountability, students must also complete the End-of-Course exam when given at the school. All exams will be given in a supervised school setting during the school day.

A student completing an electronic course for repeating a class will receive a grade on his/her transcript for the course. The grade for the correspondence/electronic course will be determined by calculating the assignments embedded in the online curriculum system with any additional printed assignments provided by the course instructor/teacher of record. Any mid-term or final exam assessments will come from the online curriculum system. The student’s failing grade in his/her school course will not be removed from his/her transcript, but will count as a credit attempted and averaged into the students overall final grade point average (GPA).

Each school council will determine if credit recovery is offered during the school day or after school hours. Under ordinary circumstances, students or their parents/guardians shall pay for approved electronic course(s) the student chooses to take outside of the school day.

Absent extenuating circumstances reasonably justifying a delay, all work being attempted electronically by a senior must be completed by April 30 of the student’s senior year.

**Summer School Courses**- Students may qualify for summer school credit following the fall and spring semesters. Summer school courses may be taken only for failed courses, unless the Principal approves a student who has not failed a course but needs credit due to a transfer from a school outside of the District. Student may earn two (2) credits per summer school. Upon completion of the course, the student will take a norm- or criterion-referenced exam to determine increased learning. The student must pass the exam according to the Board’s grading policy to earn graduation credit. Written approval of the Principal/Designee shall be obtained before the course is taken and the school shall receive an official record of the final grade before a diploma may be issued to the student.

**Alternative Placement**- Students who are alternatively placed (for disciplinary or other reasons) shall receive credit toward graduation for courses completed in the alternative placement setting as determined by the Superintendent/Designee in accordance with applicable law.



# Gateway Academy to Innovation & Technology

# Career Pathway

* Students must complete 3 courses in a career pathway to be preparatory.
* Students must complete 4 courses in a career pathway to complete the pathway.
* **In order to be prepared for the KOSSA exam, it is strongly recommended that 3 of the courses be from those in bold print.**
* In order for a student to be career ready, the student must pass the KOSSA exam or receive an industry certificate for that pathway AND score 50 or higher on ASVAB or receive a silver on Work Keys.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| AUTOMOTIVE TECHNOLOGY Courses |  | ELECTRICIAL TECHNOLOGY Courses |  | LAW ENFORCEMENT Courses |
| **Automotive Maintenance & Light Repair A**  **Automotive Maintenance & Light Repair B**  **Automotive Maintenance & Light Repair C**  **Automotive Maintenance & Light Repair D**  **Special Problems I\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Special Problems II\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  | **Circuits I/Lab**  **Circuits II/Lab**  **Electrical Construction I**  **Electrical Construction II**  **National Electric Code I**  **Renewable Energy Systems** |  | Basic Elements of Criminal Law\_\_\_\_\_\_\_\_\_\_\_\_\_  Introduction to Criminal Justice\_\_\_\_\_\_\_\_\_\_\_\_\_  Legal Issues\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Criminal Investigator\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Law Enforcement\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Intro to Law, Public Safety, & Security/Physical  Training\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Certification: NATEF, ASE\_\_\_\_\_\_\_\_\_\_\_\_\_\_  KOSSA: Transportation\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | Basic Electricity (for non-majors)  Industrial Safety\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| HEALTH SCIENCES **Allied Health** |  | HEALTH SCIENCES **Biomedical Sciences - PLTW** |  | PRE-ENGINEERING - PLTW |
| Courses |  | Courses |  | Courses |
| **Emergency Procedures\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Medical Terminology\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Principles of Health Science\_\_\_\_\_\_\_\_\_\_\_\_**  **Health Science: Anatomy & Physiology\_\_\_**  **Medical Math\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Medicaid Nurse Aide\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Co-op\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | **Principles of Biomedical Science\_\_**  **Human Body Systems\_\_\_\_\_\_\_\_\_\_\_**  **Medical Interventions\_\_\_\_\_\_\_\_\_\_**  **Biomedical Innovations\_\_\_\_\_\_\_\_\_** |  | **Introduction to Engineering\_\_\_\_\_\_\_\_\_\_**  **Principles of Engineering\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Digital Electronics\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Comp. Integrated Manufacturing**\_\_\_\_\_\_\_  Co-op\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Certification: Certified Nurse’s Aide\_\_\_\_\_\_  KOSSA: Allied Health\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | KOSSA: Allied Health |  | KOSSA: Engineering and Technology |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| INFORMATION TECHNOLOGY Information Support & Services |  | INFORMATION TECHNOLOGY Web Development & Administration |  | MACHINE TOOL TECHNOLOGY |
| Course  Computer & Technology Applications\_\_\_\_\_\_  **Computer Literacy\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **PC Essentials\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **PC Field Tech\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Advanced Computer Applications\_\_\_\_\_\_\_\_\_\_  **Help Desk I\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Help Desk II**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | Courses  Computer & Technology Applications\_\_\_\_\_  **Web Page Development\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Website Design\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Visual Basic\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  JAVA\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Computer Literacy**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | Courses  Fundamentals of Machining A & B\_\_\_\_\_\_\_\_\_\_\_\_\_  Applied Machining I & II\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Industrial Safety\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Blueprint Reading\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Co-op\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Visual Basic\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  JAVA\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |
| Certification: IC3, A+\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  KOSSA: Communications\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | Certifications: Adobe, IC3\_\_\_\_\_\_\_\_\_\_\_\_  KOSSA: Communications\_\_\_\_\_\_\_\_\_\_\_\_ |  | Certification: C-n-C, NIMS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ KOSSA: Manufacturing\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |
| --- |
| WELDING Courses |
| **SMAW/GMAW\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **GTAW/Welding Certification\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Basic Welding\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Blueprint Reading\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Co-op\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Certification: AWS, DOT\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  KOSSA: Manufacturing |

# 21st Century Academy (FORMERLY OPTIONAL SCHOOL)

The 21st Century Academy is an individualized learning environment with a mixture of on-line and textbook curriculum for students who need an alternative pathway for academic success. Enrollment in 21st Century Academy is voluntary and all students enrolled are required by law to have an Individualized Learning Plan Addendum (ILPA). Students may be recommended by their counselors and school administrators for consideration in the program. Applications are available in guidance offices and on the district website.

**Criteria for enrollment:**

* Enrolled in Christian County Public Schools **and**
* Behind significantly in credits based upon an expected 4-year high school cycle **or**
* Desires/Needs a smaller, personalized learning structure for academic success

**Criteria Not Considered for Enrollment:**

* Poor attendance/truancy as an isolated factor. District attendance policies apply to all students.
* Disciplinary issues as an isolated factor. District *Code of Conduct* policies apply to all students.

**Programs Servicing High School Students** The 21st Century Academy offers academic programs that may also lead to certification in a career pathway through a partnership with Gateway Academy to Innovation and Technology. First priority for enrollment is given to 5th year seniors and 4th year juniors, based on credits earned toward graduation. Students who are excellent candidates for 21st Century Academy include the following:

* Seniors who are not on track to graduate during the fourth year of high school.
* Juniors in their second semester who are failing current courses and who are in jeopardy of graduating on time.
* Students who have not met the number of credits required to progress to the next grade level.
* Students with extraordinary circumstances who have a desire or need to graduate early.
* Students who may need a smaller, individualized learning environment in order to demonstrate academic success.
* Students who have extraordinary circumstances or hardships; flexible scheduling may be considered on a case-by-case basis according to need.

**APPLICATION PROCESS**

1. COMPLETE AN APPLICATION

Applications are available in each high school guidance office and on the district website on the 21st Century Academy

webpage under Academics → Alternative Pathways and at

[http://www.christian.kyschools.us/Download.asp?L=0&LMID=&PN=Pages&DivisionID=14404&DepartmentID=0&SubDep artmentID=0&SubP=Level2&Act=Download&T=6&I=13767](http://www.christian.kyschools.us/Download.asp?L=0&LMID=&PN=Pages&DivisionID=14404&DepartmentID=0&SubDep%20%20artmentID=0&SubP=Level2&Act=Download&T=6&I=13767). The student must complete the application and return to

the guidance counselor.

2. RETURN TO SCHOOL GUIDANCE COUNSELOR

The student should return the completed application to the school counselor. The counselor and school administrator

meet and review the application and supporting documents. If the consensus is that 21st Century Academy is a good

placement for the student, then each sign the application and make any comments that would be helpful to the

Transition Supervisor.

3. FORWARD APPLICATION TO TRANSITION SUPERVISOR

Forward the completed application to the Transition Supervisor at The 21st Century Academy (Debbie Upton). You may send the

application through school mail. If the student would like to hand deliver the application, they may do so. The office is located in

the back of the CCLC (the old CCMS guidance office).

4. REVIEW/ ACCEPT/ DENY

Staff at The 21st Century Academy will review the application and make a determination of acceptance into the program in a timely

manner. All applicants are not guaranteed acceptance. Students must demonstrate a commitment to succeed. 704 KAR 19:002

requires all voluntary and involuntary alternative programs to have ILPA (Individual Learning Plan Addendum) meetings on each

student. A committee made up of the student, parent, counselor, administrator, and community workers, when appropriate, is

required to meet; the purpose of this is to determine if alternative pathways are the best placement for each individual student. The

purpose is to create an individualized plan for success for each student.

# EARLY GRADUATION (08.1132)

Beginning with the 2014-2015 school year, students who complete an early high school graduation program and meet all applicable legal requirements shall be awarded an Early Graduation Scholarship Certificate. Students planning to complete an early graduation program shall notify the Principal of their intent prior to the beginning of grade nine (9) or as soon thereafter as the intent is known.

Otherwise, a student may graduate early on the recommendation of the Graduation Review Committee and the Board’s approval to waive graduation requirements set forth in Board Policy 08.113/Graduation Requirements. Those students who elect to graduate early may do so under the following conditions:

* All graduation credits shall be satisfactorily completed ;
* The student shall complete all Kentucky Performance Rating for Educational Progress (K-Prep) and End of Course (EOC) assessments;
* The student’s grade point average shall be 3.25 or better;
* The student shall have taken a pre-college curriculum, which includes advance placement or college prep courses; and
* The ILP shall indicate an accelerated track and be completed.

For requests not related to the early high school graduation program, by October 15th of the year the student plans to graduate, the parent and student must file an Early Graduation Application with the counselor as an official request for early graduation. All applications for early graduation shall be reviewed by the Principal before being submitted to the Graduation Review Committee. The Graduation Review Committee shall make a recommendation to the Superintendent.

Receipt of the diploma will terminate the graduate’s participation in all further senior class, school, and graduation activities. Applicants for early graduation may be permitted to postpone receipt of the diploma to the formal graduation exercises at the end of the school year.

# Nondiscrimination Policy and Complaint Resolution Procedure

**No student, parent, employee, or other person shall on the basis of sex, race, color, national origin, being an individual with a disability, disadvantaged condition, age, religion, or marital status be denied the benefits of or discriminated against in any way as to school services, benefits, aids, activities, programs, courses, hiring practices, promotions, dismissals, fringe benefits, vocational programs, of education in accordance with and as required vocational programs, of education in accordance with and as required by Title IX of the Education and Rehabilitation Act of 1975 and the American Disabilities Act of 1990 (PL 101-336). Any individual or group having complaints or grievances relating to said Title I, Title VI, or Section 504 provisions and implementation thereof, may register written complaints with the said contact person. These complaints will be processed for appropriate action by the school system. The complainant(s) will be notified of the status of the action relating to the complaint within 30 days. If the complainant is dissatisfied with the resolution of the complaint, the complainant may request a hearing before the Superintendent with the right to provide evidence and witnesses and the right to question parties to the dispute. After this step, if the complainant is dissatisfied with the resolution of the complaint, the complainant may request a hearing before the Board of Education with these same rights, for the resolution of the complaint. Past this point, the individual has full rights of recourse with appropriate governmental agencies or the court system.**

# Career Pathways

Starting with the graduating class of 2015, students will choose a career pathway during registration determined by their Individualized Learning Plan (ILP). This pathway will include recommended classes for the student to take for the specific career that they are interested in pursuing. This will allow HHS students to be more intentional in choosing their electives and more career-ready upon high school graduation.

