

# BULLITT COUNTY PUBLIC SCHOOLS CURRICULUM HANDBOOK

**2021-2022**

**JOB**

**EDUCATION**



# TABLE OF CONTENTS



<a href="#"><u>BCPS Strategic Planning - 3</u></a>
<a href="#"><u>BCPS Aspiration Statements - 4</u></a>
<a href="#"><u>BCPS Key Process Teams - 5</u></a>
<a href="#"><u>BCPS Core Values - 6</u></a>
<a href="#"><u>CCR Leadership HS - 7</u></a>
<a href="#"><u>CCR Leadership MS - 8</u></a>
<a href="#"><u>CCR Leadership ES - 9</u></a>
<a href="#"><u>CCR System in BCPS - 10</u></a>
<a href="#"><u>Graduate Profile - 11</u></a>
<a href="#"><u>Graduation Requirements - 12</u></a>
<a href="#"><u>Naviance - 14</u></a>
<a href="#"><u>College/Career Readiness 15-16</u></a>
<a href="#"><u>Preparation for College Admissions - 17</u></a>
<a href="#"><u>Transition Readiness - 19</u></a>
<a href="#"><u>HS Work Ethic Certification - 20</u></a>
<a href="#"><u>BAMS Program - 21</u></a>
<a href="#"><u>Advanced Placement - 22</u></a>
<a href="#"><u>Dual Credit - 23</u></a>
<a href="#"><u>Dual Credit Scholarship Program - 24</u></a>
<a href="#"><u>Work Ready Scholarship Program - 25</u></a>
<a href="#"><u>Work-Based Learning - 26</u></a>

<a href="#"><u>English Language Arts Course Offerings - 27</u></a>
<a href="#"><u>Mathematics Course Offerings - 29</u></a>
<a href="#"><u>Social Studies Course Offerings - 31</u></a>
<a href="#"><u>The Sciences Course Offerings - 33</u></a>
<a href="#"><u>Wellness Course Offerings - 36</u></a>
<a href="#"><u>World Languages Course Offerings - 37</u></a>
<a href="#"><u>Fine Arts Course Offerings - 39</u></a>
<a href="#"><u>JROTC - 41</u></a>
<a href="#"><u>Career Pathways - 42-69</u></a>
<a href="#"><u>Bullitt County ATC Pathways - 70-87</u></a>
<a href="#"><u>Career Readiness Center -88-91</u></a>
<a href="#"><u>High School Ready 92-93</u></a>
<a href="#"><u>MS Work Ethic Certification - 94</u></a>
<a href="#"><u>Middle School Ready - 95-96</u></a>
<a href="#"><u>ES Work Ethic Certification - 97</u></a>
<a href="#"><u>Discovery School - 98</u></a>

# Bullitt County Public Schools

## Strategic Planning Process

### Input Sessions

- Students
- Parents
- Faculty
- Staff
- Community Members
- Business Leaders

### New Mission & Core Values

- Students Matter Most
- Shared Accountability
- Embrace Differences
  - Future Focused
- Proactive Innovation
- Service Before Self

### Systems Approach



### Board Aspiration Statements

1. Assure our graduates are ready to immediately succeed in life.
2. Provide a solid, useful education that is valued by students, parents, educators, staff, community members, and businesses.
3. Achieve student success cost effectively.
4. Be a national leader in educational innovation and performance.
5. Collaborate with business, education providers, and the community to maximize student learning options.

### Key Process Development

- Leadership
- Governance
- Strategic Planning
- Voice of the Student
- Information Management
- HR Focus
- Content Standards
- Assessment
- Educational Experience
- Student Support Services
- Student Success Planning
- Parent/Community Engagement
- Administrative Services
- Technology Integration
- Finance
- Communications & Public Relations
- Facilities
- Safety & Security

### Graduate Profile Development

What knowledge, skills, and dispositions will our students need and have when they graduate from BCPS?

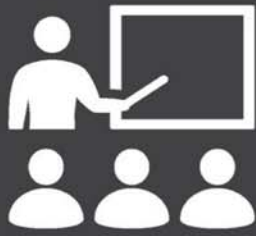
**THE WHY**  
**BEHIND OUR WHAT**  
**(Click above link)**



**Our mission is to inspire and equip our students to succeed in life.**



# Bullitt County Board of Education Aspiration Statements



## 1. Assure our graduates are ready to immediately succeed in life.

- Academic achievement performance index.
- Percent of graduates who are career and/or college-ready as measured by transition readiness on the state report card.
- Percent of students formally assessed on all Graduate Profile components.

## 2. Provide a solid, useful education that is valued by students, parents, educators, staff, community members, and businesses.

- One and five year follow up survey of graduate success (career, military, postsecondary, education, mission work, etc.).
- Satisfaction of stakeholder groups with the value of education (annual survey).



## 3. Achieve Student Success cost effectively

- Cost per successful student (Kalmus Ratio).

## 4. Be a national leader in educational innovation and performance.

- Number of educators from Kentucky and beyond who come to the district to learn (reported by key process area).
- Number of staff who are asked to present at state and national conferences.
- Number of staff who have educationa related published works.



## 5. Collaborate with businesses, education providers, and the community to maximize student learning options.

- Percent of students participating in voluntary educational experiences.
- Percent of high school students participating in work based learning opportunities.
- Number of teacher externships.

Our mission to to inspire and equip our students to succeed in life.



# BCPS Key Process Teams

**Key processes define the essential work we must accomplish to be a successful district. Each key process is defined by its own set of key requirements. The key requirements provide us with a way to measure the effectiveness of our activities.**



## Leadership

Set the mission, aspirations, and values of the school district and, in turn, assures a districtwide performance focus.

## Governance

Represent the community in defining what it means to be a successful student and limit district actions in ways consistent with the values of the community.

## Strategic Planning

Define how we understand the future, the community around us, and our opportunities as we prioritize changes to undertake.

## Voice of the Student

Assures we learn what our students need in order to be successful.

## Information Management

Collect, manage, store, and utilize available data and information to identify trends and assist in informed decision making in all aspects of Bullitt County Public Schools.

## Human Resource Focus

**To attract, develop and retain high quality talent,**

## Graduate Profile

**Design and deploy competency measures to ensure student success in life.**

## Assessment

**Determine the methods for knowing whether students learned the standards we taught.**

## Educational Experience

Design and deployment of where students can learn.

## Student Success Planning

**Individualizing opportunities to ensure success for all students.**

## Parent & Community Engagement

**Engagement** 

Gather information from all community segments and take action on stakeholder interest, expertise, and support.

## Administrative Services

**Ensure appropriate services are in place to support the learning environment.**

## Technology Integration

**Develop processes to improve Technology Integration that will have the greatest impact on student success.**

## Finances

**Provide opportunities for success through financially sound business practices which address equity and equality among all stakeholders.**

## Communications & PR

Provide internal and external stakeholders with meaningful communications about all aspects of the Bullitt County Public School District.

## Facilities

Ensure the design, maintenance, and operation of world-class facilities.

## Student Support Services

Address student needs that interfere with engagement in the learning environment.

## Safety & Security

Ensure students feel safe, secure and free from any barriers to learning.

**Our mission is to inspire and equip our students to succeed in life.**







# Bullitt County Public Schools Core Values

*Our mission is to inspire and equip our students to succeed in life.*



## Students Matter Most

1. *Will it improve student success?*



## Shared Accountability

1. *Will it improve organizational collaboration or student performance?*
2. *Is it ethical?*
3. *Is it cost-effective?*



## Embrace Differences

1. *Will it help create acceptance and understanding of people of different backgrounds?*
2. *Will it contribute to the development of positive relationships?*



## Future Focused

1. *Is it sustainable going forward?*
2. *Are there possible unintended impacts?*



## Proactive Innovation

1. *Will it make us exceptional in quality, opportunities, and results?*



## Service Before Self

1. *Will it improve stakeholder satisfaction (students, staff, parents, community)?*



# COLLEGE AND CAREER READY HIGH SCHOOL LEADERSHIP

## BULLITT CENTRAL HIGH SCHOOL

Principal:  
[Steve Miracle](#)

Assistant Principals:  
[Christy Burden](#)  
[Chad Foster](#)  
[Joe Pat Lee](#)

Counselors:  
[Emily Cottongim](#)  
[Julia Thomas](#)  
[Tonia Wiggins](#)

CCR Coach:  
[Kristie Walls](#)

## BULLITT EAST HIGH SCHOOL

Principal:  
[Chris Mason](#)

Assistant Principals:  
[Nate Fulghum](#)  
[Tim Ridley](#)  
[Kari Stewart](#)

Counselors:  
[Crystal Barr](#)  
[Savannah Richardson](#)  
[Dana Steinmetz](#)

CCR Coach:  
[Johna Bacon](#)

## NORTH BULLITT HIGH SCHOOL

Principal:  
[Dr. J. Lail](#)

Assistant Principals:  
[Kyle Roach](#)  
[Dr. Jessica Sturgeon](#)  
[Lindsey Wegley](#)

Counselors:  
[Chelsea Mullenex](#)  
[April Walker](#)  
[Melissa Speakman](#)

CCR Coach:  
[John Loudermilk](#)

## RIVERVIEW OPPORTUNITY CENTER

Principal:  
[Daniel Clemens](#)

Assistant Principals:  
[Dr. Jeff Morning](#)

Counselor:  
[Rick Dawson](#)

CCR Coach:  
[Shannon Rickard](#)

## BULLITT COUNTY AREA TECHNOLOGY CENTER

Principal:  
[Darrell Vincent](#)

CCR Coach:  
[Shannon Rickard](#)

# COLLEGE AND CAREER READY MIDDLE SCHOOL LEADERSHIP

## BULLITT LICK MIDDLE SCHOOL

Principal:  
[Kevin Connors](#)

Assistant Principal:  
[Sarah Oros](#)  
Counselor:  
[Beth Root](#)  
[Jed Turner](#)

## BERNHEIM MIDDLE SCHOOL

Principal:  
[Katie Stephens](#)

Assistant Principal:  
[Jennifer Harrison](#)  
Counselor:  
[Amy Bush](#)

## EASTSIDE MIDDLE SCHOOL

Principal:  
[Troy Wood](#)

Assistant Principal:  
[Kyle Buege](#)  
Counselor:  
[Bryan Bates](#)

## MT WASHINGTON MIDDLE SCHOOL

Principal:  
[Shawn Pickett](#)

Assistant Principal:  
[Carl Curtsinger](#)  
Counselor:  
[Christy Fenwick](#)

## HEBRON MIDDLE SCHOOL

Principal:  
[Kelland Garland](#)

Assistant Principal:  
[Gregory McGregor](#)  
Counselor:  
[Michele Taylor](#)

## ZONETON MIDDLE SCHOOL

Principal:  
[Cynthia Bell](#)

Assistant Principal:  
[Tyler Boston](#)  
Counselor:  
[Karissa Lewis](#)



# COLLEGE AND CAREER READY ELEMENTARY LEADERSHIP

<u><b>BROOKS ELEMENTARY</b></u>	<u><b>CEDAR GROVE ELEMENTARY</b></u>	<u><b>CROSSROADS ELEMENTARY</b></u>	<u><b>FREEDOM ELEMENTARY</b></u>
Principal: <a href="#">Betty Jo Davis</a> Assistant Principal: <a href="#">Betty Jo Davis</a> Counselor: <a href="#">Taylor Henry</a>	Principal: <a href="#">James Slaven</a> Counselor: <a href="#">Casey Newberry</a>	Principal: <a href="#">Julie Wright</a> Counselor: <a href="#">Lauren Manion</a>	Principal: <a href="#">Matthew Treadway</a> Counselor: <a href="#">Brittney Reid</a>
<u><b>LEBANON JUNCTION ELEMENTARY</b></u>	<u><b>MARYVILLE ELEMENTARY</b></u>	<u><b>MT WASHINGTON ELEMENTARY</b></u>	<u><b>NICHOLS ELEMENTARY</b></u>
Principal: <a href="#">Daniel Mullins</a> Counselor: <a href="#">Jamie Willis</a>	Principal: <a href="#">Ann Hance</a> Counselor: <a href="#">Kaet Barron</a>	Principal: <a href="#">Julie Shumaker</a> Assistant Principal: <a href="#">Dionna Bickley</a> Counselor: <a href="#">Alicia Franklin</a>	Principal: <a href="#">Anne Marie Landry</a> Counselor: <a href="#">Lauren Clark</a>
<u><b>OLD MILL ELEMENTARY</b></u>	<u><b>OVERDALE ELEMENTARY</b></u>	<u><b>PLEASANT GROVE ELEMENTARY</b></u>	<u><b>ROBY ELEMENTARY</b></u>
Principal: <a href="#">Brandy Howard</a> Counselor: <a href="#">Brittany Joiner</a>	Principal: <a href="#">Dana Brown</a> Counselor: <a href="#">Tina Anderson</a>	Principal: <a href="#">Beau Johnston</a> Counselor: <a href="#">Elizabeth Barnett</a>	Principal: <a href="#">Tonya Hill</a> Counselor: <a href="#">Buffie Daubard</a>
<u><b>SHEPHERDSVILLE ELEMENTARY</b></u>			
Principal: <a href="#">Jason Baragary</a> Assistant Principal: <a href="#">Tina Southwood</a> Counselor: <a href="#">Lisa Overstreet</a>			



## ELEMENTARY: CCR AWARENESS

## MIDDLE: CCR EXPLORATION



## HIGH: CCR PREPARATION

Schools utilize a **structured & deliberate guidance and advisement system** which includes a belief that all students can be Transition Ready. Advisors work with students to set goals and prepare for rigorous courses K-12 and on into college. Students use Naviance to set Individual learning plans, set academic goals, view course selections, participate in educational planning, and experience personal growth. CCR expectations are embedded at all levels and integrated into classroom instruction, hallways, rituals, and celebrations. *IT'S A WAY OF LIFE!* 10



# Bullitt County Public Schools Graduate Profile



## Effective Communicator

- Demonstrates active listening
- Engages others in productive discourse leading to solutions
- Adjusts message according to the context, purpose, and needs of the audience
- Conveys ideas clearly in verbal, written, visual, and digital forms



## Innovative Problem Solver

- Gathers and analyzes information from a variety of sources including counter arguments
- Synthesizes ideas/information/data to develop new or unique solutions
- Analyzes and evaluates feedback and impact of approaches on

## Mastery Learner

- Reasons using discipline/content-specific skills
- Makes adjustments as required based on new knowledge and experiences
- Applies learned content to settings and contexts beyond the classrooms
- Applies a growth mindset to persevere when engaging with novel ideas, situations, and challenges



## Self-Directed Navigator

- Prioritizes tasks and manages time effectively
- Initiates course of action and reflects on challenges/failures as opportunities to learn and improve
- Sets goals and develops an action plan to achieve goals
- Uses strengths and resources to make adjustments around obstacles until goals are achieved



## Productive Collaborator

- Productively works with diverse groups to achieve a goal
- Listens to others viewpoints to manage conflicts and finds solutions that work towards outcomes
- Seeks out, provides and applies constructive feedback to improve outcomes and achieve goals



## Community Contributor

- Recognizes a need, plans and engages in action to positively impact local, regional and/or global communities
- Demonstrates empathy and respect for diverse cultures and opinions
- Demonstrates safe, legal, and ethical behavior

**Our mission is to inspire and equip our students to succeed in life.**

# Kentucky Department of Education: Minimum Graduation Requirements

## For Students Entering High School in 2019-2020 and Thereafter

[704 KAR 3:305](#), Kentucky's new minimum high school graduation requirements, became effective on April 5, 2019. However, [Senate Bill 158](#) (2020) requires changes be made to state and local graduation requirements for students who entered high school in the 2019-2020 school year and thereafter. Please see the [Senate Bill 158 Implications for Minimum High School Graduation Requirements document](#) for specific changes.

	<b><u>4 English Credits</u></b>	<b><u>4 Math Credits</u></b>	<b><u>3 Social Studies Credits</u></b>	<b><u>3 Science Credits</u></b>	<b><u>Other Credits</u></b>
Foundational	English I English II	Algebra I Geometry	Social Studies Social Studies	Lab-based Science Lab-based Science	½ Health; ½ PE Visual/Performing Arts
Personalized	2 Additional English credits aligned with the ILP and covering the remaining <a href="#">KAS for Reading &amp; Writing</a>  Additional course options aligned to the <a href="#">KAS for Reading &amp; Writing</a> could include, but are not limited to: English III, English IV, AP Language, AP Literature, dual credit English, etc.	2 Additional Math credits aligned with the ILP and covering the remaining <a href="#">KAS for Mathematics</a>  Additional course options aligned to the <a href="#">KAS for Mathematics</a> could include, but are not limited to: Algebra II, Precalculus, College Algebra, AP Calculus, dual credit math, dual credit CTE math, etc.	Social Studies aligned with the ILP and covering the <a href="#">KAS for Social Studies</a>  Additional course options aligned to the <a href="#">KAS for Social Studies</a> could include, but are not limited to: Social Studies 1, 2, 3, Geography/AP Human Geo, World History (or AP), US History (or AP), Economics, etc.	Science aligned with ILP and covering the <a href="#">KAS for Science</a>  Additional course options aligned to the <a href="#">KAS for Science</a> could include, but are not limited to: Chemistry (or AP), Physics (or AP), Biology (or AP), CSI Forensics, dual credit science, etc.	6 credits aligned with ILP and covering the related content area KAS.  Additional course options aligned to the <a href="#">KAS for Visual and Performing Arts</a> could include, but are not limited to: Chorus 1, Orchestra 1, Visual Arts 1, Theatre 1, Band 1, etc.