# AGRICULTURE

**AGRICULTURAL CAREER CLUSTER/MAJORS/PATHWAYS**

|  |  |
| --- | --- |
| **AGRIBUSINESS SYSTEMS** | **Example ilp-related careers** |
| ***Complete 1-2 Credits from the following:***   * Principles of Agricultural Science and Technology * Agriscience   ***Choose 2-3 Credits from the following:***   * Agribusiness/Farm Management * Ag. Employability Skills * Agriculture Sales and Marketing * Agriculture Communications   ***May Substitute ONE Credit Below for Pathway Core:***   * Agricultural Education Co-op | * Entrepreneur * Photojournalist * Agriculture Lawyer * Sales Representative * Independent Business Owner * Editor * Retail Salesperson * Auctioneer |
| **TEST FOR CERTIFICATION** |
| * KOSSA |
| **AGricultural power, Structural, TECHNICAL SYSTEMS** | **EXAMPLE ILP-RELATED CAREERS** |
| ***Complete 1-2 Credits from the following:***   * Principles of Agricultural Science and Technology * Agriscience   ***Choose 2-3 Credits from the following:***   * Agriculture Construction Skills * Small Power Equipment * Agriculture Power and Machinery Operation * Agriculture Structures and Designs   ***May Substitute ONE Credit Below for Pathway Core:***   * Agriculture Sales and Marketing * Ag. Employability Skills * Agribusiness/Farm Management * Agricultural Education Co-op | |  | | --- | | * Agricultural Engineer * Welder * Mechanical Engineer * Diesel Technician * Electrical Engineer * Heavy Equipment Technician * Farm Equipment Technician * Small Engine Mechanic | |
| **TESTS FOR CERTIFICATION** |
| * KOSSA * Equipment & Engine Training   + Two Stroke   + Four Stroke |
| **ANIMAL SCIENCE SYSTEMS** | **EXAMPLE ILP-RELATED CAREERS** |
| ***Complete 1-2 Credits from the following:***   * Principles of Agricultural Science and Technology * Agriscience   ***Choose 2-3 Credits from the following:***   * Animal Science/Equine Science * Veterinary Science   ***May Substitute ONE Credit Below for Pathway Core:***   * Agriculture Sales and Marketing * Ag. Employability Skills * Agribusiness/Farm Management * Agricultural Education Co-op | |  |  | | --- | --- | | |  | | --- | | * Veterinarian * Animal Scientist * Marine Biologist * Zoologist * Horse Trainer * Animal Breeder * Farmer * Veterinary Technician | | |
| **TEST FOR CERTIFICATION** |
| * KOSSA |

**Agricultural Math**  - Students must meet the ACT Benchmark in math to enroll

**Course Number: 030707**

**Suggested Grade Level: 12**

**Credit: 1**

**Course Description:** This course provides an introduction to agriculture math. Course material will include: Number properties and operations, measurement, geometry, data analysis and probability, algebraic thinking, personal development, employee and employer responsibilities, records, files, purchasing materials, stocking, selling and business account procedures. Content may be enhanced with appropriate computer applications. Leadership development will be provided through FFA. Each student will be expected to have a supervised agricultural experience program. **Students must have two (2) credits in Agriculture before enrolling.**

**EQUINE SCIENCE 020510**

Equine science develops knowledge and skill pertaining to breed identification and selection, anatomy, physiology, nutrition, genetics and reproductive management, training principles, grooming, health disease, parasite control and sanitation practices.  Content may be enhanced with appropriate computer applications.  Leadership development will be provided through FFA.  Each student will be expected to have an agricultural experience program.

**AG POWER AND MACHINERY**

**Course Number: 010212**

**Grades: 10-12**

**Credit: .5 linked to Ag Construction Skills**

**Course Description:** This course provides instruction and hands-on experience in basic principles of agricultural machinery assembly, operation, maintenance, service, repair and safety. Content may be enhanced with appropriate computer applications. Leadership development will be provided through FFA.

**AGRICULTURAL CONSTRUCTION SKILLS**

**Course Number: 010211**

**Grade:10-12**

**Credit: .5 linked to Ag Power and Machinery**

**Course Description:** This course prepares students to construct and maintain agricultural structures and equipment. Develops basic skills such as: tool identification, interpreting plans, calculating a bill of materials, electrification, carpentry, welding, metal factication, plumbing, and masonry. The skills learned in the Agricultural Construction Skills course may be incorporated to construct an agricultural structure. Content may be enhanced with appropriate computer applications. Leadership development will be provided through FFA. Each student will be expected to have an agricultural experience program.

**AgRICULTURE farm Management**

**Course number: 010131**

**Grade Level:9-12**

**Credit: 1**

**Course Description:** This course introduces free enterprise system, the study of economic principles, risk management, business law, budgets, finance, recordkeeping, and careers in agribusiness. Basic skills will be developed to manage a farm or agribusiness. Materials will include: managing inventory, equipment, credit and taxes, market analysis and developing a business/farm plan. Content may be enhanced with appropriate computer applications. Leadership development will be provided through FFA. Each student will be expected to have a supervised agricultural experience program.

**Agricultural Education Co-op**

**Course Number: 030790**

**Suggested Grade Level: 12**

**Credit: 2**

**Course Description**: Cooperative Education for CTE courses provide supervised work site experience related to the student’s identified career pathway. A student must be enrolled in an approved capstone course during the same school year that the co-op experience is completed. Students who participate receive a salary for these experiences, in accordance with local, state and federal minimum wage requirements according to the Work Based Learning Guide.

**Requirements:** A senior enrolled in a CTE program must meet the following criteria to be eligible for co-op. The decision to accept a student is based on the student’s CTE skill level, academic grades, attendance, behavior records, and instructor recommendation. Candidates not meeting the requirements for co-op may submit a waiver from the requirements through the Board of Education.

**Students are responsible for the following**:

* Independently completing the application process by the required date
  + Co-op application is due by April 1st of the student's junior year
  + Participate in a Co-op Panel interview by May 15th
* Participating in Career Seminar ~ April 22, 2015
* Acquiring an appropriate position by August 1st of senior year

**Eligibility Criteria**:

* Must be at least 16 years of age
* Be a preparatory student in a CTE program
* Must be enrolled in their pathway's capstone course during the senior year
* Have and maintain a 2.5 GPA
* Have and maintain acceptable conduct and attendance
  + There should be no more than 2 documented, Step 4 or higher behavior events during junior year.
* Have transportation
* Be actively involved in the program Career and Technical Student Organization (FFA)

**PrinCIPLES of AgriCULTURAL Science & Technology**

**Course number: 030715**

**Suggested Grade Level: 9-12**

**Credit: 1**

**Course Description:** This course provides instruction in the foundations of the various segments of the agricultural industry. Agricultural career opportunities will be emphasized. Animal science, plant and land science, and agricultural mechanics skills will be the focus of the curriculum. The selection and planning of a supervised agricultural experience program and related record keeping will be presented. Leadership development will be provided through FFA. Students will receive personal guidance and counseling with preparatory instructional program selection.

# Business

**CAREER & TECHNICAL EDUCATION CERTIFICATES**

A student who completes requirements for a course of study in the Business Department will receive a Career and Technical Education Career Major Certificate or a Career and Technical Vocational Certificate in addition to his/her high school diploma. This certificate will be presented at awards night during the senior year. **The student may choose one of the six (6) pathways below.**

**Certificate Requirements**: All the required courses must be taken in the chosen pathway for a **minimum of 4 (four) credits**.

|  |  |
| --- | --- |
| **Accounting** | **Example ilp-related careers** |
| ***Complete 2-3 Credits from the following:***   * Digital Literacy (CTA) **OR** Business Principles and Applications * Accounting & Finance Foundations * Financial Accounting   ***Choose 1-2 Credits from the following:***   * Financial Literacy * Business Management * Advanced Computer & Technology Applications * Business Education Co-op | * Accountant * Forensic Accountant * Planner * Tax Preparer * Auditor * Auditing Clerk * Budget Analyst * Tax Examiner |
| **TESTS FOR CERTIFICATION** |
| * Accounting KOSSA * ASK |
| **Administrative support** | **Example ilp-related careers** |
| ***Complete 2-3 Credits from the following:***   * Digital Literacy (CTA) **OR** Business Principles and Applications * Accounting & Finance Foundations **OR** Financial Literacy * Advanced Computer & Technology Applications   ***Choose 1-2 Credits from the following:***   * Business Law * Business Education Co-op | * Administrative Assistant * Human Resources Specialist * Bookkeeper * Court Reporter * Billing & Accounts Collector |
| **TESTS FOR CERTIFICATION** |
| * Administrative Support KOSSA * IC3 |
| **BUSINESS MANAGEMENT** | **Example ilp-related careers** |
| ***Complete 2 Credits from the following:***   * Business Principles and Applications * Business Management   ***Choose 2 Credits from the following:***   * Digital Literacy * Accounting & Finance Foundations * Financial Literacy * Business Law * Business Education Co-op | * Entry Level Manager * Money Manager * Account Manager * Real Estate Agent * Venture Capitalist * Insurance Agent * Association Manager * Quality Controller |
| **TESTS FOR CERTIFICATION** |
| * Business Management KOSSA * ASK |
| **BUSINESS TECHNOLOGY** | **Example ilp-related careers** |
| ***Complete 3 Credits from the following:***   * Digital Literacy **OR** Business Principles and Applications * Multimedia Publishing * Business Management   ***Choose 1 Credit from the following:***   * Accounting & Finance Foundations * Financial Literacy * Business Education Co-op | * data Entry Clerk * Telephone Operator * Receptionist/Information Clerk * Courier/Messenger |
| **TEST FOR CERTIFICATION** |
| * ask |

(continued)

|  |  |
| --- | --- |
| **FINANCE** | **Example ilp-related careers** |
| ***Complete 2-3 Credits from the following:***   * Digital Literacy **OR** Business Principles and Applications * Accounting & Finance Foundations * Financial Services I   ***Choose 1-2 Credits from the following:***   * Financial Accounting * Advanced Computer & Technology Applications * Financial Literacy * Business Education Co-op | * Bank Teller * Bank Manager * Loan Officer * Investment Banker * Actuary (evaluates insurance claims) * Investment Advisor * Personal Financial Planner * Research Analyst (Financial) |
| **TESTS FOR CERTIFICATION** |
| * Financial Services KOSSA * ASK |
| **INFORMATION PROCESSING** | **Example ilp-related careers** |
| ***Complete 1 Credit from the following:***   * Digital Literacy **OR** Business Principles and Applications   ***Complete 1 Credit from the following:***   * Advanced Computer & Technology Applications   ***Complete 1 Credit from the following:***   * Multimedia Publishing   ***Complete 1 Credit from the following:***   * Accounting & Finance Foundations * Financial Literacy * Business Education Co-op | * Receptionist/Information Clerk * Data Entry Clerk * Bill and Account Collector * Insurance Claims Adjuster * Administrative Assistant |
| **TESTS FOR CERTIFICATION** |
| * Administrative Support KOSSA * IC3 |

**ACCOUNTING & FINANCE FOUNDATIONS (Accounting I)**

**Course number: 060122**

**Suggested Grade Level: 10-12**

**Prerequisite: CTA**

**Credit: 1**

**Course Description:** This course will provide an introduction to both areas of accounting and finance. Topics will include banking, credit, financial literacy, career exploration, spreadsheet usage, and technical writing. The accounting principles taught in this course are based on a double-entry system and include preparing bank reconciliations, payroll taxes, and financial statements. Detailed career exploration in the various fields of accounting will be available. Technical writing will be provided through IPAC business plan curriculum and exploration of case studies. Leadership development will be provided through FBLA.

**Financial Accounting (Accounting II)**

**Course number: 070122**

**Suggested Grade Level: 11-12**

**Prerequisite: Accounting & Finance Foundations**

**Credit: 1**

**Course Description:** Accounting principles taught in this course include an in-depth study of accounting principles, procedures, & techniques used in keeping financial records for sole proprietorships, partnerships, & corporations. There is an emphasis on automated accounting. Topics include a more analytical approach to accounting. Leadership development will be provided through FBLA.

**Digital Literacy (formerly Computer & Technology Applications**

**Course number: 060112**

**Suggested Grade Level: 9-12**

**Credit: 1**

**Course Description:** Students will use a computer and application software including word processing, presentation, database, spreadsheets, internet, and email to prepare elementary documents and reports. The impact of computers on society and ethical issues are presented.

**Adv. Computer & Technology Applications Course number: 070743**

**Suggested Grade Level: 10-12**

**Prerequisite: Computer and Tech Applications with minimum of “C”**

**Credit: 1**

**Course Description:** This course is designed to provide students an advanced-level experience with practical applications through hands-on instruction. Course content will include understanding of various hardware, software, operating systems, care/operations, administrative applications, and employability skills. The software includes advanced business applications using word processing, presentation, spreadsheets, database management, desktop publishing, and electronic communication. Upon completion of this course, a student should be ready to take the core level tests for MOS Certification and/or the Administrative Support Skill Standards Certificate.

**Business Law**

**Course number: 060121**

**Suggested Grade Level: 11-12**

**Credit: 1**

**Course Description**: This course develops an understanding of legal rights and responsibilities in personal law and business law with applications applied to everyday roles as consumers, citizens, and workers. The student will have an understanding of the American legal system, courts/court procedures, criminal justice system, torts, the civil justice system, oral and written contracts, sales contracts and warranties, and consumer protection. Legal terminology is emphasized. Leadership development will be provided through FBLA.

**BUSINESS EDUCATION CO-OP**

**\* Students MUST take this course concurrently with Advanced CTA, Financial Accounting, Multimedia Publishing, Business Law, or Business Management**

**Course number: 562943**

**Suggested Grade Level: 12**

**Prerequisite: Must have completed at least 2 business courses by the end of junior year.**

**Credit: 2**

**Course Description**: Cooperative Education for CTE courses provide supervised work site experience related to the student’s identified career pathway. A student must be enrolled in an approved capstone course during the same school year that the co-op experience is completed. Students who participate receive a salary for these experiences, in accordance with local, state and federal minimum wage requirements according to the Work Based Learning Guide.

**Requirements:** A senior enrolled in a CTE program must meet the following criteria to be eligible for co-op. The decision to accept a student is based on the student’s CTE skill level, academic grades, attendance, behavior records, and instructor recommendation. Candidates not meeting the requirements for co-op may submit a waiver from the requirements through the Board of Education.

**Students are responsible for the following**:

* Independently completing the application process by the required date
  + Co-op application is due by April 1st of the student's junior year
  + Participate in a Co-op Panel interview by May 15th
* Participating in Career Seminar ~ April 22, 2015
* Acquiring an appropriate position by August 1st of senior year

**Eligibility Criteria**:

* Must be at least 16 years of age
* Be a preparatory student in a CTE program
* Must be enrolled in their pathway's capstone course during the senior year
* Have and maintain a 2.5 GPA
* Have and maintain acceptable conduct and attendance
  + There should be no more than 2 documented, Step 4 or higher behavior events during junior year.
* Have transportation
* Be actively involved in the program Career and Technical Student Organization (FBLA)

**Business Principles & Applications**

**Course number: 060111**

**Suggested Grade Level: 9-10**

**Credit: 1**

**Course Description**: This course establishes basic foundations for further study in business and marketing courses and provides essential information for making financial and economic decisions. Students learn about the fundamentals of the American free enterprise system and world economies; application of sound money management for personal and family finances; credit management; consumer rights and responsibilities; forms of business ownership; risk and insurance; and the importance of international trade. Leadership development will be provided through FBLA.

**Business Management**

**Course number: 060411**

**Suggested Grade Level: 11-12**

**Credit: 1**

**Course Description:** This course emphasizes the skills needed for managing a business that involves the selection and supervision of employees including efficient use of time, personnel, facilities, and financial resources. Students will explore forms of business ownership; typical business organizational structure; product or service promotion in business; effective communications; human relations skills required in dealing with employees; and effective management strategies used in personnel, finance, production, marketing, and information processing. Leadership development will be provided through FBLA.

**Multimedia Publishing**

**Course number: 060751**

**Prerequisite: Computer and Technology Applications**

**Credit: 1**

**Course Description:** This hands-on course applies publishing and presentation concepts through the development of sophisticated business documents and projects. These documents include, but are not limited to, tri-fold brochures, manuscripts, reports, bi-fold programs, catalogs, newsletters, flyers, business forms, graphs, web pages, on-screen presentations, and video productions. Equipment such as scanners, digital cameras, video cameras, and color laser printers, may be utilized in creating the documents. Formatting, editing, page layout, and design concepts are taught. Distribution ready publication standards are applied to all projects. Students will develop communication skills, problem-solving techniques, cooperative learning, and interpersonal skills. Leadership development will be provided through FBLA.

**FINANCIAL LITERACY**

**Course Number: 060170 (Business Credit) 060171 (Math Credit)**

**Suggested grade levels**: **9-12**

**Prerequisite for use as 4th Math Credit**: Only if being taken as fourth math credit, student must have 3 math credits, Computer and Technology Applications plus one additional business class (No perquisite if not being used for 4th math credit)

**Credit:** 1

Note: SENIORS: This course is an interdisciplinary course that may be counted as the fourth mathematics credit to meet the requirements for graduation

**Course Description:** This course is designed to provide students with the knowledge and skills to manage one’s financial resources effectively for lifetime financial security. Topics include economics, money in the economy, budgeting, credit, consumer rights, investments and retirement planning. Leadership development will be provided through FBLA.

# Family and Consumer Sciences

**CAREER & TECHNICAL EDUCATION CERTIFICATES**

A student who completes requirements for a course of study in the Family Consumer Science Department will receive a Career and Technical Education Career Major Certificate or a Career and Technical Vocational Certificate in addition to his/her high school diploma. This certificate will be presented at awards night. The student may choose a major from the list below:

**Current Career Majors:**  **Fundamentals of Teaching, Consumer and Family Management, Early Childhood Education, and Fashion and Interior Design.**

**KOSSA REQUIREMENTS: Must have passed 2 and be enrolled in the third class by senior year to take the KOSSA test for specific career pathway. The KOSSA is comprised mainly of recommended courses; therefore, it would be beneficial to have had these courses in order to pass the test.**

|  |  |
| --- | --- |
| **CONSUMER & FAMILY MANAGEMENT** | **Example ilp-related careers** |
| ***Complete 3 Credits from the following:***   * FACS Essentials * Money Skills * Relationships   ***Choose 1 Credit from the following:***   * Middle to Late Lifespan Development | |  | | --- | | * Marriage and Family Therapist * Family and Consumer Scientist * Gerontologist * Abuse/Crisis Counselor * Personal Financial Planner | |
| **TESTS FOR CERTIFICATION** |
| * KOSSA * AAFCS |
| **EARLY CHILDHOOD EDUCATION** | **Example ilp-related careers** |
| ***Complete 3 Credits from the following:***   * Early Lifespan Development * Child Development Services I * Child Development Services II   ***Choose 1 Credit from the following:***   * FACS Essentials * Principles of Teaching * Relationships | |  |  | | --- | --- | | |  | | --- | | * Early Childhood Educator * Psychologist * Nanny * Pediatrician * Midwife | | |
| **TESTS FOR CERTIFICATION** |
| * KOSSA * KY Certification |
| **FASHION & INTERIOR DESIGN** | **Example ilp-related careers** |
| ***Complete 3 Credits from the following:***   * FACS Essentials * Fashion and Interior Design I * Fashion and Interior Design II * Fashion and Interior Design III   ***Choose 1 Credit from the following:***   * Money Skills | |  |  | | --- | --- | | |  | | --- | | * Fashion Designer * Interior Designer * Fashion Retailer * Clothing Manufacturer * Furniture Designer | | |
| **TESTS FOR CERTIFICATION** |
| * KOSSA * AAFCS |
| **FUNDAMENTALS OF TEACHING** | **Example ilp-related careers** |
| ***Complete 3 Credits from the following:***   * Early Lifespan Development * Middle to Late Lifespan Development * Principles of Teaching   ***Choose 1 Credit from the following:***   * Leadership Dynamics/ FAC Leaders at Work * FACS Essentials * Relationships | |  |  | | --- | --- | | |  | | --- | | * Teacher—all levels and areas * Teacher Assistant * Principal * Superintendent * School Counselor | | |
| **TESTS FOR CERTIFICATION** |
| * KOSSA * AAFCS |

**FACS Essentials (life skills)**

**Suggested Grade Level: ONLY 9-10**

**Credit: 1**

**Course Description:** This course is designed to help the freshman or sophomore student achieve more independence in his/her lifestyle. With units of study in basic nutrition and food preparation, care of clothing, basic clothing construction techniques, room decorating, dealing with relationships in the family and with friends, and caring for small children, the course provides an opportunity for pupils to decide about future areas for concentrated study through special interest courses offered for the junior andsenior level student. There is a fee charged for the food consumed in the class.

Early Lifespan Development

**Suggested Grade Level: 10-12**

**Credit: 1**

**Course Description:** This Course addresses the concepts related to understanding the areas and stages of human growth and development, recognizing effects of heredity and environment on human growth and development, abd meeting the needs of exceptional children, and promoting optimum growth and development in prenatal, infancy, toddler, preschool, and school stages. Careers in child/human development are explored. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.

**Middle to Late Lifespan Development**

**Suggested Grade Level: 10-12**

**Credit: 1**

**Course Description:** This Course addresses the practical problems related to the types and stages of human growth and development, recognizing effects of heredity and environment on life stages, and meeting the needs of exceptional children, and promoting optimum growth and development in the middle childhood, adolescent, and adult stages. Careers in child/human development and adult care services are explored. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.

**FACS Leaders at Work (Leadership Dynamics)**

**Suggested Grade Level: 10-12**

**Prerequisite: Recommended for FCCLA officers and any student wishing to develop Leadership Skills**

**Credit: 1**

**Course Description:** This course is designed to assist students with developing skills needed to be successful leaders and responsible members of society.  The student will develop personal attributes and social skills.  Emphasis will be placed on interpersonal skills, team building, communication, personal development and leadership.  This course will include opportunities for students to apply their knowledge.

**Relationships**

**Suggested Grade Level: ONLY 11-12**

**Credit: 1**

**Course Description:** This course covers the many kinds of relationships a person has throughout life. Some of the areas studied are relationships with parents, siblings, dating partners, marriage and friendships. The purpose of the class is to help students learn skills for developing positive relationships**.**

**Money Skills**

**Suggested Grade Level: 10-11**

**Credit: 1**

**Course Description:** This course is designed to prepare students to understand and use sound financial management skills and practices contributing to financial stability, improving the quality of life for individuals and families.  Decision-making, problem solving, goal setting and using technology are integrated throughout the content.  Leadership development will be provided through the Family, Career and Community Leaders of America.

**FASHION & INTERIOR DESIGN I**

**Suggested Grade Level: 10-12**

**Prerequisite:**

**Credit: 1**

**Course Description:** This course provides opportunities for students to develop career competencies in the fashion and/or interiors industry by applying information related to social, economic, and media influences. Students apply knowledge of design principles and processes through skill performance activities. Work experience will be explored and leadership development will be provided through Family, Career and Community Leaders of America.

**FASHION & INTERIOR DESIGN II:**

**Suggested Grade Level: 11-12**

**Prerequisite: Fashion and Interior Design I**

**Credit: 1**

**Course Description:** This course provides opportunities for students to develop career competencies in the fashion and/or interiors industry. Practical problems include advanced textile construction techniques, and/or the creation of floor plans using technological resources. Entrepreneurial opportunities will be explored and application of skills will occur in a variety of work sites**.**

**Fashion & Interior Design III**

**Internship: Fashion & Interior Design**

**Course Number 200801**

**Student must have preapproval from Mrs. Henderson before enrolling**

**Special Topics in Fashion and Interior Design**

**Suggested Grade Level: 11-12**

**Prerequisite: Fashion 1 &2**

**CHILD DEVELOPMENT SERVICES I:**

**Suggested Grade Level: 11-12**

**Prerequisite: Human/Child Development or Early Lifespan**

**Credit: 1**

**Course Description:** This course provides training for entry-level positions in day care centers, nurseries, kindergartens, and private homes. Students study careers in child development, child development and guidance, children’s health and well being in group care, value of play, teaching strategies and management, and curriculum development. The subject content is reinforced with work experience in a variety of childcare establishments. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.