*All required courses must be aligned to the Kentucky Academic Standards. These are state minimum standards and additional requirements may vary by district.*

### Other Graduation Requirements:

- Pass state-mandated civics test
- (Beginning in 2020-2021) Successfully complete a course or program in financial literacy
- Receive instruction in essential workplace ethics
- Demonstrate competency in technology



### Other Considerations:

- Development of Individual Learning Plan (grades 6-12)
- CPR Training in Health, PE or JROTC course



# Minimum High School Graduation Requirements

## Freshmen Classes 2018-2019 Through 2020-2021

Year	Minimum Number of Credits	English/ Language Arts	Social Studies	Mathematics	Science	Other Credits	Grade 10 Exams	Other Requirements
Grade Nine Students Entering 2018-2019 School Year	22 credits	Four credits: English I, II, III, and IV	Three credits	Three credits: Algebra I, Geometry, and Algebra II; A mathematics course or equivalent will be taken each year of high school	Three credits	1/2 credit: Health 1/2 credit: Physical Education One credit: Visual/Performing Arts	Counts only toward accountability spring of 2020	Civics test; demonstrated performance-based competency in technology; seven elective credits
Grade Nine Students Entering 2019-2020 School Year	22 credits	Four credits: English I, II, and two other personalized credits covering the remaining required <i>KAS for Reading and Writing</i>	Three credits	Four credits: Algebra I, Geometry, and two other personalized credits covering the remaining required <i>KAS for Mathematics</i>	Three credits	1/2 credit: Health 1/2 credit: Physical Education (one of which shall provide CPR training)  One credit: Visual/Performing Arts	No Assessment Benchmark is Required for Graduation	Civics test; demonstrated performance-based competency in technology; six elective credits
Grade Nine Students Entering 2020-2021 School Year	22 credits	Four credits: English I, II, and two other personalized credits covering the remaining required <i>KAS for Reading and Writing</i>	Three credits	Four credits: Algebra I, Geometry, and two other personalized credits covering the remaining required <i>KAS for Mathematics</i>	Three credits	1/2 credit: Health 1/2 credit: Physical Education (one of which shall provide CPR training)  One credit: Visual/Performing Arts	No Assessment Benchmark is Required for Graduation	Civics test; Financial literacy standards program or course; demonstrated performance-based competency in technology; six elective credits

All required courses must be aligned to the Kentucky Academic Standards. These are state minimum standards and additional requirements may vary by district.



Revised 7.14.2020

# Naviance by Hobsons

## What is Naviance?

Naviance is a platform to provide our students in Grades 6-12 an opportunity to learn about their own interests, discover their strengths, explore future careers, explore colleges and apply for scholarships.



### Naviance Login Links

Student Login - [CLICK HERE](#)

Staff Login - [CLICK HERE](#)

Want More  
Information?

Naviance Student Tour and Overview - [CLICK HERE](#)

The Student Journey - [CLICK HERE](#)

Exploring Career Interests Reference Guide - [CLICK HERE](#)

Find and Track Scholarships Reference Guide - [CLICK HERE](#)



## What does it mean to be college, career, and life ready?

Students who have been adequately prepared with the right skills and knowledge are more likely to achieve success after high school.

What is the College, Career and Life Readiness Framework? - [CLICK HERE](#)



College Ready



Career Ready



Life Ready





# We strive to prepare our students to be college ready, career ready, and prepared to be leaders in our community!

## **GROWTH MINDSET**

We encourage students to foster a growth mindset mentality when pursuing their college and career ready goals in BCPS. The notion of learning from failure, celebrating others, and taking healthy risks is paramount to ensuring that our mission to inspire and equip our students to succeed in life becomes a reality for all our students. Please keep the notion of growth mindset in mind when considering the following pieces:

## **SCHEDULING**

All students will be required to take a full slate of courses during the school year. Scheduling will take place early in the spring semester for the following school year. Each school reserves the right to cancel courses due to insufficient requests/enrollment.

After the school year begins, course changes will only be made for unique circumstances. **EXAMPLES:** To recoup a required course, to add a graduation requirement, to correct duplication of a course, to correct inappropriate placement of a student, or to balance class size. It is imperative that course selections be given serious consideration. The following schedule is recommended for HS students in our district.

**Freshman:** English I, Social Studies I, Science, Math, Health/PE, 1 or 2 electives

**Sophomore:** English II, Social Studies II, Biology, Math, Visual Performing Arts, 1 or 2 electives

**Junior:** English III, US History, Chemistry, Math, 2 or 3 electives

**Senior:** English IV, Math, 4 or 5 electives

## **ADVANCED PLACEMENT**

Advanced Placement courses are recommended for students planning to attend a four year college or university. Students in Advanced Placement courses have the opportunity to earn high school credit and can earn college credit if they meet criteria on the AP Exam. Performing well on an AP Exam means more than just successful completion of a course; it is a gateway to success in college. Research consistently shows that students who score a 3 or higher on AP Exams typically experience greater academic success in college and have higher graduation rates than compared to non-AP peers. While colleges and universities are responsible for setting their own credit and placement policies, AP scores signify how qualified students are to receive college credit or placement.

- **AP Score Qualification:** 5—Extremely well qualified, 4—Well qualified, 3—Qualified, 2—Possibly qualified, 1—No recommendation.
- **AP Specific Participation:** AP students are required to take the AP exam in order for the credit to be posted on academic transcripts. If the student does not take the exam then the course will be listed as the general education equivalent.
- AP courses are weighted on 5 point weighted GPA scale.





**We strive to prepare our students to be college ready, career ready, and prepared to be leaders in our community!**

## **DUAL CREDIT**

Dual credit courses may be offered to BCPS students through agreements with participating colleges/universities. The cost per course varies per year as do the course offerings each semester dependent on the college/university. Students will be expected to cover the cost of both the course and the textbook/online fees. Dual credit courses differ from Advanced Placement courses in that potential for earning college credit is not contingent upon an exam score. Students will earn college and high school credit for a passing grade of D or better. Students will be advised of their options during the scheduling process, if available, or at the beginning of each semester. The Dual Credit and Work Ready Scholarship is available for students. It is the responsibility of the student/guardian to inquire about these scholarship opportunities.

## **GRADUATION REQUIREMENTS**

### **Kentucky's New High School Graduation Requirements**

<https://education.ky.gov/curriculum/hsgradreq/Pages/default.aspx>

**BCPS has additional graduation requirements, please contact your school counselor for additional information.**



# PREPARATION FOR COLLEGE ADMISSION TIME TABLE



## **Graduation Honors:**

Magna Cum Laude – Weighted GPA of 4.0 - 4.249

Summa Cum Laude – Weighted GPA of 4.25 or above

Effective with the graduating class of 2015, students must meet additional requirements as adopted by the Kentucky Board of Education in order to graduate. Principals will disseminate these requirements to students through the guidance program and inclusion in student handbooks and in the Individual Learning Plan (ILP). Exceptions to this requirement shall be made for qualified students with disabilities as determined by the Admissions and Release and/or 504 committee or who have petitioned the Principal under Board approved guidelines established by the SBDM Council to present his or her reasons for non-attainment. If approved, the school team shall develop a rigorous and meaningful program encompassing a minimum of a twenty-four (24) clock-hour college and career readiness project to be verbally presented to a five (5) member school-based panel. The panel shall then make a recommendation on whether or not to award the diploma.

**Pre-College Curriculum:** It is recommended that all students who plan on attending a four year college/university and earning a bachelor's degree earn two credits in the same foreign language.

## **Freshman Year**

1. Follow pre-college curriculum.
2. Maintain high grade point average.
3. Update ILP using Naviance
4. Use ACT Academy for ACT improvement
5. Take the Pre-ACT
6. Become involved in school and community.

## **Sophomore Year**

1. Follow pre-college curriculum.
2. Maintain high grade point average.
3. Use ACT Academy for ACT Improvement
4. Take the ACT in March
5. Update ILP using Naviance
6. Continue school and community involvement

## **Junior Year**

1. Follow pre-college curriculum.
2. Take PSAT/NMQT in October.
3. Begin to consider college choices
4. Determine required college entrance tests and requirements.
5. Attend College Fair.
6. Use ACT Academy for ACT Improvement
7. Take the ACT/SAT in March.
8. Visit college campuses.
9. Complete 30+ hours in online ACT Prep Program.
10. Update ILP using Naviance

## **Senior Year**

1. Any student who did not take the ACT/SAT during his/her junior year should take the first test given in the fall. Retakes should be considered to improve your score.
2. Begin writing any essays required for admissions; write a resume and keep copies.
3. Attend College Fair and sessions with college representatives.
4. Finalize college applications and housing forms.
5. Be constantly aware of announcements concerning scholarships.
6. Attend financial aid workshop, and apply for financial aid.
7. Update ILP using Naviance

# PREPARATION FOR COLLEGE ADMISSION TIME TABLE



## KEES SCHOLARSHIP PROGRAM

The Kentucky Educational Excellence Scholarship (KEES) offers cash for good grades. Based on grades, Kentucky high school students can earn money that can be used to help pay tuition expenses at a Kentucky college, university, or technical school for four full years. The amount of money earned is based on each year's GPA, and a bonus will be given based on ACT composite score. At the end of each year, students will receive a letter stating the amount they are eligible to receive based on that year's grades. Students can check their accounts online at <https://www.kheaa.com/apps/registration/signin> Registration through ZIP Access is required.

KEES Award Amounts			
GPA	Bonus Amount	ACT Score	Bonus Amount
4.00	\$500	28 or above	\$500
3.90	\$475	27	\$464
3.80	\$450	26	\$428
3.75	\$437	25	\$393
3.70	\$425	24	\$357
3.60	\$400	23	\$321
3.50	\$375	22	\$286
3.40	\$350	21	\$250
3.30	\$325	20	\$214
3.25	\$312	19	\$179
3.20	\$300	18	\$143
3.10	\$275	17	\$107
3.00	\$250	16	\$71
2.90	\$225	15	\$36
2.80	\$200		
2.75	\$187		
2.70	\$175		
2.60	\$150		
2.50	\$125		

*Amounts may change based on funding.*



# Transition Readiness

We promote the notion of “transition readiness” across the K-12 experience in order to help students to begin thinking and planning for their college and career aspirations. Our focus on pathways within BCPS speaks to our commitment to prepare college and career ready students before or upon high school graduation. Students are encouraged to identify pathways of interest that align with their future goals and plans. Pathways are listed in this handbook with corresponding courses which may lead to college or career readiness. Students are considered a career concentrator student by having completed two courses in a pathway and have it listed on their transcript.. Career concentrator students are eligible to take the End of Program Assessment or earn industry certification. Students who complete a four course sequence before their senior year may be eligible for a cooperative education experience. Students achieve career completer status after they complete a fourth course in the pathway.



## Student Expectations for Transition Readiness

### High School Diploma

Earn a high school diploma by meeting/exceeding the Kentucky Minimum High School Graduation Requirements

AND

Meet Requirements of Academic or Career Readiness

 <b>Academic Readiness</b>	 <b>Career Readiness</b>	<b>English Language Readiness (only required for English Learners)</b>
<ul style="list-style-type: none"> <li>✓ Benchmarks, determined by Council on Postsecondary Education (CPE) on a college admissions exam or college placement examination;</li> <li>OR</li> <li>✓ A grade of C or higher in each course on 6 hours of KDE-approved dual credit;</li> <li>OR</li> <li>✓ A score of 3+ on exams in 2 Advanced Placement courses;</li> <li>OR</li> <li>✓ A score of 5+ on 2 exams for International Baccalaureate courses;</li> <li>OR</li> <li>✓ Benchmarks on 2 Cambridge Advanced International examinations;</li> <li>OR</li> <li>✓ Completing a combination of academic readiness indicators listed above.</li> </ul> <ul style="list-style-type: none"> <li>• Demonstration of academic readiness shall include one quantitative reasoning or natural sciences and one written or oral communication, or visual and performing arts; or humanities; or social and behavioral sciences learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Receiving an Industry Certification (<i>Approved by the Kentucky Workforce Innovation Board on an annual basis</i>);</li> <li>OR</li> <li>✓ Scoring at or above the benchmark on the Career and Technical Education End-of-Program Assessment for articulated credit;</li> <li>OR</li> <li>✓ A grade of C or higher in each course on 6 hours of KDE-approved Career and Technical Education dual credit;</li> <li>OR</li> <li>✓ Completing a KDE/Labor Cabinet-approved apprenticeship;</li> <li>OR</li> <li>✓ Completing a KDE-approved alternate process to verify exceptional work experience.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Meeting exit criteria for English language proficiency assessment (Overall composite of a 4.5 on a Tier B/C) for any student who received English Language services during high school.</li> </ul> <ul style="list-style-type: none"> <li>• English Language Learners are included in academic and career readiness in addition to English Language Readiness.</li> </ul>

*Note: Students participating in the alternate assessment program and earning an alternate diploma will have criteria for Transition Readiness based on alternate assessment requirements and employability skills attainment.*

Please contact the Office of Standards, Assessment and Accountability (OSAA) if there are any questions:

(502) 564-4394

[dsinfo@education.ky.gov](mailto:dsinfo@education.ky.gov)

## INDIVIDUAL LEARNING PLANS

BCPS utilizes the concept of an “Individual Learning Plan” or I.L.P. to help our students select careers or colleges that interest them and complete the necessary courses to prepare them for that career or college. Students will complete their ILPs each year beginning in 6th grade using a career platform solution called Naviance. From there, the ILP will be a crucial component of advisement, planning, and scheduling.

# HIGH SCHOOL WORK ETHIC

**Bullitt County Chamber of Commerce and Bullitt County Public Schools have partnered to develop work ready communities. Students will have the opportunity to earn work ethic certificates during each year in high school.**

## **REQUIREMENTS:**

- 1) A student must obtain no more than 2 unexcused absences
- 2) A student must have zero behavior incidents
- 3) A student must have no grades lower than a C on quarter or final grades posted on report card
- 4) Participate in 2 of the following: School Team/Community Sport, School/ Community extra-curricular activity, part-time job, or 10 community service hours
- 5) Sign up for voluntary drug screenings each year with no positive result
- 6) Complete Essential Skill requirement by completing all assigned Naviance tasks.

### **Essential Skills**

*Adaptability*

*Diligence*

*Initiative*

*Knowledge*

*Remaining Drug Free*

*Reliability*

*Working Well With Others*

Part of the mission in education is to prepare students for the transition from school to work and life beyond the classroom. It is essential that students be taught essential skills necessary to be successful in the world of work. The Work Ethic Certification will demonstrate to employers that a student recognizes the importance of work ethic and has been trained to succeed in the workplace. A student earning the Work Ethic Certification their Senior year will earn a seal on his/her diploma and a medal to be worn at graduation.





# BAMS:

## Bullitt Advanced Math and Science Program



Want to learn more?  
Click [HERE](#) for our  
website. Click [HERE](#)  
for our flyer.



# ADVANCED PLACEMENT

## Why AP?

**Confidence** — Develop better study habits, improve your writing skills and sharpen your problem-solving abilities — this will give you the confidence to tackle the academic challenges that you can expect in college.

**Credit** — Entering college with AP credits gives you time to move into upper-level courses in your field of interest, pursue a double major, or study/travel abroad.

**College Success** — Research consistently shows that students who are successful in AP typically experience greater academic success in college than similar students who do not participate in AP.

The College Board [Advanced Placement Program](#) is designed to provide all students with analytical skills and factual knowledge necessary to deal critically with problems and materials in college. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year college courses. Students taking Advanced Placement classes with a BCPS High School are expected to set high goals and work diligently to attain these goals. In addition, students and parents must understand that an AP course takes an unwavering commitment and work ethic.

While colleges and universities are responsible for setting their own credit and placement policies, AP scores signify how qualified students are to receive college credit or placement. Search [college and university credit policies](#) to determine credit and/or placement offered for qualifying AP exam scores.

### AP Score Qualification

- 5—Extremely Well Qualified
- 4—Well Qualified
- 3—Qualified
- 2—Possibly Qualified
- 1—No Recommendation

### AP Course Offerings in BCPS

AP Biology  
AP Calculus AB  
AP Calculus BC  
AP Chemistry  
AP Computer Science Principles  
AP Computer Science A  
AP English Language and Composition  
AP English Literature and Composition  
AP Environmental Science  
AP European History  
AP Human Geography  
AP Music Theory  
AP Physics  
AP Psychology  
AP Spanish Language  
AP Statistics  
AP Studio Art  
AP US History  
AP US Government  
AP World History

Exams fees have increased to **\$95**. Currently, students that qualify for free and reduced lunch services do not have an exam fee cost. Click [here](#) for AP exam dates.