**CHILD DEVELOPMENT SERVICES II:**

**Suggested Grade Level: 11-12**

**Prerequisite: Life Skills or FACS Essentials and Human/Child Development, and Child Development Services I**

**Credit: 1**

**Course Description:** This course is a continuation of Child Development Services I and is designed for students who wish to train for supervisory level positions or those wishing to further their education at the post-secondary level in the area of childcare and/or early childhood development. Students gain in-depth work experiences in child care establishments, preschool center, and other early childhood settings. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.

**PRINCIPLES OF TEACHING**

**Grade Level 12th only with application**

**Credit 1**

**Course Description:** This course provides opportunities for student with an interest in teaching at the elementary, middle, or secondary level to develop skills, strategies, and techniques used for instruction. The subject content will expose students to the history education and current developments and trends in education. Students will gain experience in classrooms with certified teachers as part of their course work. Leadership development will be provided through Family, Career and Community Leaders of America and the Future Educators of America.

**College credit may be earned for entry level EDU classes at Murray State University.**

# Fine Arts

Students at HHS can earn an Art and Humanities credit in the following ways:

1. Specialize in an area of the fine arts by taking **3 years** in band, music, drama or art to include any courses listed in the curriculum guide. Please note this would require either 3 full year courses or 6 half credit courses.
2. Take the History and Appreciation of Visual and Performing Arts class.
3. A combination of **two** different strands of fine arts- Music &Art, Music & Drama, Art & Drama

**History AND Appreciation of Visual AND Performing Arts**

**Suggested Grade Level: 10-12**

**Credit: 1**

**Course Description:** \*Required for graduation from high school. A study of the humanities through the arts; addresses the historic development, cultural contexts, aesthetic qualities, elements and principles, and creative processes for the visual and performing arts.

**VISUAL ArtS i**

**Suggested Grade Level: 9-12**

**Credit: .5**

**Course Description:** This is a semester course designed for entry-level art students. It will cover the basic elements and principles through a variety of two-dimensional media. Students will be required to bring in objects from home periodically and keep a sketchbook.

**VISUAL ArtS Ii**

**Suggested Grade Level: 9-12**

**Prerequisite: Visual Arts I**

**Credit: .5**

**Course Description:** This is course is a continuation of Visual Arts I. The class will be a concentration of the techniques of three-dimensional design related to the elements and principles of art. Students will be required to submit work to a student art show and keep a sketchbook.

**VISUAL ArtS IIi**

**Suggested Grade Level: 10-12**

**Prerequisite: Visual Arts II**

**Credit: .5**

**Course Description:** Visual Arts III is designed to further expose art students to drawing and painting mediums and the concepts of past artists and artistic styles. This course is designed to be an advanced art course. A portfolio will be kept and each student will be required to exhibit his/her work periodically.

**VISUAL ArtS IV**

**Suggested Grade Level: 10-12**

**Prerequisite: Visual Arts III**

**Course Description:** Visual Arts IV will expose students to the tools and processes in producing works of art in Graphic Design and Mixed Media, a continuation of drawing and painting. Concentrating on technique and individual style

**Sculpture I**

**Suggested Grade Level: 11-12**

**Prerequisite: Visual Art I/II, III/IV or by teacher recommendation by portfolio**

**Credit: .5 Pairs with Ceramics**

**Course Description:** Sculpture is a yearlong course broken down into two semester sections with an emphasis on studio production. The first semester will be an overview of the basic skills used to create three-dimensional works.  The second semester is designed to develop higher-level thinking skills, art criticism, and an awareness of aesthetics.  Students will work in a variety of media (clay, ceramics, wood)

**CERAMICS**

**Grade Level: 11-12**

**Prerequisite: Visual Art I/II**

**Credit:** .5 Pairs with Sculpture

**Course Description:** Ceramics focuses on creating three-dimensional works out of clay and ceramic material. Particular attention is paid to the characteristics of the raw materials, the transformation under heat, and the various methods by which objects are created and finished.

**AP Studio Art—General Portfolio**

**Suggested Grade Level: 11-12**

**Prerequisite: Visual Art I/II, III/IV, Sculpture I/II (or Photography I/II) & portfolio reviewed by teacher**

**Credit: 1**

**Course Description:** Designed for students with a serious interest in art, AP Studio Art - General Portfolio courses enable students to refine their skills and create artistic works to be submitted to the College Board for evaluation. Given the nature of the AP evaluation, the course typically emphasizes quality of work, attention to the exploration of a particular visual interest or problem, and breadth of experience in the formal, technical, and expressive aspects of the student's work. AP Studio Art - General Portfolio evaluations require submission of artwork exemplifying talent in drawing, color organization, design, and sculpture.

**Concert Band**

**Suggested Grade Level: 9-12**

**Prerequisite: Teacher Recommendation**

**Credit: 1**

**Course Description:** This course applies the fundamentals of music and playing a band instrument through the study and performance of a variety of styles and difficulty levels of band literature. Several requirements must be met during the course of study such as instrument or equipment rental or purchase and rehearsals/performances after school hours. There is a fee for this course.

**Jazz Band**

**Suggested Grade Level 9-12**

**Prerequisite: Teacher Recommendation or Concert Band**

**Credit: 1**

**Course Description:** Jazz Band courses develop technique for playing brass, woodwind, percussion, and string instruments as well as guitar and keyboard instruments, focusing primarily on contemporary music styles such as jazz, jazz improvisation, and various styles of rock and popular music. Concert band is a prerequisite for taking jazz band or may be approved by band director.

**Percussion Ensemble**

**Suggested Grade Level: 9-12**

**Prerequisite: Teacher Recommendation or Concert Band**

**Credit: 1**

**Course Description:** Percussion Ensemble courses are designed to develop technique for playing percussion in small groups. Ensemble covers one or more instruments or band literature styles. Concert band is a prerequisite for taking jazz band or may be approved by band director.

**Guitar 1**

**Suggested Grade Level: 9-12**

**Prerequisite: Teacher Recommendation**

**Credit: 1**

**Course Description:** Guitar courses develop fundamentals of music reading and use the elements of music along with guitar playing techniques. As students develop performance skills, techniques and literature become more advanced. Students must have an acoustic guitar. No electric guitars will be permitted in class.

**Music Theory**

**Suggested Grade Level: 11-12**

**Prerequisite: Teacher Recommendation**

**Credit: 1**

**Course Description:** Courses in AP Music Theory are designed to be the equivalent of a first-year music theory college course. AP Music Theory develops student’s understanding of musical structure and compositional procedures. Intended for students already possessing performance-level skills, AP Music Theory extends and builds upon students’ knowledge of intervals, scales, chord structures, meter, rhythm patterns, and interaction in musical compositions. Music notation, analysis, composition, and aural skills are important components of the course.

**PIANO/KEYBOARD**

**Grade Level:** 9 - 12

**Credits:** 1

**Course Description:** Piano/Keyboard courses develop fundamentals of music including music reading and use of the elements of music along with keyboard playing techniques for piano and/or electronic keyboard instruments. As students develop performance skills, techniques and music literature become more advanced.

**PIANO LAB 2**

**Grade Level:** 9 – 12

**Prerequisite: Audition and/or KEYBOARD LAB 1**

**Credits:** 1

**Course Description:** Piano/Keyboard courses develop fundamentals of music including music reading and use of the elements of music along with keyboard playing techniques for piano and/or electronic keyboard instruments. As students develop performance skills, techniques and music literature become more advanced. Course covers the structures, humanities, purposes, processes, and interrelationships of the arts as they apply to music.

**PIANO LAB 3**

**Grade Level:** 10 – 12

**Prerequisite: Audition and/or KEYBOARD LAB 1**

**Credits:** 1

**Course Description:** Piano/Keyboard courses develop fundamentals of music including music reading and use of the elements of music along with keyboard playing techniques for piano and/or electronic keyboard instruments. As students develop performance skills, techniques and music literature become more advanced. Course covers the structures, humanities, purposes, processes, and interrelationships of the arts as they apply to music.

**Men’s Ensemble/Women’s ensemble – Audition and teacher approval required**

**Suggested Grade Level: 9-12**

**Prerequisite: Audition**

**Credit: 1**

**Course Description:** This class is open to male students interested in learning vocal techniques. It meets every day, both semesters. This course is tailored for the unique needs of the male voice. This group performs in at least two major concerts each year. This is a performance class and may require rehearsals and performances after school hours. This course is geared toward students that want to take music in college.

**Women’s Ensemble/Men’s Ensemble – Audition and TEacher approval required**

**Suggested Grade Level: 9-12**

**Prerequisite: Audition**

**Credit: 1**

**Course Description:** Vocal Ensemble courses are intended to develop vocal techniques and the ability to sing part in specialized vocal ensemble. These courses may include the development of solo singing ability. One or several ensemble literature styles may be emphasized. Course covers the structures, humanities, purposes, processes, and interrelationships of the arts as they apply to music. All members of the Choir will be required to participate in ALL competitions, including state and national competitions, and community events. This is a performance class and will require performances after school hours. Geared for students that want to pursue music in college

**CONCERT CHOIR - (Vocal Ensemble)**

**Grade Level: 9**- 12

**Prerequisite:**

**Credits:** 1

**Course Description:** Vocal Ensemble courses are intended to develop vocal techniques and the ability to sing part in specialized vocal ensemble such gospel and show. These courses may include the development of solo singing ability. One or several ensemble literature styles may be emphasized. Course covers the structures, humanities, purposes, processes, and interrelationships of the arts as they apply to music. All members of the Show Choir will be required to participate in ALL competitions, including state and national competitions, and community events. This is a performance class and will require rehearsals and performances after school hours.

**Chamber Singers audition and Teacher approval required**

**Suggested Grade Level: 10-12**

**Prerequisite: Audition and one previous vocal performance credit**

**Credit: 1**

**Course Description:** Chamber Singers is the elite choir of HHS. Previous choirs have allowed students to acquire the skills necessary to perform at this level. The choir has multiple opportunities to perform throughout the year in the community and across the country. The class is designed for advanced vocal students and applies the fundamentals of music and choral singing through the study and performance of medium difficulty to advanced level choral literature. All members of the Chamber Choir will be required to participate in ALL competitions including state and national competitions. This is a performance class and will require rehearsals and performances after school hours. For additional expenses, including competition expenses, fundraisers will be available to defray the cost.

**Intro to Theatre**

**Suggested Grade Level: 9-12**

**Prerequisite:**

**Credit: 1**

**Course Description:** Introduction to the Theatre provides an overview of the art, conventions, and history of theatre. Although experiential exercises may be included, the course focuses on learning about drama/theatre rather than performance, students study dramatic elements, elements of production and elements of performance. Students study dramatic developments in dramatic literature and/or major playwrights, the history and formation of theatre as a cultural tradition, and critical appreciation of drama/theatre.

**Theatre II**

**Suggested Grade Level: 10-12**

**Prerequisite: Drama I**

**Credit: 1**

**Course Description:** Drama/Stagecraft course is intended to promote students’ experience and skill development in one or more aspects of theatrical production. Initial courses are introductory in nature, while this more advanced course focuses on improving technique, expand students’ exposure to different types of theatrical techniques and traditions, and increasing their capacity to participate in public performances, career opportunities will be addressed.

**Theatre III**

**Grades: 11-12**

**Credit: 1**

**Course Description**: More advance course intended to promote more aspects of theatrical production.

# Health and Physical Education

Basic health education is a foundation of knowledge, attitudes, skills and behaviors impacting healthy lifestyles. Complete health is the soundness of mind and body creating a condition of optimal well-being. Involving a balance of physical, mental/emotional and social aspects of life, the health triangle lends itself to an easy understanding of total health. Healthy family relationships are critical to maintaining the family unit, which historically has been considered the fabric of society. While parents are the primary source from which children learn skills to act responsibly in relationships, the community and school play supportive roles. A healthy body and sound mind is a child’s greatest asset. Through high quality information and interactive instruction students develop creative problem solving skills that will help them make excellent health related decisions throughout life.

A key part of health is physical education. In a society where obesity has almost quadrupled in the last 40 years physical education is vital to the future of our country. Among adolescents aged 12-19, overweight increased from 11 to 17% during a ten year period. Physical Education uses physical activity as a means to help students acquire skills, fitness, knowledge and attitudes that contribute to their optimal development and well-being creating a citizen that will contribute to the overall health of our community. Addressing both health-related and skill-related components promotes enhanced health behaviors and increases responsible decision-making. Physical education instills in each student an interest and an enjoyment of physical activities that will be sustained throughout life.

**INTEGRATED Health & PE**

**Suggested Grade Level: 10**

**Credit: 1**

**Course Description:** A course where students study various health-related concepts. Class topics will focus on wellness, nutrition, physical fitness, first aid, consumer health, drug topics, personal hygiene, and the prevention of sexually transmitted diseases. Students will also be introduced to various sports-related concepts including team sports and lifetime activities. Students will learn the importance of physical fitness and wellness as it relates to healthy lifestyles.

**PHYSICAL EDUCATION I**

**Suggested Grade Level 9-12**

**Credit: ½**

**Course Description:** Physical Education I involves the teaching of lifetime leisure sports, individual sports, and team sports. Skills learned will be reinforced and advanced skills will be introduced.

**HEALTH EDUCATION I**

**Suggested Grade Level: 9-12**

**Credit: ½**

**Course Description:** Health I addresses the topics of mental health, drugs, alcohol and tobacco, sex education, sexually transmitted diseases, infectious diseases, safety and first aid, cardiopulmonary resuscitation (CPR), nutrition, consumer health and non-infectious diseases.

**ADVANCED PE 1**

**Grade Level: 11-12**

**Credit: 1**

**Prerequisite: PE or Integrated Health & PE with a C or better**

**Course Description:** This course is designed for the student to develop advanced skills in selected games and sports, including physical fitness. The student will also participate in physical fitness and lifetime activities.

**Freshman strength and conditioning**

**Grade Level: 9**

**Credit: 1**

**Course Description: Strength & Conditioning** The weightlifting class is designed to provide each student with the knowledge needed to understand the importance of strength and fitness training. Students will understand the importance of setting goals for personal improvement and achievement, and will leave the class with a lifelong understanding of how to maintain adequate physical fitness for a healthy lifestyle. Students will be given the opportunity to engage in a training program that will fit their specific training objectives & sport’s needs, as well as pursuing specific training goals set in a cooperative effort between the teachers and the student. Students will also receive additional nutritional information to add to the overall fitness program, and will be active in the process of tracking their nutritional needs.

**FEMALE STRENGTH AND CONDITIONING**

**Grade Level: 9-12**

**Credit: 1**

**Course Description: See Strength & Conditioning description above**

**INTERMEDIATE STRENGTH & CONDITIONING**

**Grade Level : 10 – 12**

**Credit: 1**

**Prerequisite: Integrated Health & PE with a C** **or better & previous experience**

**\*Instructor consent required for any student without freshman strength & conditioning**

The focus of these classes will be the classic Olympic lifts: the snatch, the jerk, the clean, and the clean andjerk. These lifts closely mimic the biomechanical movement used in running and jumping. These liftsare selected in order to increase the students’ explosive strength and power**.** These lifts are complex and require the utmost concentration and focus in order to be performed

safely.

**Advanced strength and conditioning** **Grade Level: 11 – 12**

**Prerequisite: INTERMEDIATE STRENGTH AND a C or better**

|  |  |  |
| --- | --- | --- |
| **Credit: 1** | | |
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# Health Sciences

|  |  |
| --- | --- |
| **ALLIED HEALTH** | **Example ilp-related careers** |
| ***Complete 3 Credits from the following:***   * Principles of Health Science * Emergency Procedures AND Medical Terminology I * Allied Health Core Skills   ***Choose 1 Credit from the following:***   * Internship: Allied Health | |  | | --- | | * Doctor * Nurse * Pharmacist * Physical Therapist * Psychologist * Radiologist * Surgeon * Veterinarian | |
| **TESTS FOR CERTIFICATION** |
| * Allied Health KOSSA |
| **PHARMACY TECHNICIAN** | **Example ilp-related careers** |
| ***Complete 2 Credits from the following:***   * Principles of Health Science * Emergency Procedures AND Medical Terminology   ***Choose 2 Credits from the following:***   * Pharmacological and Other Therapeutic Modalities * Internship: Pharmacy Technician | |  | | --- | | * Pharmacy Technician | |
| **TESTS FOR CERTIFICATION** |
| * Allied Health KOSSA * Certified Pharmacy Technician |

**EMERGENCY PROCEDURES**

**Suggested Grade Level: 9-12**

**Credit: .5**

**Course Description:** This course is designed to provide students with the knowledge and skills necessary to prevent, recognize and provide basic care for injuries, sudden illnesses, and breathing and cardiac emergencies including the use of an automatic external defibrillator for adults, as well as respiratory/cardiac basic care for infants and children until advanced medical personnel arrive and take over. American Red Cross Certification will be awarded upon successful completion of requirements.

**Medical Terminology**

**Suggested Grade Level: 9-12**

**Credit: .5**

**Course Description:** This semester course is open to students who are interested in working in health care settings. It is an intense study of the medical language and medical mathematics, used by all health care workers in all career majors. Emphasis is on correct pronunciation, spelling, and application. Upon completion of this course, students will have a basic, workable vocabulary applicable to any health career. The course will survey related health occupations.

**Body Structures and Functions**

**Suggested Grade Level: 9-12**

**Credit: 1**

**Course Description:** This course is designed to provide knowledge of the normal structure and function of the human body including the body systems, how they interrelate in the healthy human body, and common disorders associated with each system. Students will also explore relevant areas of health care employment. Anatomy, physiology, mathematics, physics, and chemistry concepts are reinforced with real life analogies and health related examples to illustrate potentially difficult scientific concepts.

**PRINCIPLES OF HEALTH SCIENCE**

**Suggested Grade Level: 10-12**

**Credit: 1 (1 semester (2 periods))**

**Course Description:** This semester course is open to students who are interested in pursuing careers in community and mental health care. Students will have learning experiences in a variety of clinical environments of the health care industry-community agencies, mental health/developmentally delayed treatment and educational facilities and residential careers. Areas of study include communication skills, mental health, mental illness, communicable diseases, and public health. Careers in these areas include: mental health and public health nursing, psychology, psychiatry, occupational therapy, counseling, social work, health care management, among others.

**ALLIED hEALTH cORE SKILLS**

**Suggested Grade Level: 10-12**

**Credit: 1 (1 semester (2 periods))**

**Course Description:** This course is open to students who desire to pursue health careers with direct patient care. There will be observational and clinical experiences among many careers in the health care labor market including medicine, nursing, physical therapy, laboratory and radiological technology, dietetics, pharmacy, respiratory therapy, among others. The course is designed to provide knowledge, concepts, and psychomotor skills necessary for gainful employment as an entry-level health care worker. Classroom instruction and educational objectives are combined with learning experiences and observation in a career practicum. Areas of study include: clinical health art skills for providing patient care, ethics, and legalities in health care.

**PHARMacological and Therapeutic Modalities**

**Suggested Grade Level: 11-12**

**Credit: 1 - 2**

**Course Description:** This program provides supervised on-the-job work experience related to the students’ education objectives in the area of pharmacy following the completion of the KY and national standards. This class is designed as an INDEPENDENT STUDY program. A national pharmacy tech certification exam will be taken after high school graduation.

**INtership: Advanced aLLIED hEALTH Core skills**

**Suggested Grade Level: 11-12**

**Prerequisite: ALLIED HEALTH CORE SKILLS**

**Credit: 1 (1 semester (2 periods))**

**Course Description:** This upper level course is an expanded practical application of health care skills and review of academic skills. Upon successful completion of Health Fundamentals I, the student may enroll in Advance Health Science and select a career major for concentrated study and skill development. This is a work-based program combined with classroom instruction. The practicum experience does not include monetary compensation. Students need to provide their own transportation to the work settings.

**iNTERNSHIP: aLLIED hEALTH**

**Suggested Grade Level: 11-12**

**Prerequisite: Advanced Health Science I**

**Credit: 1 for each course (2 periods for the semester for each course)**

**Course Description:** This upper level course is open to students who have completed Advance Health Science I. Students will choose an area of health care in which they want to continue to develop health care skills. Specialized training will be provided in both the classroom and clinical settings. This is a work based program and does not provide monetary compensation. Advanced Health Science III is also a work based program and does not provide monetary compensation. Students must provide their own transportation to the work place setting.

**LEADERSHIP DYNAMICS IN HEALTH SCIENCE**

**Suggested Grade Level: 12**

**Prerequisite: Pharmacy 1-2**

**Course Description:** This upper level course is open to students who have completed the Internship in Advanced Allied Health Core Skills and choose to continue to develop proficiency in health care provisions. As with the Internship, students must provide their own transportation to the work place setting.

**INTERNSHIP: PHARMACY TECHNICIAN**

**Suggested Grade Level: 12**

**Prerequisite: Pharmacy 1-2**

**Course Description:** This upper level course is open to students who have completed the Pharmacy Technician course and choose to continue to develop proficiency in pharmacy technician. Students must provide their own transportation to work place setting.

# Language Arts

All students must be enrolled in an English class and are required to pass Pre-AP English I, Pre-AP English II, AP English Language and Composition or Pre-AP English III, and AP English Literature and Composition or English IV in order to graduate from Hopkinsville High School. In addition to the four required credits, student may elect to participate in Yearbook Production I, Yearbook Production II, Creative Writing, or Speech.

PLEASE NOTE THE PREREQUISITE(S) NECESSARY TO MOVE FROM ONE CLASS TO THE NEXT. THIS SHOULD BE ADHERED TO IN THE STRICTEST SENSE. IF YOU HAVE NOT COMPLETED THE COURESE NECESSARY AT A LESSER LEVEL, YOU WILL FIND IT DIFFICULT TO CONTINUE TO THE NEXT LLEVEL.

# Language Arts Pathway

Course # Course Name Length Credit Recommended Grade Prerequisite\_\_\_\_\_\_\_\_\_\_\_

230131 Pre-AP English I 2 sem. 1 9 None\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

230231 Pre-AP English II 2 sem. 1 10 Pre AP English I

230731 AP English Language/Composition 2 sem. 1 11-12 Pre-AP English II

230331 Pre-AP English III 2 sem. 1 11 Pre-AP English II

230831 AP English Literature/Composition 2 sem. 1 12 AP Language /Composition

230431 Pre-AP English IV or Dual English 2 sem. 1 12 Pre-AP English III

232341 Creative Writing 1 sem. ½ 11-12 Teacher Recommendation

231021 Public Speaking 1 sem. ½ 11-12 None

239141 Yearbook Production I 2 sem. 1 11-12 Application Process and

Teacher Recommendation

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239142 Yearbook Production II 2 sem. 1 12 Yearbook Production I,

Application Process, and

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**Pre-AP English I**

**Suggested Grade Level: 9**

**Credit: 1**

**Course Description:** This course integrates the study of literature, grammar, and formal essay writing and is taught at an advanced pace. In this class, students are prepared to be successful on the English sections of both the PLAN and ACT exams, to write a formal essay at the proficient and/or distinguished level, and to read material written at the college level. The activities in this class are also designed to prepare a student for the demands of Pre-AP English II and to complete successfully not only AP English during the junior and senior years but also the AP exams for those classes.

**Pre-AP English II**

**Suggested Grade Level: 10**

**Prerequisite: English I**

**Credit: 1**

**Course Description:** This course integrates the study of literature, grammar, and composition. Stress will be placed on the writing process, effective sentence construction, and paragraph and essay development. It will focus on world literature from the early classics to the modern. A critical approach from the viewpoint of style, theme, character development, point of view, and symbolism will be emphasized.

**Pre-AP English III**

**Suggested Grade Level: 11**

**Prerequisite: English II**

**Credit: 1**

**Course Description:** This course integrates the study of literature, grammar, and composition. Essays to be written include exposition, description, narration, persuasion, and a research essay. Grammar units are taught as needed based on the weaknesses exhibited in the students’ compositions. The literature involves the study of American life and literature chronologically so that the students can fully appreciate their American heritage. Special emphasis will be placed on the study of American poetry, short stories, and novels.

**Pre-AP English IV**

**Suggested Grade Level: 12**

**Prerequisite: English III**

**Credit: 1**

**Course Description:** This course integrates the study of literature, grammar, and composition and further expands on writing as a process. Student writing experiences are designed to complete writing portfolios by including writing of narration, description, exposition, argumentation, critical analysis, and research. The Christian County Board of Education requires the completion of a literary plan for graduation. English literature beginning with the Anglo-Saxon period will be studied.