Advanced Placement Course Policy - AP students are required to take the AP exam in order for the weighted credit to be posted on academic transcripts. If a student does not take the exam then the course will be listed as the AP course title, but will be posted to the transcript as an unweighted grade.



# DUAL CREDIT

## Early Success for Students of “Early College” High School Initiative

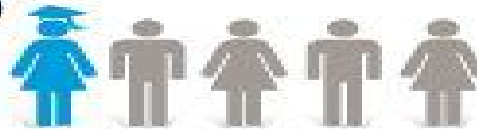
Early College students were more likely to enroll in college and earn a college degree.

### ENROLLED IN COLLEGE BY THE END OF HIGH SCHOOL



### GRADUATE HIGH SCHOOL WITH A COLLEGE DEGREE (Associate's degree or higher)

**ONE IN FIVE**  
Early College students



Source: Early College, Early Success: Early College High School Initiative Impact Study, American Institutes for Research | [air.org](http://air.org)

In partnership with colleges and universities, BCPS offers students opportunities to enroll in college coursework and earn both high school and college credit. Dual credit courses differ from Advanced Placement courses in that potential for earning college credit is not contingent upon an exam score. Students are typically awarded college credit with a grade of D or higher. High school credit is awarded provided the student earns a passing grade in the course.

Dual Credit courses require a level of independence from the student. Since courses are taught through the college, students are responsible for application to the college, registration for courses and costs associated with the course. Additionally, students should be comfortable communicating with classmates, professors, academic advisor and/or dual credit coordinator as these are general expectations in a college course.

**On Campus** - BCPS Partners with various post-secondary institutions to offer college courses to our students during the school day. BCPS partners with Elizabethtown Community and Technical College, Eastern Kentucky University, Jefferson Community and Technical College, Morehead State University, Murray State University, Campbellsville University and the University of Louisville.

**Off Campus** - Juniors and Seniors with flexibility in their course schedule can choose to take college courses at local colleges or universities. Students are responsible for providing verification of their schedule as well as semester grades for inclusion on their high school transcript.

Dual Credit course cost varies based upon the affiliated college as do course offerings each semester. Students are expected to cover all costs associated with dual credit courses, including application fees, tuition, textbooks and travel.

# Dual Credit Scholarship Program

The [Dual Credit Scholarship](#) provides assistance for Kentucky high school and home school students who are taking dual credit classes at a participating Kentucky college or university. Eligible students may receive scholarships for up to two classes.

- **Student must:**
  - Be a Kentucky resident; and
  - Be enrolled in a Kentucky public or private high school, or Kentucky home school, in grades 11 or 12; and
  - Be enrolled, or approved for enrollment, in an approved dual credit class at a participating Kentucky college or university; and
  - Complete a 30-minute college success counseling session each year a scholarship is awarded.
- **Award:**
  - Equal to dual credit class amount charged by the participating college or university.
  - Limited to two dual credit classes.
  - May not be used for developmental, remedial or repeated classes.
- **[Participating colleges and universities](#) have agreed to:**
  - Charge no more than the dual credit tuition ceiling rate, which is 2/5 of the KCTCS hourly tuition rate (\$72 per credit hour for the 2020-2021 year), for all dual credit classes taken by Kentucky high school and home school students regardless of scholarship eligibility.
  - Charge no additional fees to dual credit students including, but not limited to, lab fees, special equipment and admission/application fees.
- **Application:**
  - Kentucky public and private high school students:
    - The student's high school will send information to KHEAA identifying the students taking dual credit. KHEAA will, in turn, contact students to obtain college and semester preferences for scholarship use.
  - Kentucky home school students:
    - Complete and submit the [Dual Credit Scholarship Application](#).
- **Other:**
  - KHEAA will notify all applicants of their award or denial status.
  - Scholarship funds will be disbursed by KHEAA to the student's participating college or university upon receipt of enrollment verification.

# Work Ready Kentucky Scholarship program for high school students

- **A high school student must:**
  - Be a Kentucky resident
  - Be enrolled in a Kentucky high school
  - Not be eligible for, or have exhausted eligibility for, the Dual Credit Scholarship program
  - Be enrolled, or accepted for enrollment in, an approved dual credit course at an eligible institution
    - Approved dual credit courses for the [Work Ready Kentucky Scholarship](#) are limited to Career and Technical Education coursework that is in a career pathway approved by the Kentucky Department of Education as leading to an industry-recognized credential
- **Application:**
  - The student's high school will send information to KHEAA identifying the students who enrolled in Career and Technical Education coursework. KHEAA will, in turn, contact students to have them submit their preferences for college and semester of scholarship use.
  - Funds are awarded on a first-come, first-served order based on the date students submit their scholarship preferences.
- **Award:**
  - Equal to the dual credit course amount charged by an eligible college or university
  - Limited to two dual credit courses
- **Participating colleges and universities have agreed to:**
  - Charge no more than the dual credit tuition ceiling rate, which is 2/5 of the KCTCS hourly tuition rate for all dual credit courses taken by Kentucky high school students regardless of scholarship eligibility
  - Charge no additional fees to dual credit students including, but not limited to, lab fees, special equipment, online fees and admission/application fees.
- **Eligibility:**
  - Expires when the first of the following conditions is met:
    - Receipt of scholarship funding for four academic terms;
    - Receipt of the scholarship for 60 credit hours of enrollment;
    - Receipt of a first associate's degree



# WORK-BASED LEARNING

**School Based Enterprise** is school-based enterprise (SBE) is a simulated or actual business conducted within a school. It is designed to replicate a specific business or segment of an industry and assist students in acquiring work experience related to their chosen career cluster.

**Shadowing** is learning through observation and is a way to form partnerships between employers and the local schools. Shadowing is an opportunity for a student to spend a limited amount of time with an individual in a chosen occupation in order to become familiar with the duties associated with that occupation, the physical setting of the occupation, and the compatibility of the occupation with his or her own career goals. Students should provide evidence of career shadowing as part of their senior project.

**Internships** give students opportunities to explore careers via workplace learning experiences. Internships can be paid or un-paid, short-term work-based learning experience. One of the major purposes of internship is the opportunity to gain exploration experiences in one or more careers. Internships are longer than job shadowing, but are not considered long-term paid cooperative education placements.

**Cooperative Education** is a paid educational program consisting of in-school instruction combined with program related on-the-job work experience in an authentic business or industrial establishment. A Co-op position places a student for a longer period of time (semester or year-long) while a student may receive up to two credits in an approved career pathway. The fundamental purpose of cooperative education is to provide opportunities for students to learn within authentic work conditions and to develop occupational competencies (attitudes, technical skills, and knowledge) needed to be successful in their chosen career.

**Apprenticeship / TRACK** program is a partnership between The Office of Career and Technical Education and The Kentucky Labor Cabinet to provide pre-apprenticeship opportunities to secondary students. This is a SKILLS TRADE industry-driven program to create a pipeline for students to enter post-secondary apprenticeship training. The unique feature of the apprenticeship concept is that on-the-job training is supplemented with technical classroom instruction. Apprentices work under the supervision of qualified journey workers to develop their chosen trade or skill and learn the techniques, materials, and equipment associated with that trade. An agreement between the Kentucky Department of Education and global human resource agency Adecco will pave the way for Kentucky high school students to gain valuable work experience through cooperative education opportunities and pre-apprenticeship programs.

**Clinical** experiences are unpaid field experiences typically in our health occupations/pathways and are designed to integrate meaningful work-site experiences with prior knowledge. A BCPS teacher will be on-site with the students. The student receives a grade for the experience as a component of the related health class. The teacher and the affiliating agency coordinator complete the records for evaluation and attendance. An example would be a health student completing related experience at a hospital during school hours and is being supervised by a hospital employee.

**School to Work Program** is a paid work experience for seniors that are in good academic standing, are on track to graduate, and have met the college and/or career ready requirements or are in an CCR intervention program as assigned by the school level staff. BCPS values real –world experiences and opportunities to develop occupational skills, knowledge, resilience and work ethic.

Click [HERE](#) for BCPS Work-Based Learning Manual.



# ENGLISH LANGUAGE ARTS

## English 1

1 credit, Grade 9

This course emphasizes reading, speaking, listening, writing, research, and thinking skills with assignments designed to challenge each student at his or her level of ability. Literature studied at this level is organized thematically and selected to reflect America's cultural diversity. **\*Course required for graduation.**

## English 1, Pre-Advanced Placement (Pre-AP),

1 credit, Grade 9

This course is designed for students who wish to develop the critical thinking, reading and writing skills required for success in college. The four areas of emphasis in this course are developing critical thinking and reading skills through an intensive reading program of novels, short stories, poetry, drama, and non-fiction; building competency in grammar; improving vocabulary knowledge; developing analytical, narrative, expository and imaginative writing skills. A summer reading assignment may be assigned after registration. **\*This course may be taken in place of English I as the graduation requirement.**



## English 2

1 credit, Grade 10

This course emphasizes reading, speaking, listening, writing, research, and thinking skills with assignments designed to challenge each student at his or her level of ability. Curriculum will also focus on preparing students for the End of Course Assessment (EOC) taken as the final exam. **\*Course required for graduation.**

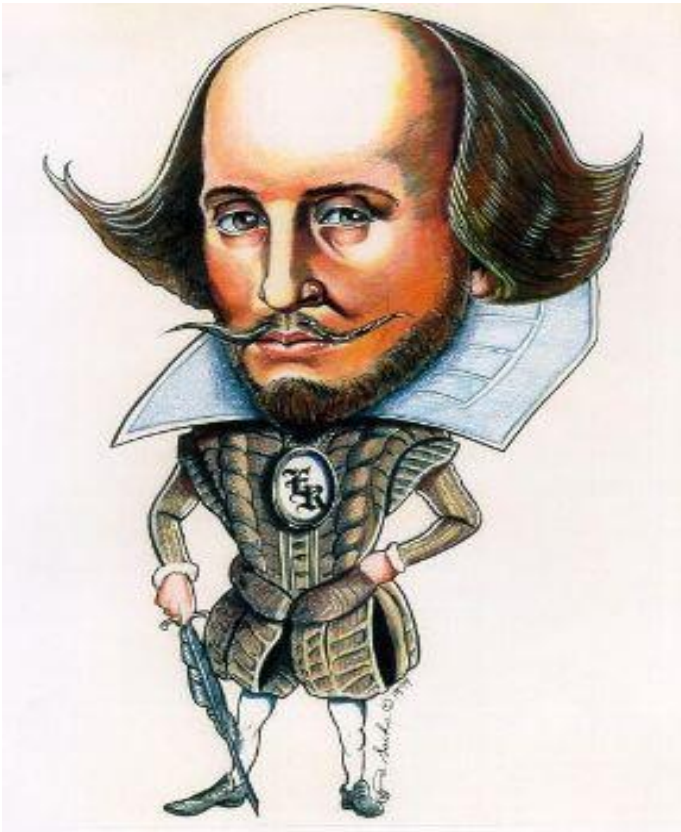
## English 2, Pre-Advanced Placement (Pre-AP),

1 credit, Grade 10

English II Pre AP builds on the reading, writing, listening, and thinking skills fostered in English I Pre AP through a study of literary genres that come predominantly from American literature, through a study of grammar and through class discussions, projects, presentations, independent reading, research and writing. Curriculum will also focus on preparing students for the End of Course Assessment (EOC) taken as the final exam. **\*This course may be taken in place of English II as the graduation requirement.**



# ENGLISH LANGUAGE ARTS



## English 3

1 credit, Grade 11

This course emphasizes reading, speaking, listening, writing, research, and thinking skills with assignments designed to challenge each student at his or her level of ability. Literature studied at this level is organized thematically and selected to reflect America's cultural diversity. **\*Course required for graduation.**

## AP English 3

(AP Language & Composition)

1 credit, Grade 11

This course is designed to be a preparatory class for students intending to take the AP Language & Composition exam. College credit can be earned for an acceptable score on the AP Language and Composition test given through the College Board. The curriculum focus of AP English III will be writing, American literature, and nonfiction prose analysis. **\*This course may be taken in place of English III as the graduation requirement.**

## English 4

1 credit, Grade 12

This course emphasizes reading, speaking, listening, writing, research, and thinking skills with assignments designed to challenge each student at his or her level of ability. Literature studied at this level is organized thematically and selected to reflect America's cultural diversity. **\*Course required for graduation.**

## AP English 4

(AP Literature & Composition)

1 credit, Grade 12

AP English students can earn credit for English IV and prepare to take the Advanced Placement English Literature and Composition Exam for college credit. Literature is organized thematically and includes works from several cultures. The major focus of the course is literary analysis. The workload is substantially greater than English IV and includes a summer reading requirement. **\*This course may be taken in place of English IV as the graduation requirement.**

"I do believe  
something very magical  
can happen when you  
read a good book."

-J.K. Rowling





# MATHEMATICS

## Algebra 1

1 credit, Grade 9

This course is designed so students can attain all the concepts contained in the Kentucky Core Academic Standards in order to earn the high school graduation credit for Algebra 1. **\*Course required for graduation.**

## Algebra 1: Pre-Advanced Placement (Pre-AP),

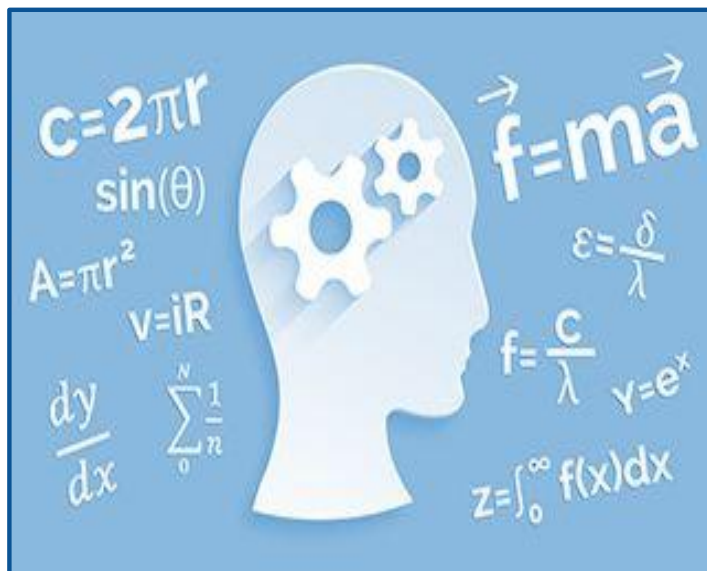
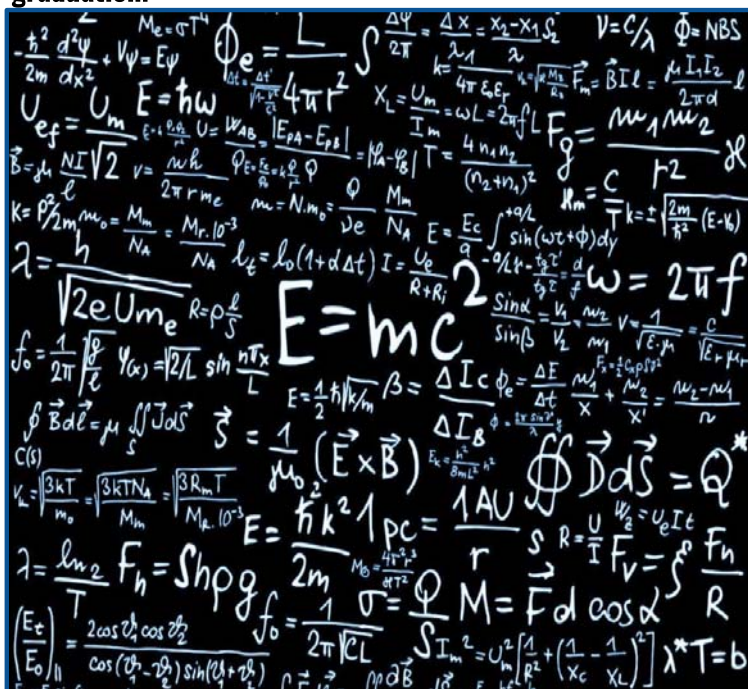
1 credit, Grade 9

This Algebra I course will cover the same standards as Algebra I plus additional standards to give the student a more in-depth experience. This course is at a more rigorous level and accelerated pace by providing extensions and enrichment. **\*This course may be taken in place of Algebra I as the graduation requirement.**

## Geometry,

1 credit, Grades 9-11

Geometry is a branch of mathematics that deals with the measurement, properties, and relationships of points, lines, angles, surfaces, and solids. This course is designed so the students can develop skills and concepts in the Kentucky Core Academic Standards for Mathematics in order to earn the high school graduation credit for Geometry. **\*Course required for graduation.**



## Geometry: Pre-Advanced Placement (Pre-AP),

1 credit, Grades 9-11

This course will cover the same standards as Geometry plus additional standards to give the student a more in-depth experience. This course is at a more rigorous level and accelerated pace by providing extensions and enrichment. **\*This course may be taken in place of Geometry as the graduation requirement.**

## Algebra 2

1 credit, Grades 9-11

This course is designed so students develop the relevant skills and concepts from the Kentucky Core Academic Standards beyond Algebra 1 and then builds on those skills and concepts in a rigorous manner. **\*Course required for graduation.**

## Algebra 2: Pre-Advanced Placement (Pre-AP),

1 credit, Grades 9-11

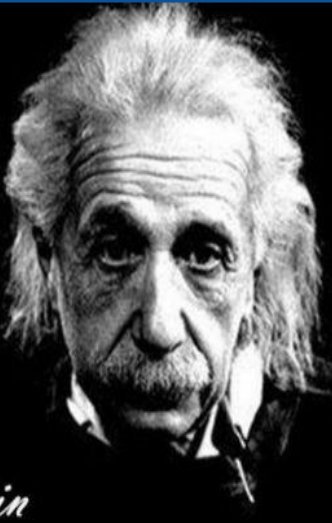
This course will cover the same standards as Algebra II plus additional standards to give the student a more in-depth experience. This course is at a more rigorous level and accelerated pace by providing extensions and enrichment. **\*This course may be taken in place of Algebra II as the graduation requirement.**

# MATHEMATICS



WE CANNOT SOLVE  
OUR PROBLEMS WITH  
THE SAME THINKING  
WE USED WHEN  
WE CREATED THEM

~ Albert Einstein



## **Algebra 3**, 1 credit, Grades 11-12

This course is designed for students who are intending to attend college and 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.