**AP English Language and Composition**

**Suggested Grade Level: 11**

**Prerequisite: English II or English II Pre-AP Credit**

**Credit: 1**

**Course Description:** Concentrating on a survey of various literary genres, students in this course learn to implement the techniques of literary analysis and poetry explication as emphasized in the Advanced Placement criteria set by the College Board. Students will take the AP Language and Composition test in May. Summer readings are required prior to the beginning of the class.

**Note: All Juniors will be automatically enrolled in this course unless a parent/guardian makes an alternate arrangement with guidance or administration to take Pre-AP English III.**

**AP English Literature and Composition**

**Suggested Grade Level: 12**

**Prerequisite: English III, Pre-AP English III or AP English Literature Credit**

**Credit: 1**

**Course Description:** Continuing a survey of various literary genres, this course explores universal themes and motifs found in literature. Writing becomes more specific and focused as students as students prepare for the Advanced Placement test given in May. Students have the opportunity to earn college credit based on the score achieved on the AP Test and will be required to take the exam in May. Students will complete the state-mandated assessment portfolio. Summer readings are required prior to the beginning of the class.

**Oral communications/public speaking (speech)**

**Suggested Grade Level: 11-12**

**Prerequisite: English I, English II, and teacher recommendation**

**Credit: ½ (1st semester)**

**Course description:** This course is a study of verbal and non-verbal communication strategies and the preparation and delivery of several types of speeches: introduction, impromptu, informative, persuasive, and commemorative. The class describes strategies to improve competence in speaking and listening and the application of forms of argument to test ideas or reach decisions. Special topics: extemporaneous, demonstrative.

**Creative Writing**

**Suggested Grade Level: 11-12**

**Prerequisite: English I, English II, and teacher recommendation**

**Credit: ½ (2nd semester)**

**Course description:** The creative writer uses a combination of applying what he/she knows about good writing and undergoing the courage of mindful exploration and risk-taking. In this course, students will compose both fiction and non-fiction, both formal and informal, and both polished and unpolished works, with the overall goal of becoming a better thinker and a better writer.

Students will continually work to improve and evaluate the writing process—how we develop and expand our writing effectively—by sharing/publishing our work for others in the class to observe and critique. Although most writing will be completed individually, group papers and projects may also be required to enhance writing and presentation skills. The ultimate test of understanding quality writing and being a confident writer is to be comfortable with sharing one’s work. Thus, students will regularly present written pieces to small or large groups. Over the course of the semester, students will compose, present, and reflect.

**YEARBOOK PRODUCTION I**

**Suggested Grade Level: 11-12**

**Credit: 1**

**Course Description:** Special Topics: producing a publication; format; layout; photographs; yearbook design, planning organizing, marketing of the school’s yearbook and various requirements of managing a business. This course is designed to provide students with a realistic “hands-on” application of techniques used in the advertising and promotion of goods and services. Students use typical media software, and media equipment, while being exposed to all forms of media (print, web page, etc.). Students will sell advertising space and create the Hopkinsville High School Yearbook from start to publication and delivery.

Students must complete a Yearbook Staff Application, a Cover Letter, and have a written teacher recommendation in order to be considered as a potential staff member.

Max enrollment: 15 students (combined production I & production II)

**YEARBOOK PRODUCTION II**

**Suggested Grade Level: 12**

**Credit: 1**

**Course Description:** Special Topics: senior staff positions; financial management; advanced yearbook publication; in-depth editing; publishing, finance.

Students will sell advertising space and create the Hopkinsville High School Yearbook from start to publication and delivery.

Students must complete a Yearbook Staff Application, a Cover Letter, and have a written teacher recommendation in order to be considered as a potential staff member.

Max enrollment: 15 students (combined production I & production II)

**English as a Second Language I-iv**

**Course number: 231201 (ESL I)**

**Course number: 231301 (ESL II)**

**Course number: 231401 (ESL III)**

**Course number: 231501 (ESL IV)**

**Suggested Grade Level: 9-12**

**Credit: 1 for each course**

**Course Description:** The development of the four basic language skills is stressed: listening comprehension, speaking, reading, and writing. Also emphasized are the culture, customs, and traditions of the American people.

**Success Strategies for Reading I**

**Suggested Grade Level: 9-10**

**Credit: .5**

**Course Description:** Instruction for students with reading difficulties; focuses on skills acquisition and reading technique; demonstrates work attack skills and reading comprehension strategies. **THIS COURSE WILL BE REQUIRED FOR ANY FRESHMAN WHO SCORED 2 OR MORE GRADE LEVELS BELOW GRADE LEVEL ON READING ASSESSMENT.**

**Success Strategies for Reading II**

**Suggested Grade Level: 9-10**

**Credit: .5**

**Course Description:** Continued instruction for students with reading difficulties; focuses on skills acquisition and reading technique; demonstrates work attack skills and reading comprehension strategies. **THIS COURSE WILL BE REQUIRED FOR ANY FRESHMAN WHO SCORED 2 OR MORE GRADE LEVELS BELOW GRADE LEVEL ON READING ASSESSMENT.**

**Reading development**

**Grade level : 11-12**

**Credits: I English elective**

**Course Description**: This course is designed for students that do not meet the ACT benchmarks in English/REading.

# Mathematics

**Four (4) mathematics courses are required for all students at HHS with a math course taken each year of enrollment.** For the pre-college curriculum, these courses must include Algebra I, Algebra II, Geometry and a math elective. ***A graphing calculator is required for some courses and may be rented from the math department for $20.00.***

\*High school credit may be given to students who have taken Algebra 1 at the middle school **ONLY** if**:**

* (1) Student met the benchmark for the EXPLORE test taken in 8th grade **AND** (2) Student passed the high school

Algebra 1 final exam with a grade of 75% or better **OR**

* (1) Student met the benchmark for the EXPLORE test taken in 8th grade **AND** (2) Student completed Algebra 1

Semester 2 in APEX during the summer school session before his/her freshman year with a grade of 75% or

better.

\*\* Pre-AP Algebra 2 and Pre-AP Geometry may be taken concurrently with teacher recommendation.

**ALGEBRA 0.5**

**Suggested Grade Level: 9**

**Credit: 1**

**Course Description:** This course is the first course of a set. This set of algebra 1 courses is designed for students who might need two years (or two semesters in block schedules) to attain all the concepts addressed in the relevant statements from the Kentucky Core Academic Standards for a high school Algebra I course. **STUDENTS WILL BE PLACED IN THIS COURSE BASED ON ACT, EXPLORE or SMI SCORE FROM 8TH GRADE AND MS TRANSCRIPT.**

**ALGEBRA 1**

**(Algebra I Resource – Per ARC)**

**Suggested Grade Level: 9 - 11**

**Credit: 1**

**Course Description:** The topics of linear equations, relations, functions, variation, systems of linear equations, radicals, quadratic equations and functions, statistics and probability are covered.

**PRE-AP Algebra 1**

**Suggested Grade Level: 9 - 12**

**Credit: 1**

**Course Description:** An accelerated course covering the topics of linear equations, relations, functions, variation, systems of linear equations, radicals, quadratic equations and functions, statistics and probability. Students **MUST** meet the EXPLORE benchmark and/or have a teacher recommendation before enrolling in this course.

**Algebra:1.5/introduction to Algebra 2**

**Suggested Grade Level: 9-11**

**Credit: 1E**

**Prerequisite: Algebra 1**

**Course Description:** This course is designed for those students who have completed their Algebra 1 graduation credit, but are not deemed sufficiently prepared to attempt a rigorous, Algebra 2 course. The intent of this course is to go beyond Algebra 1 and prepare students for the Algebra 2 course. This course could serve as a mathematics elective for high school graduation, but not as the required Algebra 2 credit for high school graduation. Graphing Calculator is required. This course is **REQUIRED** for students whose grade in Algebra 1 is a D and/or scored below 14 on the PLAN test. **Max enrollment: 25 students.**

**Algebra 2**

**Suggested Grade Level: 9-12**

**Credit: 1**

**Prerequisite: Algebra I**

**Course Description:** This course is a continuation of Algebra I. Emphasis is placed on abstract thinking skills, the function concept and algebraic solutions of problems in various content areas. Graphing Calculator is required. Students will be required to take the Quality Core Algebra 2 End of Course Exam upon completion of this course.

**pRE-ap Algebra 2**

**Suggested Grade Level: 9-12**

**Credit: 1**

**Prerequisite: Algebra I**

**Course Description:** This course is a continuation of Algebra I. Emphasis is placed on abstract thinking skills, the function concept and algebraic solutions of problems in various content areas. This Algebra 2 course with enrichments is provided to students who intend to take more advanced mathematics classes while in high school. Graphing Calculator is required. Students will be required to take the Quality Core Algebra 2 End of Course Exam upon completion of this course. Students **MUST** meet the PLAN and/or EXPLORE benchmark **AND** have a B or better in Algebra 1 and/or Geometry.

**pRE-ap Algebra 3/Preparation for college algebra**

**Suggested Grade Level: 11-12**

**Prerequisite: Algebra II and Geometry**

**Credit: 1**

**Course Description:** This course is designed for students who are intending to attend college and are in need of additional preparation in order to be successful in credit-bearing College Algebra, or for students who feel in need of additional preparation to take College Algebra. The content goes beyond a traditional Algebra 2 course.

**Geometry**

**Suggested Grade Level: 9-12**

**Prerequisite: Algebra I**

**Credit: 1**

**Course Description:** This course is a thorough study of plane, solid, and analytical geometry.

**PRE-ap Geometry**

**Suggested Grade Level: 9-12**

**Prerequisite: Algebra I**

**Credit: 1**

**Course Description:** This course is a thorough study of plane, solid, and analytical geometry. This geometry course with enrichments is provided to students who intend to take more advanced mathematics classes while in high school. This course could be taken concurrently with Honors Algebra 2. Students **MUST** meet the EXPLORE benchmark **AND** have a B or better in Algebra 1.

**PRE-AP Calculus**

**Suggested Grade Level: 10-12**

**Prerequisite: Algebra II and Geometry**

**Credit: 1**

**Course Description:** This course is intended for juniors and seniors who plan to take AP Calculus or continue their study of mathematics in college. It rigorously extends the study of algebraic concepts and includes topics traditionally taught in Trigonometry and Analytic Geometry. Emphasis is placed on abstract thinking skills and the preparation of the study of higher mathematics. Graphing Calculator is required.

**AP CALCULUS AB**

**Suggested Grade Level: 11-12**

**Prerequisite: Pre AP -Calculus**

**Credit: 1**

**Course Description:** This course follows the curriculum established by the College Board and prepares students to take the advanced placement examination in Calculus AB. Completion of the AP Exam is a requirement for this course. Graphing Calculator is required.

**AP STATISTICS**

**Grade Level: 11-12**

**Prerequisite:** Pre AP **Algebra 2**

**Credits: 1**

**Course Description:** This course is designed to address the guidelines provided by the College Board for the Advanced Placement Statistics examination. AP Statistics involves the study of four main areas: exploratory analysis, planning a study, probability, and statistical inference. Completion of the AP Exam is a requirement for this course. Graphing Calculator is required.

**Mathematics Concepts**

**Grade Level: 10-11**

**Prerequisite Alg 1, Geo, and Alg 2**

**Credits: .5 Will be paired with Financial Literacy**

**Course Description:** This course is designed to be taken after the completion of Algebra1,Geometry, and/or Algebra 2. Topics will include probability and statistic, extension of algebra and geometry concepts, and discrete mathematics. This course will serve as an **elective only.** This course will be helpful for ACT Prep and will likely be paired with Financial Literacy.

**COLLEGE & CAREER READINESS MATHEMATICS**

**Suggested Grade Level: 11-12**

**Credits: .5 or 1**

**Course Description:** This course is for students who need additional time and support to complete the high school mathematics Program of Studies for graduation requirements or who may not have attained the benchmark ACT score in mathematics.  It addresses statements from the High School Mathematics Program of Studies, with a strong emphasis on real world connections and/or connections with other disciplines of study.  This course could serve as a mathematics elective for high school graduation, but not as one of the 3 required math courses for high school graduation: Algebra 1, Geometry or Algebra 2. This course will be **REQUIRED** for seniors who have not reached the benchmark ACT score in mathematics.