## **Pre-Calculus**, 1 credit, Grades 10-12

This course is designed for students to attain the concepts necessary to be successful in a Calculus course, an AP Calculus course or a College Calculus course.

## **AP Calculus AB**, 1 credit, Grades 11-12

This course is designed to address all the concepts delineated in the College Board guidelines for the AB Calculus examination.

## **AP Calculus BC**, 1 credit, Grades 11-12

This course is designed to address all the concepts delineated in the College Board guidelines for the BC Calculus examination.

## **AP Statistics**, 1 credit, Grades 11-12

Any student who has completed Algebra II is eligible to take AP Statistics, though college-bound students will benefit the most from it. This course offers students the opportunity to use math to do the type of high-level thinking and analysis that is required by a growing number of today's more desirable careers. Statistics is unique, exciting, and unlike any other math class. AP Statistics covers the following four areas:

- Exploring Data: Describing patterns and departures from patterns
- Sampling and Experimentation: Planning and conducting a study
- Anticipating Patterns: Exploring random phenomena using probability and simulation
- Statistical Inference: Estimating population parameters and testing hypotheses

If I were again beginning my  
studies, I would follow the advice  
of Plato and start with  
mathematics.

Galileo Galilei

BrainyQuote



# SOCIAL STUDIES

## **Integrated Social Studies, 1 credit, Grade 9**

This course is designed for freshman students. Approximately one-third of the course will be focused on Civics Core Content i.e. Democratic Governments, Distribution of Power, and Conflicting Rights. The second-third of the course will focus on Economics Core Content i.e. Scarcity, Economic Systems, Supply and Demand, and Productivity. The final portion of the course will focus on Geography Core Content i.e. Geographic Analysis, Geography and Culture, Human Migration, Overcoming the Environment, and Natural Resources. **\*Course required for graduation.**

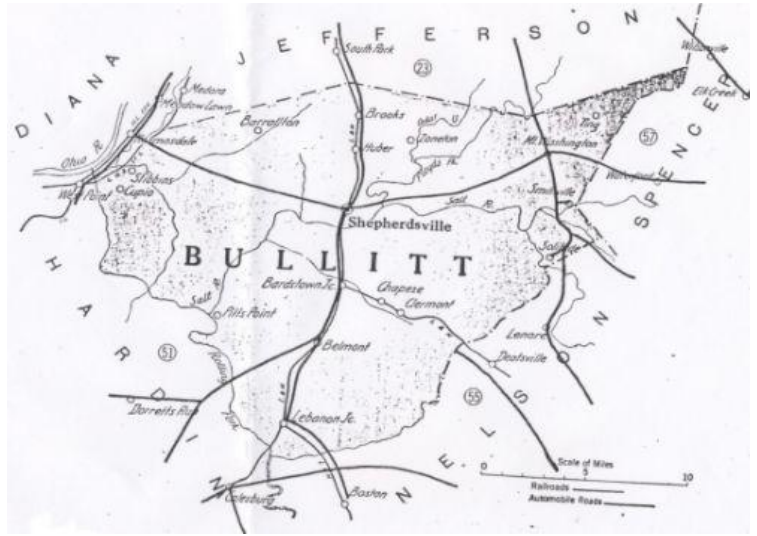
## **Integrated Social Studies: Pre-Advanced Placement (Pre-AP)**

1 credit, Grade 9

This Pre-AP course will cover the same standards as Integrated SS. However the content, will be covered at more rigorous level and accelerated pace by providing extensions and enrichment. **\*This course may be taken in place of Integrated SS as the graduation requirement.**

## **AP Human Geography, 1 credit, Grades 9-12**

The purpose of AP Human Geography is to introduce students to the systematic study of patterns and processes that have shaped our human understanding, use, and alteration of Earth's surface. Students will employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. Students will also learn about the methods and tools geographers use in their science and practice.



## **World Civilization, 1 credit, Grades 9-12**

Get ready to go global! Welcome to World History! This course takes you through 10,000 years of history to examine how the world became what it is today. This course will change your perspective on our global society because we take a look at the world as a whole with many small parts. You will investigate, analyze, and synthesize your understandings of the world.

## **AP World History, 1 credit, Grades 9-12**

To global citizenship and beyond! Advanced Placement World History is a survey of the history of the world focusing on social, cultural, and political aspects; ancient and modern history; the study of western and non-western civilizations; and current events. College credit earned with successful completion of the AP exam.



# SOCIAL STUDIES



## **U.S. History, 1 credit, Grades 9-12**

*For beautiful, for spacious skies, for amber waves of grain!* Our U.S. History course is a whirlwind study of what makes America beautiful. We will start with the colonization of the New World and working through 239 years of American History. This course will provide you with an overview of government institutions, important dates in American History, and how it all relates to the country we're living in today. This course will also prepare you to take the required QualityCore End of Course Assessment in the Spring semester.

**\*Course required for graduation.**

## **AP U.S. History, 1 credit, Grades 9-12**

*What is the nature of human conflict? What caused the American Civil War? Does industrialization and progress cause immorality? How is history impacted by social, political and economic change?* These are some of the questions you will encounter in AP U.S. History. This college-level class is an overview of American History from colonization to present day. You will be able to deal critically with the problems and materials in U.S. history through analyzing and interpreting historical documents and events. You can earn college credit with successful completion of AP exam. You will also be prepared for the End of Course Assessment (EOC) taken as the final exam. Students may be required to take the QualityCore End of Course (EOC) exam for U.S. History if they take AP U.S. History for U.S. History credit. **\*This course may be taken in place of U.S. History as the graduation requirement.**



# CCR!!

## **Psychology, 1 credit, Grades 9-12**

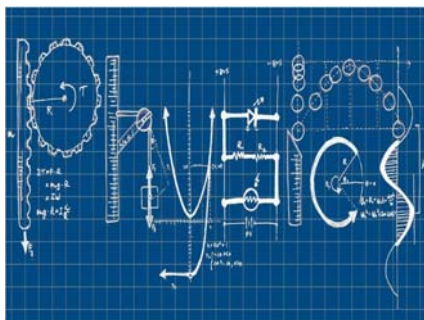
What makes people tick? Is the "teen brain" really under construction? This course will engage your critical thinking skills to analyze the study, behavior, and mental processes that influence your everyday life. The best part of this course will be your role in the driver's seat! Your curiosities in Psychology will be surveyed and used to help shape this course.

## **AP Psychology, 1 credit, Grades 9-12**

Advanced Placement Psychology is designed to introduce you to the systematic and scientific study of the behavior and mental processes of human beings and other animals. This course will focus on two main essential questions: What makes people tick? What is normal? You will be exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. **College credit may be earned with successful completion of the AP exam.**



# THE SCIENCES



# STEM Job Growth

AS PROJECTED BY U.S. DEPT. OF LABOR 2012-22

18%

COMPUTER & MATHEMATICAL  
ARCHITECTURAL & ENGINEERING

7.3%

MATHEMATICAL & SCIENCE  
LIFE, PHYSICAL, SOCIAL SCIENCE

10%

**Integrated Science, 1 credit, Grades 9-12**

Students develop a conceptual understanding of physics and Earth/space science content through the use of scientific inquiry. They experience physics and Earth/space science concepts such as motions and forces, conservation of energy and the increase in disorder, interactions of energy and matter, and energy in the Earth system. A scientific inquiry approach uses concrete hands-on experiences that require students to apply critical thinking skills.

**Integrated Science, Pre Advanced Placement (Pre AP), 1 credit. Grades 9-12**

This course will accelerate concepts from Integrated Science will prepare science learners for future AP Science Courses.

**AP Environmental Science, 1 credit, Grade 9-10**

This AP course focuses on earth systems & resources, the living world, population, land & water use, energy resources and consumption, pollution and global change. A scientific inquiry approach uses concrete hands-on experiences that require students to apply critical thinking skills.

**Biology I,**  
1 credit, Grades 9-12

Students develop a conceptual understanding of life science, as outlined in Kentucky's Program of Studies, through the use of scientific inquiry. They experience life science concepts such as the cellular organization; molecular basis of heredity; biological change; interdependence of organisms; matter, energy and organization in living systems; and behavior of organisms. A scientific inquiry approach uses concrete, hands-on experiences that require students to apply critical-thinking skills. **\*Course required for graduation.**

**Biology I: Pre Advanced Placement (Pre AP),**  
1 credit, Grades 9-12

This course allows students to attain all the concepts contained in the description for Life Science/Biology, with the opportunity to progress at an accelerated pace and a more rigorous level. Curriculum will also focus on preparing students for the End of Course Assessment (EOC) taken as the final exam. **\*This course may be taken in place of Biology as the graduation requirement.**





# THE SCIENCES

**AP Biology, 1 credit, Grades 9-12**

AP Biology is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. It aims to provide students with the conceptual framework, factual knowledge and analytical skills necessary to deal critically with the rapidly changing science of biology. The two main goals of AP Biology are to help students develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process. The ongoing information explosion in biology makes these goals even more challenging. Essential to this conceptual understanding are the following: a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology; and application of biological knowledge and critical thinking to environmental and social concerns. AP Biology is representative of the topics covered by the AP exam. **\*This course may be taken in place of Biology as the graduation requirement.**

**AP Environmental Science, 1 credit, Grade 9-10**

This AP course focuses on earth systems & resources, the living world, population, land & water use, energy resources and consumption, pollution and global change. A scientific inquiry approach uses concrete hands-on experiences that require students to apply critical thinking skills.



## The Periodic Table of the Elements

# The Periodic Table of the Elements

The Periodic Table of the Elements																		18 VIII 8A	
1 IA TIA										13 IIIA 3A		14 IVA 4A		15 VA 5A		16 VIA 6A		17 VIIA 7A	
1 H Hydrogen 1.00794										B Boron 10.811	C Carbon 12.011	N Nitrogen 14.007	O Oxygen 15.999	F Fluorine 18.998	Ne Neon 20.180				
2 Li Lithium 6.941	3 Be Beryllium 9.012									Si Silicon 28.086	P Phosphorus 30.974	S Sulfur 32.06	Cl Chlorine 35.45	Ar Argon 39.948					
4 K Potassium 39.098	5 Ca Calcium 40.078	6 Sc Scandium 44.956	7 Ti Titanium 47.88	8 V Vanadium 50.942	9 Cr Chromium 52.00	10 Mn Manganese 54.938	11 Fe Iron 55.845	12 Co Cobalt 58.933	13 Ni Nickel 58.69	14 Cu Copper 63.546	15 Zn Zinc 65.38	16 Ga Gallium 69.723	17 Ge Germanium 72.64	18 As Arsenic 74.922	19 Se Selenium 78.96	20 Br Bromine 79.904	21 Kr Krypton 83.80		
22 Rb Rubidium 85.468	23 Sr Strontium 87.62	24 Y Yttrium 88.906	25 Zr Zirconium 91.224	26 Nb Niobium 92.906	27 Mo Molybdenum 95.94	28 Tc Technetium [98]	29 Ru Ruthenium 101.07	30 Rh Rhodium 102.91	31 Pd Palladium 106.42	32 Ag Silver 107.87	33 Cd Cadmium 112.41	34 In Indium 114.82	35 Sn Tin 118.71	36 Sb Antimony 121.76	37 Te Tellurium 127.6	38 I Iodine 126.91	39 Xe Xenon 131.29		
40 Cs Cesium 132.91	41 Ba Barium 137.33	42 Lu Lanthanum 174.967	43 Hf Hafnium 178.49	44 Ta Tantalum 180.95	45 W Tungsten 183.84	46 Re Rhenium 186.21	47 Os Osmium 190.23	48 Ir Iridium 192.22	49 Pt Platinum 195.08	50 Au Gold 196.97	51 Hg Mercury 200.59	52 Tl Thallium 204.38	53 Pb Lead 207.2	54 Bi Bismuth 208.98	55 Po Polonium [209]	56 At Astatine [210]	57 Rn Radon [222]		
58 Fr Francium [223]	59 Ra Radium [226]	60 Ac Actinium [227]	61 Th Thorium 232.04	62 Pa Protactinium 231.04	63 U Uranium 238.03	64 Np Neptunium [237]	65 Pu Plutonium [244]	66 Am Americium [243]	67 Cm Curium [247]	68 Bk Berkelium [247]	69 Cf Californium [251]	70 Es Einsteinium [252]	71 Fm Fermium [257]	72 Md Mendelevium [258]	73 No Nobelium [259]	74 Lr Lawrencium [262]	75 Uuo Ununseptium [261]		

alkali metals

alkaline earth metals

transition metals

lanthanides

actinides

metalloids

nonmetals

halogens

noble gases

## Chemistry I.

**1 credit, Grades 10-12**

This course focuses on problem solving techniques; bonding; equilibrium; equations. Students develop a conceptual understanding of chemistry content, included in the Program of Studies, through the use of scientific inquiry. Chemistry I is a required course for those wanting to take AP Chemistry and AP Biology their junior or senior year.

## Chemistry 1: Pre-Advanced Placement (Pre-AP)

**1 credit, Grades 10-12**

This Pre-AP course will cover the same standards as Chemistry 1. However the content, will be covered at more rigorous level and accelerated pace by providing extensions and enrichment. **\*This course may be taken in place of Chemistry 1 as the graduation requirement.**

**AP Chemistry.**

**1 credit, Grades 11-12 PREREQUISITES:** Chemistry, Algebra II

AP Chemistry is the equivalent to a general Chemistry course usually taken in the first year of college. It is designed to comply with College Board recommendations to prepare students for an AP Exam in Chemistry. The course helps build students' understanding of the nature and reactivity of matter. The course begins with the structure of atoms, molecules, and ions; then students explore how that structure lets us predict and quantify the chemical reactions that substances undergo. AP Chemistry will enable you to develop an understanding of chemical concepts and become skilled at solving quantitative chemical problems through a combination of instructional activities. AP Chemistry is a full credit, two-semester course. **\*This course is intended for those students who plan to study science, medicine, or engineering in college.**



# THE SCIENCES

## PHYSICS, 1

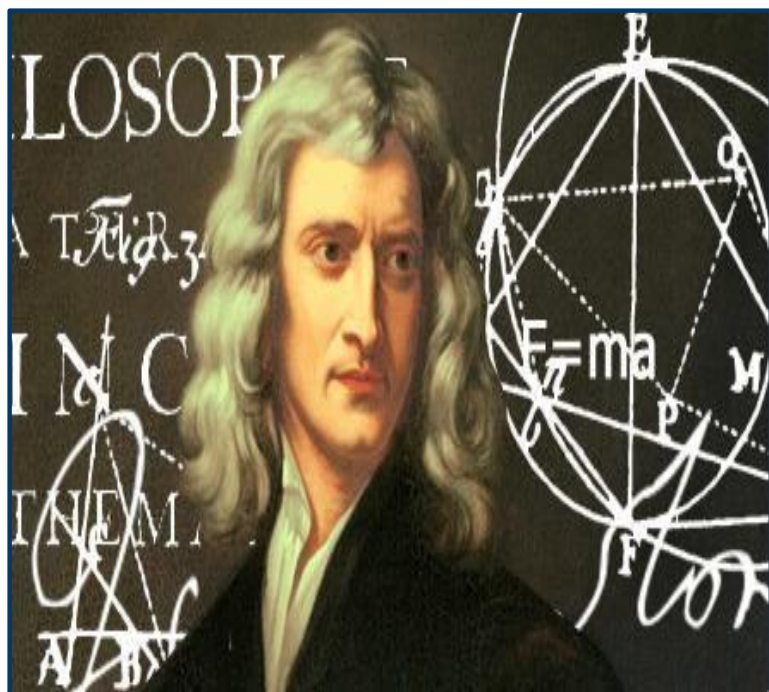
1 Credit Grades 10-12

**Prerequisite:** *Biology and Geometry or Algebra 2. Recommended for juniors and seniors.* This course focuses on the main concepts involved in mechanics such as speed, accelerated motion, relativity, and Newton's laws of motion. These focuses will be laboratory based making use of some of the newest computer and calculator technologies. The course will also include some topics in magnetism, nuclear physics, and modern physics. By using appropriate technology throughout, the student will gain a working knowledge of physics through real-life experiences.