**FINANCIAL LITERACY**

**Suggested grade levels**: **9-12**

**Prerequisite: Algebra 2 and Geometry**

**Credit:** .5 or 1

**Description:** This course will inform students how individual choices directly influence occupational goals and future earnings potential. Real world topics covered will include income, money management, spending and credit, saving and investing. Students will design personal and household budgets utilizing checking and saving accounts, gain knowledge in finance, debt and credit management, and evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal financial decisions leading to financial independence.

**MATH LAB – Students will be Assigned Based on the IEP**

Math Lab I Course Number: 272903

Math LAB II Course Number: 272904

Math Lab III Course Number: 272905

MATH LAB IV Course Number: 272906

**Suggested Grade Level: 10-12**

**Credit: 1**

**Course Description:** This course would be designed for students who need additional time with math topics and will be designed to run concurrently with other math classes. Such a course would use hands-on activities and experiments with calculators to support the study of the concepts addressed in the relevant statements in the High School Mathematics Program of Studies. This course could serve as an elective for high school graduation credit, but not as a mathematics credit for high school graduation.

# Military science (JROTC)

The mission of the Army Junior Reserve Officers’ Training Corps (JROTC) program is to “Motivate Young People to Be Better Citizens”. This is accomplished by preparing students for life through a better understanding of individual and community responsibility. Students must **earn the right** to wear a military uniform and are **required** to wear it one day, all day each week. An additional day is devoted to health, fitness and competitive event training for teams and students must wear a prescribed fitness uniform. JROTC is an elective program and courses are taken ***sequentially***, however students may enter LET I level at the **start** of any school year. Army JROTC is a performance oriented class environment where students are required to conform to rules and standards of a highly structured manner. Students that enroll in JROTC classes must have the desire to attend classes and **participate freely**. Students and their parents must sign a contract that outlines the expectations of performance for the program, which will be in effect for the entire time that the student is enrolled in JROTC at HHS. In addition, there are co-curricular activities for Drill, Color Guard, and Raider teams that allow students to compete with other schools. A teacher’s recommendation is required for the student to continue each Year.

**JROTC 1 - LET Level 1**

**Suggested Grade Level: 9-11**

**Credit: 1**

**Course Description:** Student must volunteer to take this class.Introduction to Basic Leadership, Character Development, Basic Life Skills and Citizenship

**\*JROTC I MEETS THE REQUIREMENT FOR THE P.E. CREDIT TOWARD GRADUATION.**

**JROTC 2 - LET Level 2**

**Suggested Grade Level: 10-12**

**Prerequisite: Teacher Recommendation**

**Credit: 1**

**Course Description:** Intermediate Leadership, Character Development, Intermediate Life Skills, Geography and Government. JROTC 2 builds on the knowledge and skills learned in all previous semesters of JROTC.

**JROTC 3 - LET LEVEL 3**

**Suggested Grade Level: 11-12**

**Prerequisite: Teacher Recommendation**

**Credit: 1**

**Course Description:** Advanced Leadership, Principals of Management, Advanced Life Skills, Orienteering and History. JROTC 3 builds on the knowledge and skills learned in all previous semesters of JROTC.

**JROTC 4 – LET LEVEL 4**

**Suggested Grade Level: 12 Only**

**Prerequisite: Teacher Recommendation**

**Credit: 1**

**Course Description:** Leadership Seminar, Emotional Intelligence, History, Life Skills Seminar, Earth Science, Citizenship and History. JROTC 4 builds on the knowledge and skills learned in all previous semesters of JROTC.

**JROTC 5 – LET LEVEL 3**

**Suggested Grade Level: 11 Only**

**Prerequisite: Teacher Recommendation**

**Credit: 1**

**Course Description:** JROTC 5 is taken in lieu of JROTC 3. Students serve as a member of a military staff and perform specific, advanced duties that support the activities throughout the year. Requires teacher approval to signup.

**JROTC 6 – LET LEVEL 4**

**Suggested Grade Level: 12 Only**

**Prerequisite: Teacher Recommendation**

**Credit: 1**

**Course Description:** JROTC 6 is taken in lieu of JROTC 4. Students serve as a member of a military staff and perform specific, advanced duties that support the activities throughout the year. Requires teacher approval to signup.

JROTC 4 cadets are required to teach class as part of the graded class performance.

*The performance standards in this course are based on the performance standards identified in the curriculum for Army JROTC. Successful completion of at least 2 full years qualifies the student for an accelerated promotion in the military services based on instructor recommendation.*

# Other

**Peer Tutoring**

**Course Number: 700041 (Peer I)**

**Course Number: 700042 (Peer II)**

**Course Number: 700043 (Peer III)**

**Course Number: 700044 (Peer IV)**

**Suggested Grade Level: 11-12**

**Prerequisite: Application/Teacher Recommendation Required**

**Credit: .5**

**Course Description:** This course is designed to inform students about persons with moderate and severe disabilities. Each student will provide 5 hours per week of in-class and/or community-based instruction to students with moderate and severe disabilities. All instruction will take place under the personal supervision and direction of the course instructor or classroom teaching staff. The course is taught in an independent-study format. Course modules are self-guided. In addition to projects and tests, classroom participation is a large portion of the overall grade. Students are offered opportunities to learn a variety of interactive skills, basic principles of learning systematic teaching techniques, issues pertaining to individuals with disabilities, and career opportunities. *Students can earn a total of one (1) credit per school year.*

# Science

Students will still be required to have three science credits for graduation. There are three (3) career pathways for science. The Career Pathway requires that students take three (3) science courses (see table below). Students whose career goals include attending college after graduation should follow the College Pathway regardless of the prospective major. Students who have an interest in pursuing a science career after graduation should use the College with Science Career Pathway as a guide on what courses to take while in high school. If wishing to pursue a science career it is also recommended that students request mentoring from a member of the Science Department to help choose the classes to assure the order taken is best for preparation for entrance into college.

TRADITIONAL ACADEMIC TRACK COLLEGE ACADEMIC TRACK COLLEGE w/SCIENCE PATHWAY

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Courses Required | Credits | Courses Required | Credits | Courses Required | Credits |
| Pre-AP Earth Science  Pre-AP Biology  Introduction to  Chemistry and Physics | 1  1    1 | Pre-AP Earth Science  Pre-AP Biology\*  Ore-AP Chemistry  1 elective (optional) | 1  1  1 | Pre-AP Earth Science  Pre-AP Biology  Pre-AP Chemistry  +at least 1 elective\*\* | 1  1  1  1 |
| Total Credits Required | 3 | Total Credits Required | 3 | Total Credits Required | 4 |

\*AG-Biology may be taken if you are wishing to enter an agricultural field after graduation.

\*\*NOTE: If wanting to enter the College w/Science Career Pathway you will need to double up your freshman or sophomore year. (Freshman year -- Pre-AP Earth Science and Pre-AP Biology) or (sophomore year -- Pre-AP Biology and Pre-AP Chemistry).

***Please note: Any student regardless of the chosen pathway is welcome to take any science elective, as long as the pre-requisite requirements are met for that course.***

|  |  |  |
| --- | --- | --- |
| **Class year** | **Primary Science Class** | **Elective Science Class** |
| Grade 9  Grade 10  Grade 11  Grade 12 | Pre-AP Earth Science  Pre-AP Biology or Agri-Biology  ICP or Pre-AP Chemistry  None | Pre-AP Biology  ICP or Pre-AP Chemistry  Anatomy & Physiology or Pre-AP Chemistry  or Biology II or Agri-Biology or  AP Environmental Science  AP Chemistry or AP Biology or Biology II or  Agri-Biology or Anatomy & Physiology or  AP Environmental Science |

**Pre-AP Earth Science**

**Suggested Grade Level: 9-12**

**Credit: 1**

**Course Description:** It will include the earth's interactions and the development of the Earth, Sun, Solar System, and the Universe. Class will provide enrichment activities and is open to any student who wishes to achieve at an accelerated level.

**PRE-AP Biology I**

**Suggested Grade Level: 10-12**

**Credit: 1**

**Course Description:** This course is an introductory study of living things. It includes a study of cellular biology, genetics, ecology, and a brief comparison of living things. This class will provide enrichment and enhancement activities and is open to any student who wishes to achieve at the accelerated level.

**anatomy and physiology**

**Suggested Grade Level: 10-12**

**Prerequisite: Biology I**

**Credit: 1**

**Course Description:** This course is a study of the human body systems, their structures, and how they interrelate to keep humans functioning properly. Students considering a career in the health field should consider this class. Numerous dissections including the rabbit, cow eye, sheep kidney and pig heart will be done during the class. There will also be considerable microscope work viewing tissues. Emphasis will be placed on the human diet and its effects on health.

**PRE-AP Biology II**

**Suggested Grade Level: 11-12**

**Prerequisite: Biology I**

**Credit: 1**

**Course Description:** This class is designed to give students a more in depth study of biology. The class will concentrate on ecology, botany and zoology. Students planning careers in medicine, psychology, nursing, forestry and wildlife management will find the class helpful. **It is a prerequisite for AP Biology** and contains a great deal of content needed for successful performance on the AP exam.

**AP Biology**

**Suggested Grade Level: 11-12**

**Prerequisite: Biology II or concurrent**

**Credit: 1 - Must also enroll in Pre-AP Biology II as the two classes will be blocked together.**

**Course Description:** AP Biology is a demanding class covering material similar to what a college freshman would take in a biology class for majors. Many areas of biology will be covered with emphasis on molecular biology, genetics, and DNA science. Some non-science related students may be interested in this class in order to by-pass biology in some colleges. The AP test will not affect the student’s grade and will not be graded by the instructor. AP exams are given in May with the results coming by mid-July.

**Introduction to Chemistry & Physics**

**Suggested Grade Level: 10-12**

**Credit: 1**

**Course Description:** This is an introductory course of the basic concepts in chemistry and physics and which includes the classification of matter; atomic structure and the periodic table of the elements; chemical bonds; solutions; chemical reactions. It also includes the basic concepts in physics, which include; energy in motion; water, light, and sound; electricity and magnetism; radioactivity and nuclear reactions.

**PRE-AP Chemistry I**

**Suggested Grade Level: 11-12**

**Credit: 1**

**Course Description:** This course is targeted at the sophomore/junior student that has goals of career placement within the area of science. The course will concentrate on theory while giving the student multiple opportunities for practical laboratory experience. Students entering the course should have good algebra skills, fundamental knowledge of formula naming and writing, laboratory skills, and a desire to succeed in a rigorous course of study. Topics covered include atomic theory, nomenclature of simple ionic and molecular compounds, reaction type and product prediction, stoichiometry, gas laws, basic reaction mechanism, entropy, free energy, and spontaneity, VSEPR theory, and organic overview.

**AP CHEMISTRY**

**Suggested Grade Level: 11-12**

**Prerequisite: Chemistry I CP**

**Credit: 1 - Must be enrolled in AP Chemistry Lab as the two classes will be blocked together.**

**Course Description:** Those students who plan to enter a science field and have had advanced math courses should take this course. Some non-science related students might be interested in this class in order to by-pass chemistry in some colleges. The AP test will not affect the student’s grade and will not be constructed or graded by the instructor. Stoichiometry, organic chemistry, oxidation-reduction reactions, and energy associated with chemical reactions are covered.

**CHEMISTRY Lab**

**Suggested Grade Level: 11-12**

**Prerequisite: Pre-AP Chemistry**

**Credit: 1 - Must be enrolled in AP Chemistry as the two classes will be blocked together.**

**Course Description:** AP Chemistry Lab is designed to be taken with the AP Chemistry course to enhance chemistry skills.

**PRE-AP physics**

**Suggested Grade Level: 11-12**

**Credit: 1**

**Course Description:** This course is targeted at students that have goals of career placement in the area of science, especially engineering or physical sciences. The course will investigate the nature of motion, forces, energy, heat, sound, light, electricity and magnetisms. Students entering the course should have good mathematical skills and a desire to succeed in a rigorous course of study in the field of science.

**AP physics**

**Suggested Grade Level: 11-12**

**Credit: 1**

**Course Description:** This course is targeted at students that have goals of career placement in the area of science, especially engineering or physical sciences. The course will investigate the nature of motion, forces, energy, heat, sound, light, electricity and magnetisms. Students entering the course should have good mathematical skills and a desire to succeed in a rigorous course of study in the field of science.