## \*AP PHYSICS 1,

1 Credit, Grades 10-12

**Prerequisite:** *Physics Recommended.* This course is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, power; mechanical waves and sound; and introductory, simple circuits. This course is a must for anyone pursuing post-secondary studies in engineering or medical fields.



## WHY ENGINEERING



Build & improve things to solve problems



Intellectually challenging



Wide career opportunities



Gain practical & transferable skills



# WELLNESS

## Health Education I, 1 credit, Grade 9

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. **\*Course required for graduation.**

## Physical Education I, 1 credit, Grade 9

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. **\*Course required for graduation.**



**Mr. Dennis Minnis - NBHS  
2016 KY PE Teacher of the Year**



**Athletic Conditioning, 1 credit, Grades 9-12**

This course emphasizes improvement in flexibility, strength, and endurance. Weight training fundamentals are included with safety highlighted throughout the course. Periodic assessments are made so students can see progress.

**Advanced Physical Education, 1 credit, Grades 10-12**  
PREREQUISITE: Physical Education I

Physical Education II is designed for students who desire to develop advanced skills in selected games and sports including physical fitness, individual sports, team sports, and lifelong health. The main emphasis of this class is on lifetime sports that promote overall good health and fitness. Advanced Physical Education is designed for students who have a genuine desire to develop their interest and skills to an advanced level to enjoy the physical activities and to pursue a career interest.





# WORLD LANGUAGES

**TWO YEARS OF THE SAME FOREIGN LANGUAGE ARE RECOMMENDED FOR MOST COLLEGES.**

## **Spanish I,**

1 credit, Grades 9-12

Spanish I introduces listening, speaking, reading and writing language skills within a cultural context. Included in the instruction of the Spanish language will be an overview of the art, music, history, geography, and elements of daily life in Spanish speaking countries.

## **Spanish II,**

1 credit, Grades 10-12 PREREQUISITE: Spanish I

Spanish II reinforces and builds on listening, speaking, reading and writing language skills within a cultural context. Students develop insight into their own language and culture.

## **Spanish III, 1 credit, Grades 10-12**

PREREQUISITE: Spanish II

Spanish III further develops listening, speaking, reading and writing language skills within a cultural context, with a greater emphasis on reading and writing. Another focus is fostering independent work and practice in the fundamentals of translating, conversing, and writing. Hispanic literature will be introduced.

## **Spanish IV, 1 credit, Grade 12**

PREREQUISITE: Spanish III

This course prepares students to perform interpersonal, interpretive and presentational communicative tasks within the intermediate range on the ACTFL Proficiency scale; interpret, exchange, and present, information, concepts and ideas both within the classroom and beyond on a variety of topics including connections to other subject areas; and understand the relationship among the products, practices and perspectives of other cultures.

## **AP Spanish Language & Culture,**

1 credit, Grades 11-12 PREREQUISITE: Spanish III

Prepares students for the Advanced Placement exam. Prepares students to understand and use the complexities of the Spanish language fluently and accurately to perform communicative tasks. The course engages students in an exploration of culture in contemporary and historical contexts, developing students' awareness and appreciation of tangible and intangible products, practices and perspectives.

DEPARTMENT OF

# WORLD Languages



Argentina



Costa Rica



Bolivia



Venezuela



Cuba



Chile



El Salvador



Ecuador



Guatemala



Mexico



Nicaragua



Panama



Paraguay



Peru



Puerto Rico



República Dominicana



Colombia



Honduras



Guinea Ecuatorial



Uruguay

## Spanish Speaking Countries

PAISES HISPANO-HABLANTES



# WORLD LANGUAGES



## **French I, 1 credit, Grades 9-12**

French I introduces listening, speaking, reading and writing language skills within a cultural context. Included in the instruction of the French language will be an overview of the art, music, history, geography, and elements of daily life in French speaking countries.

## **French II, 1 credit, Grades 10-12**

**PREREQUISITE:** French 1

French II reinforces and builds on listening, speaking, reading and writing language skills within a cultural context. Students develop insight into their own language and culture.

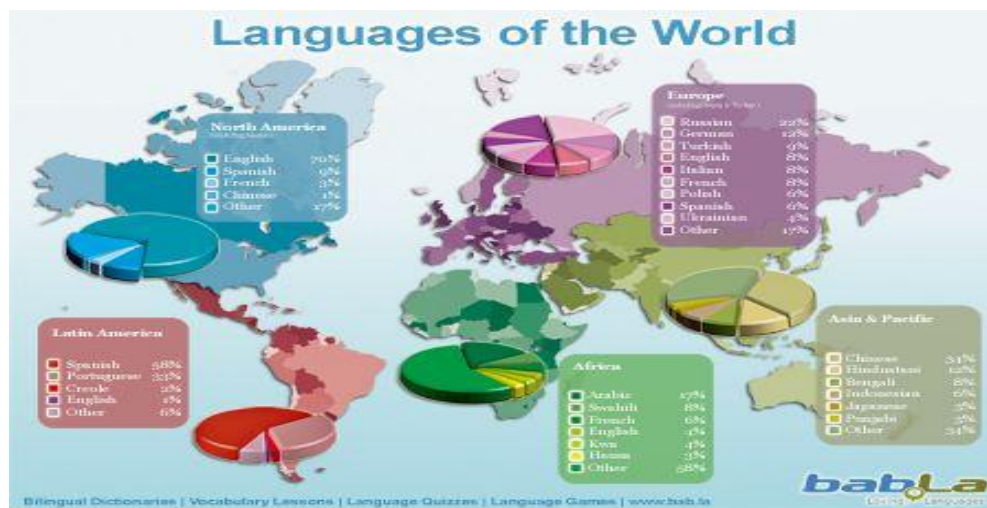
## **German I, 1 credit, Grades 9-12**

German I introduces listening, speaking, reading and writing language skills within a cultural context. Included in the instruction of the German language will be an overview of the art, music, history, geography, and elements of daily life in German speaking countries.

## **German II, 1 credit, Grades 10-12**

**PREREQUISITE:** German 1

German II reinforces and builds on listening, speaking, reading and writing language skills within a cultural context. Students develop insight into their own language and culture.



**TWO YEARS OF THE SAME FOREIGN LANGUAGE ARE RECOMMENDED FOR MOST COLLEGES.**

# FINE ARTS

## **Art History and Appreciation,**

1 Credit, Grades 9-12

This course meets the requirements for graduation from high school. A study of the humanities through the arts (dance, drama, music, and visual art). Addresses the structures, humanities, purposes, creative processes and interrelationships of the visual and performing arts.

## **Introduction to Theater,**

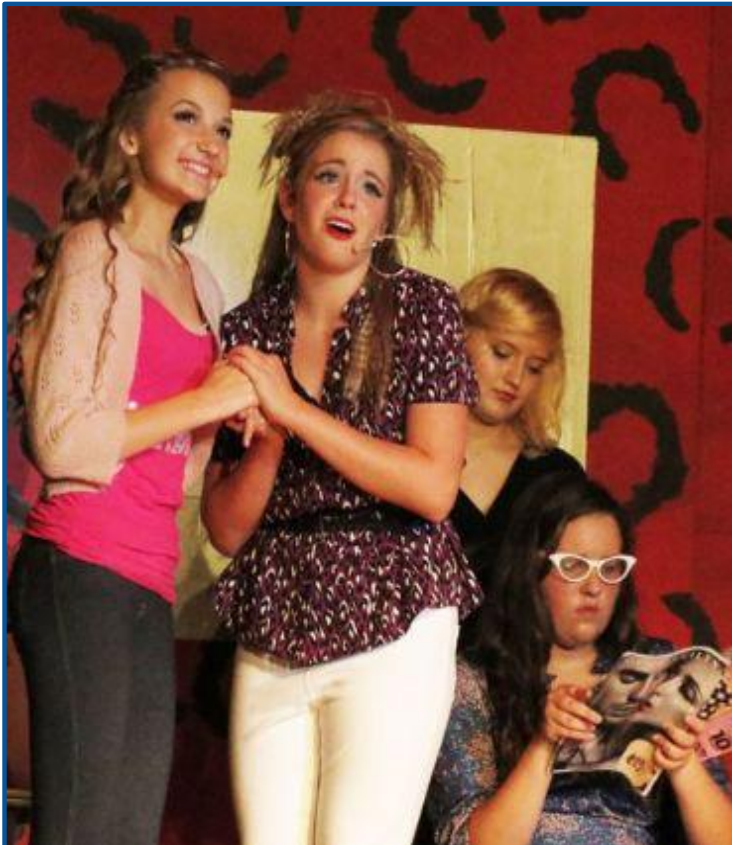
1 Credit, Grades 9-12

This course is designed to develop a knowledge of theatrical concepts and techniques that will enable students to create new theater pieces, perform existing theater works and respond to both studio exercises and performances. Theatre covers multiple styles of dramatic literature and uses a variety of connections to historical and cultural contexts.

## **Advanced Theater,**

1 Credit, Grades 10-12

*Prerequisite: Intro to Theater.* This course is designed to develop knowledge of theatrical concepts and techniques that will enable students to create new theater pieces, perform existing theatre works and respond to both studios exercises and performances at a proficient level.. The course builds on the foundational skills of Intro to Theater engaging students with a deeper level of exploration of acting and directing skills.



## **Visual Art 1-4,**

1 Credit Each, Grades 9-12

Visual Arts courses provide students with knowledge and opportunities to explore a variety of art forms and to create individual works of art. Courses address design elements and principles, language, materials, and processes used to produce various kinds of visual arts. As students advance they are encouraged to develop their own creative styles. Although the focus of most of these courses is on production of art, study of the structures, purposes, humanities, processes, are included. Career opportunities in visual art are also explored.

## **AP Studio Art,**

1 Credit, Grades 10-12

The Drawing Portfolio is designed to address a very broad interpretation of drawing issues and media. Light and shade, line quality, rendering of form, composition, surface manipulation, and illusion of depth are drawing issues that can be addressed.



# FINE ARTS



## **Concert Band, 1 Credit, Grades 9-12**

The Concert Band is an instrumental ensemble comprised of students in grades 9-12. This course is specifically designed to promote students' playing technique for brass and woodwind instruments, and cover a variety of musical styles primarily for concert performances. This course covers the structures, humanities, purposes, processes, and interrelationships of the arts as they apply to music.

## **Symphonic Band, 1 Credit, Grades 10-12**

The Symphonic Band is comprised of students in grades 10-12 whose musical commitment is the performance of quality wind band music at an extraordinary performance level. This course seeks to enhance and encourage each student's understanding of instrumental musical concepts and terms with an emphasis on rehearsals and performances combined with group methods and instruction. This course covers the structures, humanities, purposes, processes, and interrelationships of the arts as they apply to music.

## **Percussion Ensemble, 1 Credit, Grades 9-12**

Prerequisite: Students must have taken band and/or played percussion in middle school. The purpose of this course is for its participants to improve musical proficiency in the area of percussion performance, expand upon knowledge and principles of music and musicianship, provide a performance experience in percussion, experience literature for percussion ensemble, and build musicianship and technique through small ensemble performance. This course covers the structures, humanities, purposes, processes, and interrelationships of the arts as they apply to music.

## **Vocal Ensemble, 1 Credit, Grades 9-12**

Class time will be split between choral rehearsal and instruction in the components involved in creating vocal music.

## **Advanced Vocal Ensemble, 1 Credit, Grades 10-12**

Students in advanced chorus develop musicianship and specific performance skills through ensemble singing. Activities in this class create the development of quality repertoire in the diverse styles of choral music appropriate in difficulty and range for the students. The repertoire for this choir is of the highest caliber and ranges from classical to Broadway show tunes to pop. Emphasis is placed on a cappella singing, advanced sight-reading and listening skills. The chorus provides instruction in vocal technique and music reading skills. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students have the opportunity to experience live performances by professional and quality music groups during and outside of the school day.

## **Music Theory, 1 Credit, Grades 9-12**

This course is designed for students interested in learning the basics in music notation, melody, rhythm, and how music is constructed. Students with some background in music will learn how to read music, the proper method to write, read, and listen to music. The course introduces students to musicianship, theory, musical materials, and procedures. It will emphasize aspects of music, such as harmony; and integrates aspects of melody, texture, rhythm, form, musical analysis, elementary composition, history, and style. The student's ability to read and write musical notation is fundamental to such a course.





# JUNIOR RESERVE OFFICER TRAINING CORPS (JROTC)

The JROTC program engages students in the practice of basic citizenship customs, traditions and in the exploration of opportunities for non-military and military national service. Orients students to the purpose of the JROTC programs and to their roles as cadets. Develops student leadership potential through the application of principles, values, and strategies. Prepares students to work effectively as team members and leaders. Emphasizes the role of the leader in promoting equal opportunity, addressing prejudice, and preventing sexual harassment and assault. Builds essential skills students need to maximize learning potential and future success, and lays the groundwork for service learning.



Recognizing the value of their varied learning styles and multiple intelligences, students apply learning strategies to improve critical thinking, study, problem solving, and communication skills. Students will need to take responsibility for physical and mental wellness. Students assess their personal status and develop plans for improving nutrition/exercise habits and for controlling stress. Program also helps students make responsible choices about substance use and to prevent substance abuse. Students develop global awareness, as they compare physical, political, economic, and cultural elements of continents, regions and countries, and examine the global nature of environmental issues. Students actively engage in the We The People curriculum to explore the origins, structure, rights, and responsibilities of the American constitutional government. **Successful JROTC pathway completion of three courses counts towards the transition readiness requirements. JROTC is offered at Bullitt Central and North Bullitt High School.**

JROTC Level 1, 1 credit

JROTC Level 2, 1 credit

JROTC Level 3, 1 credit

JROTC Level 4, 1 credit

# AGRICULTURE

## CAREER PATHWAYS

Agricultural Power and Structural, Technical  
Systems CIP 01.0201.00

**BCHS** (21-22)

### Course Offerings

- Principles of Agricultural Science and Technology  
**(BC)** 030715
- Agriscience  
**(BC)** 030711 or **AGR 199 (Murray State)**
- Agriculture Employability Skills  
**(BC)** 010121
- Agricultural Education Co-op  
**(BC)** 030790
- Agriculture Construction  
**(BC)** 010241
- AG Power  
**(BC)** 010231



### ILP Related Careers:

Agricultural Engineer  
Welder  
Mechanical Engineer  
Diesel Technician  
Farm Equipment Technician  
Small Engine Mechanic

[End of Program Assessment Articulation Agreements/Industry Certifications](#)

Animal Science Systems  
CIP 01.0901.00

**BCHS** / **BEHS** / **NBHS** (21-22)

### Course Offerings

- Principles of Agricultural Science and Technology  
**(BC, BE, NB)** 030715
- Agriscience  
**(BC, BE)** 030711 or **AGR 199 (Murray State)**
- Animal Science  
**(BC, NB)** 020502 or **AGR 100 (Murray State) Dual Credit (NB, BC)** or **AGR 143 (Morehead State) Dual Credit (BC)**
- Equine Science  
**(BC)** 02510
- Small Animal Technology  
**(NB)** 020503
- Veterinary Science  
**(BC, NB, BE)** 020511 or **AGR 182 (Murray State) Dual Credit (NB)**
- Agriculture Employability Skills  
**(BC, BE, NB)** 010121
- Agricultural Education Co-op  
**(BC)** 030790

Click [HERE](#) for Murray State University Information.