**AP ENVIRONMENTAL SCIENCE**

**Suggested Grade Level: 10-12**

**Prerequisite: Earth Science, Biology, Algebra I**

**Credit: 1**

**Course Description:** This course provides students with the scientific principles, concepts, and methodologies required for understanding 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.

# SOCIAL STUDIES

|  |  |  |
| --- | --- | --- |
| **College Academic Track** | **Traditional Academic Track** | **Electives** |
| AP Human Geography-1 credit\* | Pre-AP Human and Cultural Geography\*-1 credit | Civics-.5 credit paired with Criminal Justice-.5 credit (1 credit total) |
| Advanced World Civ./AP European History\*-2 credits | Pre-AP World Civilization\*-1 credit | Psychology-.5 credit paired with Sociology-.5 credit (1 credit total) |
| Pre-AP Early American Studies/AP US History\*-2 credits | U.S. History\*-1 credit |  |
| AP Psychology-1 credit |  |  |
| AP American Government-1credit |  |  |

\*-In order to meet the requirements for graduation, students must earn at least 3 credits in Social Studies. These credits must be a form (standard or AP) of Human Geography, World Civ., and U.S. History

**PRE-AP HUMAN AND CULTURAL GEOGRAPHY**

**Grade Level: 9**

**Credits: 1**

**Course Description:** Human Geography is a discipline in which the concepts, generalizations, and facts derived from both social and physical science converge in the study of specific places and the people who inhabit them. Geography therefore, functions as a bridge linking the social and physical science. Geographers study the interrelations of humans and their environment, patterns of location of human activities, human beings themselves and their cultures (including their form of government and civics as well as the economies of specific continents and countries), and patterns of human variation: regional, national, and global, as well as variations among cultures. Homework is given out once per week.

**AP HUMAN GEOGRAPHY**

**Grade Level: 9**

**Credit: 1**

**Course Description:** This college-level course introduces students to the systematic study of the spatial patterns and processes that have shaped human understanding, use, and alteration of human life on Earth. It is designed to help students think about the world from various social-science perspectives, including population, immigration, language, industry, agriculture, and use of political space. Students will look at spatial patterns of human behavior, view the world regionally and as a whole, effectively read a diverse array of thematic maps, and make personal evaluations of the spatial forces that act on the world. As a college-level course, students will be expected to acquire information from various sources including class lectures and activities, readings from a college-level textbook and other sources, and various research materials. The workload is such that daily homework should be expected. In addition, this course is designed to prepare students to take the College Board’s national AP Human Geography exam. (**This course is for 9th grade students only. If not taking this course, 9th grade students must sign up for Pre-AP Human and Cultural Geography**.)

**PRE-AP WORLD CIVILIZATION**

**Required Grade Level: 10**

**Prerequisite: Pre-AP Human and Cultural Geography (formerly Integrated Social Studies) or AP Human Geography**

**Credit: 1**

**Course Description:** This course begins with a review of Greco-Roman civilizations through the Middle Ages, which leads into the modern era starting with the Renaissance. Topics include Eurasian, African, American, and Greco-Roman civilizations and how those civilizations influenced the economy and physical setting of the 21st century. Students will be expected to participate in class, complete some out of class assignments, and perform at the proficient level on all common assessments.

**ADVANCED WORLD CIVILIZATION (AFTER 1400)**

**Taken with AP European History. Not on AP weighted grading scale.**

**Required Grade Level: 10**

**Prerequisite: Pre-AP Human and Cultural Geography or AP Human Geography**

**Credit: 1 This is a blocked 2 period course for the fall semester that students wishing to take AP European History must sign up for. All others will take Pre-AP World Civ.**

**Course Description:** With the arrival of the 21st century, the world has become a network of cultures, economies, and physical settings, which influence and affect the life styles of many different peoples. The purpose of this class is to increase the student’s ability to accept and understand the peoples of various countries and nations. Many different teaching styles will be used in this course. **This course is only for those taking AP European History**.

**AP European History**

**Suggested Grade Level: 10**

**Credit: 1 This is a blocked 2 period course for the spring semester. Students taking this course must have completed Advanced World History in the Fall.**

**Course Description:** This class will challenge students in analyzing historical events, composing essays, and evaluating the authenticity of primary and secondary sources. Reading will be required on a daily basis as well as the studying of key vocabulary. Quizzes will occur at least once a week based on the required reading assignments and vocabulary. Homework and studying will be frequent in this course in preparation for the AP exam, which students are required to take in May.

**United States History**

**Required Grade Level: 11**

**Prerequisite: Pre-AP World Civilization or Advanced World Civilization and AP European History**

**Credit: 1**

**Course Description:** This course is designed to serve as a capstone to the study of America’s history in earlier grades. After a brief review, emphasis will be placed on studying the Reconstruction period to the present. The focus will be on forces that shaped and continue to shape political, economic, and social institutions, and the impact of those forces on the development of the U.S. This is a rigorous course based on the ACT Quality Core U.S. History Standards. Course work will include an intensive study of vocabulary, reading will be required in class on a weekly basis, and frequent writing exercises will be assigned that reflect the type of writing that students will see on the End-of-Course Exam. At the end of the school year all students taking this course are required by the state to take the ACT Quality Core End-of-Course exam.

**PRE-AP EARLY AMERICAN STUDIES (Before 1865)**

**Taken with AP US History. Not on AP weighted grading scale.**

**Suggested Grade Level: 11-12**

**Prerequisite: Pre-AP World Civilization or Advanced World Civilization and AP European History**

**Credit: 1 Must also sign up for AP US History.**

**Course Description:** This course is an in depth study of American History that focuses on the era dating from 1600 to 1865. As a college-level course, students will be expected to acquire information from various sources including class lectures and activities, readings from a college-level textbook and other sources, and various research materials. The workload is such that daily homework, most often in the form of reading assignments, should be expected. Students will also have weekly quizzes from reading assignments and class lectures. Each unit of study will end with an AP like unit exam and essay. In addition, this course is designed to prepare students to take the College Board’s national AP US History exam given in May. **This course is only for those wishing to take AP US History.**

**AP United States History**

**Suggested Grade Level: 11-12**

**Prerequisite: Pre-AP Early American Studies**

**Credit: 1 Must also sign up for Pre-AP Early American Studies.**

**Course Description:** This course is an in depth study of American History that focuses on the era dating from 1865 to the present. As a college-level course, students will be expected to acquire information from various sources including class lectures and activities, readings from a college-level textbook and other sources, and various research materials. The workload is such that daily homework, most often in the form of reading assignments, should be expected. Students will also have weekly quizzes from reading assignments and class lectures. Each unit of study will end with an AP like unit exam and essay. This course is designed to prepare students to take the College Board’s national AP US History exam given in May. In addition, at the end of the school year all students taking this course are required by the state to take the ACT Quality Core End-of-Course exam.

**AP American Government**

**Suggested Grade Level: 11-12**

**Prerequisite: U S History or AP U S History**

**Credit: 1**

**Course Description:** This course is designed to teach structure and process of government at two levels: federal and state. Also, through the use of current materials, such as newspaper and magazines, students may see the practical application of the principles of government as they are being studied. Students will be required to take notes, participate in class discussions, debate political topics and issues among other rigorous activities. Students will learn to apply political and government theory on daily American life. Students will take frequent AP like quizzes and tests based on assigned readings and class lectures. All students are required to take the AP American Government Exam at the end of the year.

**CIVICS**

**Grade Level: 9 - 12**

**Credits: .5** **This is a Fall Semester Course that is intended to be paired with Criminal Justice**

**Description:** This course is the study of citizenship and government. It is designed as an introduction to federal, state and local government. Students will study the organization and function of our American federal system.

**CRIMINAL JUSTICE**

**Suggested Grade Level: 9-12**

**Credit: .5 This is a Spring Semester Course that is intended to be paired with Civics**

**Course Description:** Criminal Justice is a study of law-civil, criminal, constitutional, and international; the legal and justice systems. Students will examine the need for rules and regulations; interpretations of the constitution, both state and federal; Supreme Court decisions; the Bill of Rights, and individual rights law, criminal law, family law, and consumer law. The study of the basic social contacts of society will enable students to understand the preferred democratic values: justice, equality, responsibility, and freedom**.**

**Psychology**

**Suggested Grade Level: 10-12**

**Credit: .5 This is a Fall Semester Course that is intended to be paired with Sociology**

**Course Description**: This is a survey course designed to introduce students to the field of psychology. Many different types of psychology will be discussed along with various aspects of the field. Only the elementary principles of psychology are covered so students wishing to study the field of psychology in college and possible enter field as a career should take AP Psychology instead.

**Sociology**

**Suggested Grade Level: 9-12**

**Credit: .5 This is a Spring Semester Course that is intended to be paired with Psychology**

**Course Description:** Sociology is the scientific study of human society. It is concerned with the behavior of human beings in group situations. The study of sociology, therefore, consists of trying to understand: the basic units and institutions of social life, such as the family, schools, neighborhoods, rural and urban communities, and the many other kinds of groups with which humans identify. This group can include occupational, political, religious, ethnic, family, economic status, or ideology. The sociological perspectives focus on how those social relationships arise, why they persist, why antagonisms develop, and how they maintain social order to contribute to social change.

**AP Psychology**

**Suggested Grade Level: 11-12**

**Prerequisite: Psychology**

**Credit: 1**

**Course Description:** The purpose of the AP course in psychology is to expose students to the scientific and theoretical principles of individual human behavior. Students are exposed to the psychological facts and principles with each major subfield within psychology. Course work includes **creating** notes, research projects including one 5 to 7 page paper, rigorous activities, application of material to practical, everyday life, creating experiments, and taking frequent quizzes and exams that reflect the end of the year AP Exam. All students are required to take the AP Psychology Exam at the end of the year.

# World Language

Knowledge of a foreign language is a valuable asset for students in the modern world of international business, tourism, and politics. Students who have studied at least two years of a foreign language in high school tend to score higher on ACT and SAT tests than those who have not. Many colleges and universities require high school foreign language study, or foreign language is required as part of the degree program, depending on the type of degree one chooses. Investigating the requirements at your prospective post-secondary school is recommended for the college bound student. Course work will be presented and expected at an academically rigorous level.

**Spanish I**

**Suggested Grade Level: 10-11**

**Credit: 1**

**Course Description:** This course helps students attain an acceptable degree of proficiency in the skills of listening, speaking, reading, and writing Spanish. The Spanish vocabulary of approximately 900 words learned during the course will also help students better understand his/her own language. This study presents the language within the context of the contemporary Spanish-speaking world and its culture. No previous study of Spanish is required. The above mentioned 4 skills will be stressed and performance in these skills will be assessed.

**Pre-AP Spanish II**

**Suggested Grade Level: 10-12**

**Prerequisite: Spanish I**

**Credit: 1**

**Course Description:** This course opens with a systematic review of all-important materials presented in Spanish I. It then presents the more complex structures of basic Spanish and expands the cultural themes. By the end of Spanish II, the student will have acquired a command of approximately 700 additional key vocabulary words. Speaking and listening activities compose a great portion of the class. **Students must have received a grade of C or higher in Spanish I to take Spanish II.**

**PRE-AP Spanish III**

**(Pre-AP Spanish III, all year)**

**Suggested Grade Level: 10-12**

**Prerequisite: Pre-AP Spanish II & teacher recommendation**

**Credit: 1**

**Course Description:** This course will review the basic grammatical concepts of Spanish I & II and will study the grammar in greater detail. Readings in culture and short stories will be stressed as well as advanced conversation and listening skills.

**PRE-AP SPANISH IV**

**Suggested Grade Level: 12**

**Prerequisite: Spanish III Pre-AP & Teacher Recommendation**

**Credit: 1 (2 periods fall semester)**

**Course Description:** Pre-AP Spanish IV will develop integrated language skills with greater emphasis on content. These integrated skills will ease transition into AP Spanish.

**AP Spanish Language**

**Suggested Grade Level: 12**

**Prerequisite: Spanish IV Pre-AP & Teacher Recommendation**

**Credit: 1 (2 periods spring semester)**

**Course Description:** Advanced Placement Spanish language course is intended to be the equivalent of a third-year college course in advanced Spanish composition and conversation. The students will review all grammar and verb tenses previously studied. All four-skill areas of reading, writing, speaking, and listening will be stressed. This is an intensive practice of the skills necessary to do well on the Advanced Placement Exam.