### ILP Related Careers:

Veterinarian  
Animal Scientist  
Marine Biologist  
Zoologist  
Animal Breeder  
Veterinary Technician

[End of Program Assessment Articulation Agreements/Industry Certifications](#)

# AGRICULTURE

## CAREER PATHWAYS

Agribusiness Systems  
CIP 01.0101.00  
**BCHS** / **BEHS** (21-22)

Horticulture and Plant Science Systems  
CIP 01.1101.00  
**BCHS** / **BEHS** / **NBHS** (21-22)

### Course Offerings

- Principles of Agricultural Science and Technology  
**(BC, BE) 030715**
- Agriscience  
**(BC, BE) 030711** or **AGR 199 (Murray State)**
- Agribusiness  
**(BC) 010131**
- Agriculture Employability Skills  
**(BC, BE) 010121**
- Greenhouse Technology  
**(BC, BE) 010621** or **AGR 160 (Murray State)**
- Agricultural Education Co-op  
**(BC) 030790**

### Course Offerings

- Principles of Agricultural Science and Technology  
**(BC, BE, NB) 030715**
- Agriscience  
**(BC, BE) 030711** or **AGR 199 (Murray State)**
- Greenhouse Technology  
**(BC, BE, NB) 010621** or **AGR 160 (Murray State)**
- Landscaping/Turf Mgt or **AGR 140 (Murray State)**  
**(BC, BE) 010631**
- Agriculture Employability Skills  
**(BC, BE) 010121**
- Agricultural Education Co-op  
**(BC) 030790**
- Introduction to Greenhouse and Crop Production  
**(NB) 010611**
- Floral Design  
**(BC) 010621**
- Agribusiness  
**(BC) 010131**

Click [HERE](#) for Murray State University Information.

### ILP Related Careers:

Horticulturist  
Agronomist  
Landscape Architect  
Farmer  
Scientist  
Nursery / Greenhouse Grower

### ILP Related Careers:

Horticulturist  
Agronomist  
Landscape Architect  
Farmer  
Scientist  
Nursery / Greenhouse Grower



# AGRICULTURE

## CAREER PATHWAYS

### Environmental Science and Natural Resources

CIP 03.0101.00

**BCHS** (21-22)

#### Course Offerings

- Principles of Agricultural Science and Technology  
**(BC) 030715**
- Agriscience  
**(BC) 030711** or **AGR 199 (Murray State)**
- Agriculture Employability Skills  
**(BC) 010121**
- Greenhouse Technology  
**(BC) 010621** or **AGR 160 (Murray State)**
- Agricultural Education Co-op  
**(BC) 030790**

#### ILP Related Careers:

Horticulturist  
Agronomist  
Landscape Architect  
Farmer  
Scientist  
Nursery / Greenhouse Grower

[End of Program Assessment Articulation Agreements/Industry Certifications](#)

### Food Science and Processing Systems

CIP 01.1001.00

**BCHS** (21-22)

#### Course Offerings

- Principles of Agricultural Science and Technology  
**(BC) 030715**
- Agriscience or **AGR 199 (Murray State)**  
**(BC) 030711**
- Agriculture Employability Skills  
**(BC) 010121**
- Agricultural Education Co-op  
**(BC) 030790**
- Animal Science  
**020502** or **AGR 143 (Morehead State) Dual Credit**  
**(BC)** or **AGR 100 (Murray State)**

Click [HERE](#) for Murray State University Information.

#### ILP Related Careers:

Horticulturist  
Agronomist  
Landscape Architect  
Farmer  
Scientist  
Nursery / Greenhouse Grower

[End of Program Assessment Articulation Agreements/Industry Certifications](#)

# AUTOMOTIVE

## ECTC Off-Campus Dual Credit

Diesel Brake Repair  
CIP 47.0605.01

Riverview Opportunity Center /ATC (21-22)

### Course Offerings

- ADX 120 Basic Automotive Electricity Lab (ECTC)  
(ATC) 470556X
- ADX 121 Basic Automotive Electricity Lab (ECTC)  
(ATC) 470556X
- DIT 190-191 Electrical Systems for Diesel Equipment and Lab (ECTC)  
(ATC) 470556X
- DIT 100 - Mechanical Concepts and DIT 103 Preventative Maintenance and Lab (ECTC)  
(ATC) 470403

★ Students from all high schools may enroll in these courses.

Click [HERE](#) for more ECTC Program Information.



**ILP Related Careers:**  
Diesel Service Technicians  
Truck Repairers

[End of Program Assessment Articulation Agreements/Industry Certifications](#)

# BUSINESS AND MARKETING EDUCATION CAREER PATHWAYS

Accounting (21-22)  
CIP 52.0301.00  
**BCHS / BEHS**

Administrative Support (21-22)  
CIP 52.0401.00  
**BCHS / BEHS / NBHS**

## Course Offerings

- Accounting & Finance Foundations  
(**BC, BE**) 060122 or **ATC 101 (JCTC) Dual Credit (NB, BE)**
- Financial Management  
(**BC**) 070122
- Advanced Accounting (**BE**) 070125 or **ACC 201 (JCTC) Dual Credit (BE)**
- Personal Finance (CTE Credit)  
(**BC, BE**) 060170 or **BAS 120 (JCTC) Dual Credit (BE, BC)**
- Personal Finance (Math Credit)  
(**BC**) 0807719
- Introduction to Management 060411 (**BC**) or **BAS 283 (JCTC) Dual Credit (BE)**
- Microsoft Office Specialists (MOS/MCAS)  
(**BC, BE**) 070750 **CIS 101 (Morehead) Dual Credit (BC)** 1101101
- Business and Marketing Essentials  
(**BC**) 060111 or **BAS 160 (JCTC) Dual Credit (BC)**
- Business Education Co-op  
(**BC, BE**) 060107
- Digital Literacy  
(**BC, BE**) 060112 or **CIT 105 (JCTC) Dual Credit (BC, BE)**
- Ethical Leadership (**BC**) 060109
- Business Education Internship (**BE, BC**) 060108



## Course Offerings

- Digital Literacy  
(**BC, BE, NB**) 060112 or **CIT 105 online (JCTC) Dual Credit (BE, NB, BC)**
- Accounting & Finance Foundations  
(**BC, BE, NB**) 060122 or **ATC 101 (JCTC) Dual Credit**
- Microsoft Office Specialist (MOS/MCAS)  
(**BC, BE**) 070750 **CIS 101 (Morehead) Dual Credit (BC)** 1101101
- Business and Marketing Essentials  
(**BC, NB**) 060111 or **BAS 160 (JCTC) Dual Credit (BC, NB)**
- Introduction to Management 060411 (**BC**) or **BAS 283 (JCTC) Dual Credit (BE)**
- Medical Terminology (.5-1 credit) or **AHS 115 (JCTC) (BC, BE, NB)** 170131
- Emergency Procedures (.5 credit)  
(**BC, BE, NB**) 170141
- Business Education Co-op  
(**BC, BE, NB**) 060107
- Ethical Leadership  
(**BC**) 060109
- Personal Finance (CTE Credit)  
(**BC, BE, NB**) 060170 or **BAS 120 (JCTC) Dual Credit (BE, NB)**
- Personal Finance (Math Credit)  
(**BC, NB**) 060170
- Advanced Accounting  
(**BE**) 070125 or **ACC 201 (JCTC) Dual Credit**
- Financial Management  
(**BC**) 070125
- Business Education Internship (**BE, BC**) 060108

Click [HERE](#) for JCTC Business Studies Information.



# BUSINESS AND MARKETING EDUCATION CAREER PATHWAYS

E-Commerce  
CIP 52.0208.02

**BCHS** / **BEHS** / **NBHS** (21-22)

## Course Offerings

- Digital Literacy  
**(BC, BE, NB) 060112** or **CIT 105 (JCTC) Dual Credit**
- Marketing Principles  
**(BC, BE, NB) 080716**
- Advertising and Promotion  
**(BC) 081511** or **BAS 282 (JCTC) Dual Credit**
- Web Page Design **(BC) 060199** OR Fundamentals of Social Media Marketing **(BC, BE) 081310** or **CIT 155 (JCTC) Dual Credit**
- Principles of Entrepreneurship  
**(BC, NB, BE) 080310** or **BAS 170 (JCTC) Dual Credit (NB)**
- Business and Marketing Essentials  
**(BC) 060111** or **BAS 160 (JCTC) Dual Credit (NB, BC)**
- Marketing Applications  
**(BC) 080717**
- Retail Marketing  
**081411** or  
**LOM 100 (JCTC) Dual Credit Course (BE)**
- Promotional Applications and Media  
**(BC) 080712** or **VCC 100 (JCTC) Dual Credit**
- Business Education Co-op  
**(BC, BE, NB) 060107**
- Marketing Co-op  
**(BE, BC, NB) 080707**
- Microsoft Office Specialist (MOS/MCAS)  
**(BE) 070750 CIS 101 (Morehead) Dual Credit (BC) 1101101**
- Ethical Leadership **(BC) 060109**

Financial Services  
CIP 52.1908.00

**BCHS** / **BEHS** (21-22)

## Course Offerings

- Personal Finance (CTE Credit)  
**(BE) 060170** or Personal Finance (Math Credit) **080719**  
or **BAS 120 (JCTC) Dual Credit (BE, BC)**
- Financial Services I  
**(BE, BC) 060311**
- Accounting and Finance Foundations  
**(BC, BE) 060122** or **ATC 101 (JCTC) Dual Credit**
- Financial Services II  
**(BE) 060351**
- Business and Marketing Essentials  
**(BC) 060111** or **BAS 160 (JCTC) Dual Credit (BC)**
- Business Education Co-op  
**(BC, BE) 060107**
- Marketing Principles  
**(BC, BE) 060111**
- Ethical Leadership  
**(BC) 060109**
- Financial Management  
**(BC) 070125**

Click [HERE](#) for JCTC Business Studies Information



# BUSINESS AND MARKETING EDUCATION CAREER PATHWAYS

Marketing  
CIP 52.1401.01

**BC**HS / **BE**HS / **NB**HS (21-22)

## Course Offerings

- Marketing Principles  
(**BC**, **NB**, **BE**) 080716
- Marketing Applications  
(**BC**) 080717
- Advertising and Promotion  
(**BC**) 081511 or **BAS 282 (JCTC) Dual Credit**
- Sports and Events Marketing  
(**BC**) 081121
- Retail Marketing  
081411 or  
**LOM 100 (JCTC) Dual Credit Course (BE)**
- Principles of Entrepreneurship  
(**BC**, **NB**, **BE**) 080310 **BAS 170 (JCTC) Dual Credit (NB)**
- Promotional Applications and Media  
(**BC**) 081512
- Accounting and Finance Foundations  
(**BC**, **NB**, **BE**) 060122 or **ATC 101 (JCTC) Dual Credit**
- Personal Finance (CTE Credit)  
(**BC**, **BE**, **NB**) 060170  
or **BAS 120 (JCTC) Dual Credit (BE, NB)**
- Business and Marketing Essentials  
(**BC**) 060111 or **BAS 160 (JCTC) Dual Credit (NB, BC)**
- Marketing Education Co-op  
(**BC**, **NB**, **BE**) 080707
- Ethical Leadership  
(**BC**) 060109

Click [HERE](#) for JCTC Business Studies Information.

Management & Entrepreneurship  
CIP 52.0701.00

**BC**HS / **BE**HS / **NB**HS (21-22)

## Course Offerings

- Business and Marketing Essentials  
(**BC**, **NB**) 060111 or **BAS 160 (JCTC) Dual Credit (NB, BC)**
- Accounting and Finance Foundations  
(**BC**, **BE**, **NB**) 060122 or **ATC 101 (JCTC) Dual Credit**
- Introduction to Management  
(**BE**, **BC**) 060411 or **BAS 283 (JCTC) Dual Credit**
- Principles of Entrepreneurship  
(**BC**, **NB**, **BE**) 080310 or **BAS 170 (JCTC) Dual Credit (NB)**
- Digital Literacy  
(**BC**, **BE**, **NB**) 060112 or **CIT 105 online (JCTC) Dual Credit**
- Marketing Principles  
(**BC**, **BE**, **NB**) 080716
- Microsoft Office Specialists (MOS/MCAS)  
(**BE**, **BC**) 070750 or **CIS 101 (Morehead) Dual Credit (BC)** 1101101
- Ethical Leadership  
(**BC**) 060109
- Business Education Co-op  
(**BC**, **BE**, **NB**) 060107
- Marketing Co-op  
(**BE**, **BC**, **NB**) 080707
- Advanced Accounting  
(**BE**) 070125 or **ACC 201 (JCTC) Dual Credit**
- Financial Management  
(**BC**) 070122
- Personal Finance (CTE Credit)  
(**BC**, **BE**) 060170 or **BAS 120 (JCTC) Dual Credit**

# BUSINESS AND MARKETING EDUCATION CAREER PATHWAYS

Retail Services  
CIP 52.1803.00

**BCHS** / **BEHS** / **NBHS** (21-22)

## Course Offerings

- Retail Marketing  
**081411** or **LOM 100 (JCTC) Dual Credit Course (BE)**
- Marketing Applications  
**(BC) 080717**
- Principles of Entrepreneurship  
**(BC, BE) 080310** or **BAS 170 (JCTC) Dual Credit (NB)**
- Marketing Principles  
**(BC, BE) 08716**
- Promotional Applications and Media  
**(BC) 081512**
- Advertising and Promotion  
**(BC) 081511** or **BAS 282 (JCTC) Dual Credit**
- Fundamentals of Social Media Marketing  
**(BC, BE) 081310** or **CIT 155 (JCTC) Dual Credit**
- Accounting and Finance Foundations **(BC, BE, NB) 060122** or **(BE) ATC 101 (JCTC) Dual Credit** or Personal Finance (CTE Credit) **(BC, BE) 060170** or **or BAS 120 (JCTC) Dual Credit (BE, NB, BC)**
- Ethical Leadership  
**(BC) 060109**
- Marketing Education Co-op  
**(BC, NB, BE) 080707**

Click [HERE](#) for JCTC Business Studies Information.

Hospitality, Travel, Tourism and Recreation  
CIP.52.1910.00

**BCHS** / **BEHS** (21-22)

## Course Offerings

- Principles of Entrepreneurship  
**(BC, BE) 080310**
- Principles of Hospitality  
**(BE) 080910**
- Marketing Principles  
**(BC, BE) 080716**
- Ethical Leadership  
**(BC) 060109**
- Marketing Co-op  
**(BC) 080707**
- Marketing Applications  
**(BC) 080717**
- Foods & Nutrition **200441** or FACS Essentials  
**(BC, BE) 200113**
- Advanced Foods & Nutrition or **CUL 100 (JCTC)**  
**(BC, BE) 200442**





# Construction

## JCTC Downtown

### Off-Campus Dual Credit

#### Air Conditioning Technology

Riverview Opportunity Center / ATC (21-22)

##### Course Offerings

- ACR 100/101 Refrigeration Fundamentals with Lab (5 credit hours) **(JCTC)**
- ACR 102/1-3 HVAC Electricity with Lab (5 credit hours) **(JCTC)**

- ★ Students from each BCPS high school may enroll in these courses.
- ★ Counts as an additional Elective Course rather than a CTE course.

Click [HERE](#) for more JCTC Heating and Air Conditioning Technology Program Information.

##### ILP Related Careers:

Fuel Oil Dealers  
Refrigeration and Air-Conditioning Service and Repair  
Schools  
Local Governments  
Sales for Heating and Air  
Hospital Heat and Air Repair

[End of Program Assessment Articulation Agreements/Industry Certifications](#)



#### Plumbing Technology

Riverview Opportunity Center / ATC (21-22)

##### Course Offerings

- PLB 150/151 Plumbing Introduction to the Trade/Basic Plumbing Skills (6 credit hours) **(JCTC)**

- ★ Students from each BCPS high school may enroll in these courses.
- ★ Counts as an additional elective course rather than a CTE course.

Click [HERE](#) for more JCTC Plumbing Program Information.

##### ILP Related Careers:

Construction Occupations  
Maintenance Work  
Industrial Employment  
Commercial Employment  
Government Employment

[End of Program Assessment Articulation Agreements/Industry Certifications](#)



# COMPUTERIZED MANUFACTURING AND MACHINING CAREER PATHWAYS

## JCTC Downtown Off-Campus Dual Credit

Computer Numerical Control (CNC) Operator  
CIP 48.0503.04

Riverview Opportunity Center / ATC (21-22)

### Course Offerings

- Fundamentals of Machine Tools A - **CNN 110 (JCTC)**  
**(ATC) 470913X**
- Fundamentals of Machine Tools B - **CMM 112 (JCTC)**  
**(ATC) 4790913X**
- Manual Programming - **CMM 130 (JCTC)**  
**(ATC) 470915X**
- Blueprint Reading for Machinists - **CMM 112 (JCTC)**  
**(ATC) 470921X**
- Introduction to Computer-Aided Drafting - **CAD 100 (JCTC)**  
**(ATC) 480110X**

★ Students from each BCPS high school may enroll in these courses.

Click [HERE](#) for more Program Information.



**ILP Related Careers:**  
CAD CAM Programmer  
Computer Numerical Control Machinist  
Computer Numerical Control Programmer

[End of Program Assessment Articulation Agreements/Industry Certifications](#)

# EDUCATION AND TRAINING CAREER PATHWAYS

Teaching and Learning (21-22)

CIP 13.0101.00

NBHS / BEHS / BCHS

## Course Offerings

- The Learning Community  
(BC, BE, NB) 331030 EDTP 201 (UofL) - Dual Credit
- The Learner-Centered Classroom  
(BC, BE, NB) 331031 EDTP 107 (UofL) - Dual Credit
- The Professional Educator  
(BC, BE, NB) 331032 EDTP 215 (UofL) - Dual Credit



UNIVERSITY OF  
**LOUISVILLE**

COLLEGE OF EDUCATION  
& HUMAN DEVELOPMENT

Click [HERE](#) for more University of Louisville Program Information.



UNIVERSITY OF  
**LOUISVILLE**

## ILP Related Careers:

Teacher  
Administrator  
Counselor  
Instructional Coach  
Curriculum Specialist  
Curriculum Writer  
Curriculum Consultant  
School Psychologist  
Curator  
Professor  
Policy Advisor  
Tutor  
Assessment Specialist



# ENGINEERING CAREER PATHWAYS

## Electrical/Electronics Engineering CIP 14.1001.00

**BCHS / BEHS** (21-22)

### Course Offerings

- Engineering I (Introduction to Engineering Design PLTW)  
**(BC, BE) 210221 or BRX 120 (JCTC) Dual Credit Course (BC)**
- Engineering II (Principles of Engineering PLTW)  
**(BC, BE) 210222**
- Electrical/Electronics Engineering (Digital Electronics PLTW)  
**(BC, BE) 210232 or ELT 120 (JCTC) Dual Credit Course (BC)**
- Unmanned Aircraft Systems  
**(BC, BE) AVN 170 (EKU) - Dual Credit**
- Engineering Capstone  
**(BE) 210110**
- AP Computer Science A  
**(BC) 110701**

Click [HERE](#) for more Program Information.

### ILP Related Careers:

Engineering Technology Instructor  
Production Woodworker  
Manufacturing Manager  
Manufacturing Worker  
Electronics Assembler  
Industrial Engineer  
Industrial Technician  
Quality Controller  
Architect  
Aerospace Engineer  
Electrical Engineer  
Civil Engineer

[End of Program Assessment Articulation Agreements/Industry Certifications](#)

## Automation Engineering CIP 15.0613.00

**NBHS / BCHS** (21-22)

### Course Offerings

- Engineering I  
**(BC, NB) 210221**
- Engineering II  
**(BC, NB) 210222**
- Introduction to 3D Printing Technology  
**(NB) 332001**
- Engineering Capstone  
**(NB) 210110**
- AP Computer Science A  
**(BC) 110701**



### ILP Related Careers:

Engineering Technology Instructor  
Production Woodworker  
Manufacturing Manager  
Manufacturing Worker  
Electronics Assembler  
Industrial Engineer  
Industrial Technician  
Quality Controller  
Architect  
Aerospace Engineer  
Electrical Engineer  
Civil Engineer

[End of Program Assessment Articulation Agreements/Industry Certifications](#)

# ENGINEERING CAREER PATHWAYS

Aerospace Engineering  
CIP 14.0201.01  
**BCHS / BEHS** (21-22)

## Course Offerings

- Engineering I (Introduction to Engineering Design PLTW) **(BC, BE) 210221** or **BRX 120 (JCTC) Dual Credit (BC)**
- Engineering II (Principles of Engineering PLTW) **(BC, BE) 210222**
- Unmanned Air System - **AVN 170 (EKU) Dual Credit**
- Electrical/Electronics Engineering (Digital Electronics PLTW) **(BC, BE) 210232** or **ELT 120 (JCTC) Dual Credit (BC)**
- Engineering Capstone (Engineering Design and Development PLTW) **(BE) 210110**

**ILP Related Careers:**  
Aerospace Engineer  
Aeronautical Engineer  
Astronaut  
Engineering Tech



[End of Program Assessment Articulation Agreements/Industry Certifications](#)

Automotive Engineering  
CIP 15.0803.00  
**BCHS / BEHS** (21-22)

## Course Offerings

- Engineering I (Introduction to Engineering Design PLTW) **(BC, BE) 210221** or **BRX 120 (JCTC) Dual Credit (BC)**
- Electrical/Electronics Engineering (Digital Electronics PLTW) **(BC, BE) 210232** or **ELT 120 (JCTC) Dual Credit (BC)**
- 470507 Auto Maintenance & Light Repair Section A **(BC, BE) 470507**
- 470509 Auto Maintenance & Light Repair Section B **(BC, BE) 470509**
- 470511 Auto Maintenance & Light Repair Section C **(BC, BE) 470511**
- 470513 Auto Maintenance & Light Repair Section D **(BC, BE) 470513**

**ILP Related Careers:**  
Automotive Engineer  
Service Manager

[End of Program Assessment Articulation Agreements/Industry Certifications](#)

# ENGINEERING CAREER PATHWAYS

## Electrical Construction Engineering

CIP 15.0303.00

**BCHS / BEHS** (21-22)

### Course Offerings

- Engineering I (Introduction to Engineering Design PLTW)  
**(BC, BE) 210221 or BRX 120 (JCTC) Dual Credit (BC)**
- Electrical/Electronics Engineering (Digital Electronics PLTW) **(BC, BE) 210232 ELT 120 (JCTC) Dual Credit (BC)**
- Circuits I **(BC, BE) 460316**
- Circuits II **(BC, BE) 470507**

### ILP Related Careers:

Electrical Engineer  
Electrical Engineering  
Tech Electrician  
Industry Certification

[End of Program Assessment Articulation Agreements/Industry Certifications](#)

## Welding Engineer

CIP 15.0614.00

**BCHS / BEHS** (21-22)

### Course Offerings

- Engineering I (Introduction to Engineering Design PLTW)  
**(BC, BE) 210221 or BRX 120 (JCTC) Dual Credit (BC)**
- Engineering II (Principles of Engineering PLTW)  
**(BC, BE) 210222**
- Blueprint Reading for Welding  
**(BC, BE) 480505**
- Cutting Process  
**(BC, BE) 480501**
- Gas Metal Arc Welding  
**(BC, BE) 480522**
- Shielded Metal Arc Welding (SMAW)  
**(BC, BE) 480521**

### ILP Related Careers:

Pipe Welder  
Certified Welding Inspector (CWI)  
Certified Welding Educator (CWE)  
Welding Engineer  
Structural Engineer  
Mechanical Engineer

[End of Program Assessment Articulation Agreements/Industry Certifications](#)



# FAMILY CONSUMER SCIENCE

## CAREER PATHWAYS

Culinary and Food Services  
(CIP 12.0500.00)  
**BCHS / BEHS** (21-22)

Consumer and Family Management  
CIP 19.0403.00  
**BCHS** (21-22)

### Course Offerings

- Foods & Nutrition  
**(BC, BE) 200441**
- Culinary Arts I  
**(BC, BE) 200411** or **CUL 211 (JCTC) Dual Credit Course (BC)**
- Culinary Arts II  
**(BC, BE) 200412** or **CUL 290 (JCTC) Dual Credit Course (BC)**
- FACS Essentials **(BC) 200113** AND/OR FACS Essentials Health (.5 credit)
- Advanced Foods & Nutrition (.5 or 1 credit)  
**(BC, BE) 200442** or **CUL 100 (JCTC) Dual Credit Course (BC)**
- Co-op: Culinary Arts  
**(BC, BE) 200409**

### Course Offerings

- FACS Essentials **(BC) 200113** AND/OR FACS Essentials Health (.5 credit) **200161 (BC) 200171**
- Foods & Nutrition  
**(BC) 200441**
- Relationships (.5 or 1 credit)  
**(BC) 200171**
- Money Skills  
**(BC) 201010**
- Co-op: Consumer and Family Management **(BC)**

### ILP Related Careers:

Chef/Cook  
Baker  
Entrepreneur  
Food Inspector  
Butcher

### ILP Related Careers:

Marriage and Family Therapist  
Family and Consumer Scientist  
Gerontologist  
Abuse/Crisis Counselor  
Personal Financial Planner

[End of Program Assessment Articulation Agreements/Industry Certifications](#)

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# FAMILY CONSUMER SCIENCE

## CAREER PATHWAYS

Food Science and Dietetics  
(CIP 51.3199.00)  
**BCHS** (21-22)

Fundamentals of Teaching  
CIP 13.1308.00  
**BCHS** (21-22)

### Course Offerings

- Foods & Nutrition  
**(BC) 200441**
- Advanced Foods & Nutrition (.5 or 1 credit)  
**(BC) 200442** or **CUL 100 (JCTC) Dual Credit Course (BC)**
- FACS Essentials **(BC) 200113** AND/OR FACS Essentials Health (.5 credit)
- Co-op: Food Science & Dietetics  
**(BC) 200491**

### Course Offerings

- Early Lifespan  
**(BC) 200223**
- FACS Essentials  
**(BC) 200113**
- Relationships  
**(BC) 200171**
- The Learner-Centered Classroom
- **(BC) 331020** or **EDTP 107 (UofL) Dual Credit (BC) 592103**
- Co-op: Fundamentals of Teaching  
**(BC) 200291**

### ILP Related Careers

Fashion Designer  
Chef/Cook  
Baker  
Entrepreneur  
Food Inspector  
Butcher

[End of Program Assessment Articulation Agreements/Industry Certifications](#)

### ILP Related Careers

Marriage and Family Therapist  
Family and Consumer Scientist  
Gerontologist  
Abuse/Crisis Counselor  
Personal Financial Planner

[End of Program Assessment Articulation Agreements/Industry Certifications](#)

# FAMILY CONSUMER SCIENCE

## CAREER PATHWAYS

Early Childhood Education  
CIP 13.1210.00  
**BCHS / BEHS** (21-22)

### Course Offerings

- Early Lifespan Development  
**(BC, BE) 200223**
- Child Development Services I  
**(BC, BE) 200261**
- Child Development Services II  
**(BC, BE) 200262**
- FACS Essentials  
**(BC) 200113 AND/OR FACS Essentials Health (.5 credit) 200161**
- Principles of Teaching **331020** or The Learner-Centered Classroom  
**(BC, BE) 331020 or EDTP 107 (UofL) Dual Credit (BC, BE)**
- Relationships (.5 or 1 credit)  
**(BC) 200171**
- Parenting (.5 or 1 credit)  
**(BE) 200173**
- Co-op: Early Childhood Education  
**(BE, BC) 200201**

**ILP Related Careers:**  
Early Childhood Educator  
Psychologist  
Pediatrician  
Midwife  
Child and Youth Worker

[End of Program Assessment Articulation Agreements/Industry Certifications](#)

Hospitality, Travel, Tourism and Recreation  
CIP 52.1910.00  
**BCHS** (21-22)

### Course Offerings

- Marketing Principles  
**(BC) 080716**
- Marketing Application  
**(BC) 080717**
- Principles of Entrepreneurship  
**(BC) 080310**
- Advanced Foods and Nutrition  
**(BC) 200442 or CUL 100 (JCTC) Dual Credit Course (BC)**
- Foods and Nutrition **(BC) 200441 or FACS Essentials (BC) 200113**
- Ethical Leadership  
**(BC) 060109**
- Co-op Hospitality  
**(BC) 200690**

**ILP Related Careers:**  
Caterer  
Event Planner  
Hotel Desk Clerk  
Recreation Director  
Sales Representative  
Tour Guide  
Travel Agent

[End of Program Assessment Articulation Agreements/Industry Certifications](#)



# FAMILY CONSUMER SCIENCE

## CAREER PATHWAYS

Fashion and Interior Design  
CIP 50.0407.00  
**BCHS** (21-22)

### Course Offerings

- Fashion and Interior Design I  
**200821 (BC)**
- Fashion and Interior Design II  
**200825 (BC)**
- Money Skills  
**201010 (BC)**
- FACS Essentials  
**(BC) 200113 AND/OR FACS Essentials Health (.5 credit) 200161**
- Co-op: Fashion and Interior Design  
**(BE, BC) 200810**

**ILP Related Careers:**  
Early Childhood Educator  
Psychologist  
Pediatrician  
Midwife  
Child and Youth Worker

[End of Program Assessment Articulation Agreements/Industry Certifications](#)

Hospitality, Travel, Tourism and Recreation  
CIP 52.1910.00  
**BEHS** (21-22)

### Course Offerings

- Principles of Hospitality  
**080910 (BC, BE)**
- Marketing Principles  
**080716 (BC, BE)**
- Advanced Foods and Nutrition  
**200442 (BC, BE) or CUL 100 (JCTC) Dual Credit Course (BC)**
- Principles of Entrepreneurship  
**080310 (BC, BE)**
- Foods and Nutrition **200442** or FACS Essentials  
**200113 (BC, BE)**
- Marketing Education Co-op  
**080707 (BC, BE)**
- Marketing Education Internship  
**080708 (BC, BE)**
- Co-op: Hospitality, Travel, Tourism and Recreation  
**200690 (BC, BE)**

**ILP Related Careers:**  
Caterer  
Event Planner  
Hotel Desk Clerk  
Recreation Director  
Sales Representative  
Tour Guide  
Travel Agent

[End of Program Assessment Articulation Agreements/Industry Certifications](#)

# FAMILY CONSUMER SCIENCE CAREER PATHWAYS

Campbellsville University Early Childhood Dual Credit Program

CIP 13.1210.00

Riverview Opportunity Center (21-22)

## Course Offerings

- Early Lifespan Development  
(ROC) 200223 ECE 230 Child Development II (Campbellsville)
- Child Development Services I  
(ROC) 200261 ECE 216 Introduction to Special Education in Early Childhood Education (Campbellsville)
- Child Development Services II  
(ROC) 200262 ECE 140 Guidance of the Young Child (Campbellsville)
- Co-op: Early Childhood Education  
(ROC) 200201
- ICEC 325 Foundations of Montessori Teacher Education (TBD)
- Co-op: Early Childhood Education  
(ROC) 200201



★ Students from each high school may enroll in these courses.

Click [HERE](#) for Information concerning Early Childhood Education from Campbellsville.

### ILP Related Careers:

Special Education Teacher  
Early Childhood Educator  
Teacher's Assistant  
Pediatrician  
Child and Youth Worker  
Elementary School Teacher



[End of Program Assessment Articulation Agreements/Industry Certifications](#)

# HEALTH SCIENCE

## CAREER PATHWAYS

EKG Technology/Technician  
CIP 51.0902.01

**BCHS** / **NBHS** / **BEHS** (21-22)

### Course Offerings

- Principles of Health Science (**NB**, **BC**, **BE**) 170111 or (**BC**) **HST 102 & HST 103 (JCTC) Dual Credit**
- Emergency Procedures (.5 credit) (**NB**, **BC**, **BE**) 170141 AND Medical Terminology (.5 or 1 credit) (**NB**, **BC**, **BE**) or **CPR 100 (JCTC) Dual Credit** 170131 or **AHS 115 (JCTC) Dual Credit (BC)**
- EKG Technician (**NB**, **BC**, **BE**) 170555
- Anatomy (**NB**, **BC**, **BE**) 302631
- Internship: Allied Health (**NB**, **BC**, **BE**) 170550

**ILP Related Careers:**  
Diagnostic Medical Sonographer  
Medical Assistant  
Medical Lab Tech  
Nurse  
Radiologist



[End of Program Assessment Articulation Agreements/Industry Certifications](#)

Pre-Nursing  
CIP 51.2699.01

**BCHS** (21-22)

### Course Offerings

- Principles of Health Science (**BC**) 170111 or **HST 102 & HST 103 (JCTC) Dual Credit**
- Emergency Procedures (.5 credit) (**BC**) 170141 or **CPR 100 (JCTC) Dual Credit** AND Medical Terminology (.5 or 1 credit) 170131 (**BC**) or **AHS 115 (JCTC) Dual Credit**
- Medicaid Nurse Aide (**BC**) 170631 or **NAA 100 (JCTC) Dual Credit**
- Anatomy and Physiology (Science course) (**BC**) 302631
- Co-op (Nursing) (**BC**)
- Internship: Allied Health (**BC**)
- MNA Through Trilogy

**ILP Related Careers:**  
Licensed Practical Nurse  
Nurse  
Nurse Practitioner  
Nursing Assistant  
Physician's Assistant  
Doctor

[End of Program Assessment Articulation Agreements/Industry Certifications](#)



# HEALTH SCIENCE

## CAREER PATHWAYS

Pharmacy Technician  
CIP 51.0805.01  
**BCHS** / **BEHS** (21-22)

Patient Care Technician  
CIP 51.1614.00  
**BEHS** / **NBHS** (21-22)

### Course Offerings

- Principles of Health Science  
(**BC, BE**) 170111 or **HST 102 & HST 103 (JCTC) Dual Credit**
- Emergency Procedures (.5 credit) (**BC, BE**) 170141 or **CPR 100 (JCTC) Dual Credit** AND Medical Terminology (.5 or 1 credit) 170131 (**BC, BE**) or **AHS 115 (JCTC) Dual Credit**
- Pharmacy Technician  
(**BC, BE**) 170558
- Body Structures and Functions (**BC**) 170167
- Anatomy and Physiology (**BE**) 302631
- Internship: Allied Health  
(**BC**) 170550
- Allied Health Core Skills  
(**BE, BC, NB**) 170501 or **AHS 105 (JCTC) Dual Credit**

### Course Offerings

- Principles of Health Science  
(**NB, BE**) 170111 or **HST 102 & HST 103 (JCTC) Dual Credit**
- Emergency Procedures (.5 credit) 170141 (**BE, NB**) 170141 AND Medical Terminology (.5 or 1 credit) (**BE, NB**) 170131 or **AHS 115 (JCTC) Dual Credit**
- Acute Care Basic Skills  
(**BE, NB**) 170502
- Body Structures and Functions 170167 OR Anatomy and Physiology (**BE**) 302631
- Co-op (Nursing)  
(**BE, NB**) 170601
- Internship: Allied Health  
(**NB**) 170550

ILP Related Careers:  
Pharmacy Technician



ILP Related Careers:  
Licensed Practical Nurse  
Nurse  
Nurse Practitioner  
Nursing Assistant  
Physician's Assistant  
Doctor

[End of Program Assessment Articulation Agreements/Industry Certifications](#)

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# HEALTH SCIENCE

## CAREER PATHWAYS

Allied Health  
CIP 51.0000.01

**NBHS** / **BEHS** / **BCHS** (21-22)

Medical Administrative Assisting  
CIP 51.0710.00

**BCHS** (21-22)

### Course Offerings

- Principles of Health Science (**BE, BC, NB**) 170111 or **HST 102 & HST 103 (JCTC) Dual Credit**
- Emergency Procedures (.5 credit) (**BE, BC, NB**) 170141 or **CPR 100 (JCTC) Dual Credit** AND Medical Terminology (.5 or 1 credit) 170131 (**BE, BC, NB**) or **AHS 115 (JCTC) Dual Credit**
- Anatomy and Physiology (**BE, BC**) 302631
- Internship: Allied Health (**NB, BE**) 170550

### Course Offerings

- Principles of Health Science (**BC**) 170111 or **HST 102 & HST 103 (JCTC) Dual Credit**
- Emergency Procedures (**BC**) 170141 and Medical Terminology (.5 or 1 credit) 170131 or **AHS 115 (JCTC) Dual Credit**
- Medical Office Procedures (**BC**) 170920
- Internship: Medical Administrative Assistant (**BC**) 170922
- Anatomy and Physiology (**BC**) 302631

### ILP Related Careers:

Doctor  
Nurse  
Pharmacist  
Psychologist  
Radiologist  
Surgeon  
Veterinarian



### ILP Related Careers:

Medical Coder  
Medical Transcriptionist  
Physicians' Office Assistant  
Health Information Administrator  
Records Clerk  
Admissions Clerk  
Billing and Insurance Specialist

# INFORMATION TECHNOLOGY

## CAREER PATHWAYS

### Computer Science

CIP 11.0701.01

**BCHS** / **NBHS** (21-22)

### Digital Design and Game Development

CIP 36.0113.00

**BEHS** (21-22)

#### Course Offerings

- Digital Literacy  
**060112 (NB, BC)** or **CIT 105 (JCTC) Dual Credit**
- AP Computer Science Principles  
**110711 (NB, BC)**
- AP Computer Science A  
**110701 (NB, BC)**

#### Course Offerings

- Digital Literacy  
**060112 or CIT 105 (JCTC) Dual Credit (BE)**
- Game Design and Development Principles  
**113605 (BE)**
- Introduction to Programming  
**110201 (BE)**
- Advanced Game Development and Publishing  
**113602 (BE)**

#### ILP Related Careers:

Computer Software Engineer  
Database Developer  
Computer Hardware Engineer  
Computer Network Specialist  
Computer Scientist  
Web Developer  
Information Security Analyst  
Computer Programmer  
IT Project Manager

#### ILP Related Careers:

IT Project Manager  
Computer Animator  
Cartoonist  
Game Designer  
Game Design Analyst  
Webmaster  
Web Developer



# INFORMATION TECHNOLOGY CAREER PATHWAYS

## Computer Programming CIP 11.0201.01

Riverview Opportunity Center (21-22)

### Course Offerings

- Digital Literacy  
(ROC) 060112 or CIT 105 (JCTC) Dual Credit
- Computational Thinking  
(ROC) 110251 or CIT 120 (JCTC) Dual Credit
- Introduction to Programming  
(ROC) 110252
- Project-Based Programming  
(ROC) 110226
- Information Technology Co-Op  
(ROC) 110918

### Industry Certifications

- MTA: Intro to Programming Using Python
- MTA: Intro to Programming Using HTML & CSS
- MTA: Software Development Fundamentals 98-361

ILP Related Careers:  
Computer Software Engineer  
Database Developer  
Computer Hardware Engineer  
Computer Network Specialist  
Computer Scientist  
Web Developer  
Information Security Analyst  
Computer Programmer  
IT Project Manager

[End of Program Assessment Articulation Agreements/Industry Certifications](#)

## Network Administration CIP 11.0901.01

BCHS / Riverview Opportunity Center (21-22)

### Course Offerings

- Digital Literacy  
(ROC, BC) 060112 or CIT 105 (JCTC) Dual Credit  
(ROC, BC)
- Computer Hardware and Software Maintenance (ROC,  
BC) 110101 or CIT 111 (JCTC) Dual Credit (ROC, BC)
- Computational Thinking (ROC) 110251 or CIT 120  
(JCTC) Dual Credit
- Introduction to Networking Concepts (non-vendor) (ROC,  
BC) 110901 or CIT 160 (JCTC) Dual Credit (ROC,  
BC)

Certifications earned through JCTC with completion of coursework.

- Computer Tech Basic
- A+ Prep

ILP Related Careers:  
IT Project Manager  
Computer Animator  
Cartoonist  
Game Designer  
Game Design Analyst  
Webmaster  
Web Developer

[End of Program Assessment Articulation Agreements/Industry Certifications](#)

# INFORMATION TECHNOLOGY CAREER PATHWAYS

Network Security  
CIP 11.1003.00

Riverview Opportunity Center / **BCHS** / **BEHS** (21-22)

## Course Offerings

- Digital Literacy **060112** or **CIT 105 (JCTC) Dual Credit (ROC, BE, BC)**
- Computer Hardware and Software Maintenance ) **110101** or **CIT 111 (JCTC) Dual Credit (ROC, BE, BC)**
- Introduction to Networking Concepts (non-vendor) **110901** or **CIT 160 (JCTC) Dual Credit (ROC, BE, BC)**
- Security Fundamentals **110912** or **CIT 180 (JCTC) Dual Credit (ROC, BE, BC)**

**All courses in this pathway are dual credit offerings.**

Certifications earned through JCTC with completion of coursework.

- Computer Technician
- Computer Tech Basic
- A+ Prep
- Security Fundamentals Certificate

ILP Related Careers:

Computer Software Engineer  
Database Developer  
Computer Hardware Engineer  
Computer Network Specialist  
Computer Scientist  
Web Developer  
Information Security Analyst  
Computer Programmer  
IT Project Manager

# LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY CAREER PATHWAYS

Law Enforcement Services

CIP 43.0107.00

**BEHS** (21-22)

## Course Offerings

- Introduction to Criminal Justice  
**461044 (BE)**
- Law Enforcement  
**461045 (BE)**
- Health and Well-Being for Law Enforcement  
**461018 (BE)**
- Criminal Investigation  
**461043 (BE)**

## ILP Related Careers:

Correctional Officer  
Crime Scene Investigator  
Criminologist  
Detective  
Police Officer  
Private Investigator  
Probation/Parole Officer  
Security Guard

[End of Program Assessment Articulation Agreements/Industry Certifications](#)



# LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY CAREER PATHWAYS

Campbellsville University Certificate Program

CIP 22.0001.00

Riverview Opportunity Center (21-22)

## General Criminal Justice Pathway through Campbellsville University

- Introduction to the Criminal Justice System, CJ 101 (Campbellsville), Fall of Junior Year
- College English or AP English, Fall of Junior Year
- Introduction to Criminology, CJ 235, (Campbellsville), Spring of Junior Year
- Juvenile Justice in America, JC 232 (Campbellsville), Spring of Junior Year
- General Psychology, PSY 111 (Campbellsville), Fall of Senior Year
- Criminal Investigations (Campbellsville), Fall of Senior Year
- Fundamentals of Homeland Security (Campbellsville), Spring of Senior Year
- Introduction to Criminal Law (Campbellsville), Spring of Senior Year

★ Students from each high school may enroll in these courses.

Click [HERE](#) for Information concerning undergraduate degrees from Campbellsville.



### ILP Related Careers:

Correctional Officer  
Crime Scene Investigator  
Criminologist  
Detective  
Police Officer  
Private Investigator  
Probation/Parole Officer

[End of Program Assessment Articulation Agreements/Industry Certifications](#)

# MEDIA ARTS CAREER PATHWAYS

Graphic Design  
CIP 50.0401.00  
**BEHS** (21-22)

## Course Offerings

- Introduction to Media Arts  
**480901 (BE)**
- Two-Dimensional Media Design  
**480920 (BE)**
- Digital Imaging  
**480921 (BE)**
- Advanced Production Design  
**480922 (BE)**
- 480950 Media Arts Co-op  
**480950 (BE)**

**ILP Related Careers:**  
**Advertising Account Executive**  
**Advertising Copywriter**  
**Art Director**  
**Graphic Designer**  
**Sign Maker**  
**Visual Merchandiser**

[End of Program Assessment Articulation Agreements/Industry Certifications](#)



# BULLITT COUNTY AREA TECHNOLOGY CENTER

A shuttle program allows students to remain in their home high school for traditional core courses and take a shuttle from BEHS and NBHS to the Area Technology Center for a skills trade pathway class. Students from BCHS and ROC are able to walk to the ATC for programming.

Students in grades 9-12 may apply to any program. Space is limited in all programs and students may not be selected for first year or choice.

**[BCATC Website: CLICK HERE](#)**



# AREA TECHNOLOGY CENTER

## Pathway Name:

Automotive Maintenance &  
Light Repair Technician  
CIP 47.0604.01(ATC 480110X)

## Pathway Courses:

470507 Maintenance and Light  
Repair A and Lab

470509 Maintenance and Light  
Repair B and Lab

470511 Maintenance and Light  
Repair C and Lab

470513 Maintenance and Light  
Repair D and Lab

470501 Automotive CO-OP

## Industry Certification:

ASE Student Certification - Auto  
Maintenance and Light Repair

[Industry Certification](#)



## AUTOMOTIVE

**What Automotive Service Technicians and Mechanics Do:** Automotive service technicians and mechanics, often called service technicians or service techs, inspect, maintain, and repair cars and light trucks.

**Work Environment:** Most automotive service technicians and mechanics work in well-ventilated and well-lit repair shops. Although automotive problems often can be identified and fixed with computers, technicians perform many tasks with greasy parts and tools, sometimes in uncomfortable positions.

**How to Become an Automotive Service Technician or Mechanic:** A high school diploma or the equivalent is typically the minimum requirement to work as an automotive service technician or mechanic. Because automotive technology is becoming increasingly sophisticated, some employers prefer automotive service technicians and mechanics who have completed a formal training program in a postsecondary institution. Industry certification usually is required once the person is employed.

**Pay:** The median annual wage for automotive service technicians and mechanics was \$42,090 in May 2019.

**Job Outlook:** Employment of automotive service technicians and mechanics is projected to grow 6 percent from 2016 to 2026, about as fast as the average for all occupations. Job opportunities for qualified job seekers should be very good.





# AREA TECHNOLOGY CENTER

## Pathway Name:

Diesel Brake Repair  
CIP 47.0605.01

## Pathway Courses:

DIT 180-181 ECTC (ATC 470422)  
Brakes (Diesel) and Lab

ADX 120-121 ECTC (ATC 470556X) Basic Automotive  
Electricity and Lab OR Special  
Problems I Diesel

DIT 190-191 (ATC 470425)  
Electrical Systems for Diesel  
Equipment and Lab

DIT 100 (ATC 470406)  
Mechanical Concepts\*AND  
DIT 103 ECTC (ATC 470403)  
Preventive Maintenance and Lab\*

Note: (\*) Indicates half-credit  
course

## Program Location:

[Elizabethtown Community and  
Technical College](#)

## Industry Certification:

ASE Student Certification - Diesel  
Breaks or Diesel Electrical  
Electronic System  
[Industry Certification](#)



## DIESEL BRAKE REPAIR

**What Diesel Brake Repairers Do:** Common duties of someone working in diesel brake repair include performing diagnostic tests and determining common brake problems, repairing and replacing brakes, and performing routine brake maintenance.

**Work Environment:** Brake repair technicians may find job opportunities at automotive shops, automobile dealers, and auto parts stores.

**How to Become a Diesel Brake Repairer:** Employers typically seek brake repair technicians who hold a certificate or an associate's degree in automotive service technology from a vocational-technical school or community college. Certificate programs typically last about six months to one year, while an associate's degree program usually takes two years to complete. Courses include automotive brake systems, steering and suspension, electrical systems, maintenance, and basic auto service. In addition to coursework, brake repair technicians may complete hands-on training through cooperative work or internship programs. Automotive Service Excellence (ASE) certification is also available in brakes. To earn certification, students must pass a brakes test, which is one of eight tests available from ASE for automobiles and light trucks.

**Pay:** The median annual wage for diesel service technicians and mechanics was \$48,500 in May 2019.

**Job Outlook:** The U.S. Bureau of Labor Statistics (BLS,) projected average growth in the employment of automotive service technicians from 2014 to 2024, an increase of 5%, noting that those with the most training and/or experience will more easily compete for jobs ([www.bls.gov](http://www.bls.gov)). The BLS published the median annual salary of automotive repair technicians, including specialists such as brake repair technicians, as \$37,850 in May 2015.

**All courses in this pathway are dual credit offerings through ECTC.**



# AREA TECHNOLOGY CENTER

## Pathway Name:

Flight and Aeronautics  
CIP 49.0102.00

## Pathway Courses:

210226 Introduction to  
Aerospace

210233 Fundamentals of Aviation  
Science

210234 Aviation Science OR  
210234X Introduction to Aviation  
AVN 150 (EKU) - online dual  
credit

210237 Commercial Aviation  
Science OR  
210237X Unmanned Air Systems  
AVN 170 (EKU) - online dual  
credit

## Industry Certification:

FAA Private Pilot Written Exam  
OR  
FAA Unmanned Air Systems

## Industry Certification



## AVIATION

**Flight and Aeronautics Pathway:** Students will complete what is considered the first phase of aviation training leading to a commercial pilot license. They will gain technical knowledge and skills to the flying and/or navigation of commercial passenger and cargo, agricultural, public service, corporate aircraft flight systems and controls, flight crew operations and procedures, radio communications, navigation procedures and systems, airways safety and traffic regulations, and governmental rules and regulations pertaining to piloting aircraft. Students will also study the increasing role of Unmanned Air Systems (Drones) on our society and Industry. Many other careers in aviation will be explored in this pathway from Aviation maintenance to Aerospace Engineering.

**Work Environment:** The work environment varies with occupation from the pilots seat to the aviation hangar for maintenance and repair. Aerospace engineers work in assembly area and offices where they design the latest aerospace technologies.

### **How to Become an Aerospace Engineer, Pilot, or an Aviation Mechanic:**

Aerospace engineers must have a bachelor's degree in aerospace engineering or another field of engineering or science related to aerospace systems. Many aircraft and avionics equipment mechanics and technicians learn their trade at an FAA-approved aviation maintenance technician school. Pilots attend a FAA approved flight school and must pass examinations and flight hours for licensure.

**Pay:** The median annual wage for aerospace engineers was \$116,500 in May 2019.





# AREA TECHNOLOGY CENTER

## Pathway Name:

Aircraft Maintenance Technician -  
CIP 47.0607.00  
(All Dual Credit at JCTC)

## Pathway Courses:

ATE 102 (JCTC) Introduction to  
Aviation Maintenance I  
(ATC 210226X)

ATE 104 (JCTC) Introduction to  
Aviation Maintenance II  
(ATC 210139)

ATE 106 (JCTC) Introduction to  
Aviation Maintenance III  
(ATC 210234X)

ATE 108 (JCTC) Introduction to  
Aviation Maintenance IV  
(ATC 210110P)

ATE 100 (JCTC) Aviation Math  
(ATC 210290P)

## Program Location:

[Jefferson Community and  
Technical College](#)

## Industry Certification:

FAA - Airframe and Power Plant  
General Written Exam

[Industry Certification](#)



## AIRCRAFT MAINTENANCE

**What Aircraft Maintenance Technicians Do:** Aircraft maintenance technicians are trained to adjust aircraft engines and pneumatic systems, remove and install aircraft components and diagnose problems. Some of their duties include checking electrical systems, repairing pilot static systems and performing regular preventive inspections. Technicians examine aircraft fuselage (the aircraft's main body) and landing gear for cracks or leakage. They repair or replace defective aircraft parts and check completed work to ensure that it meets quality standards.

**Work Environment:** Mechanics and technicians work in hangars, in repair stations, or on airfields. They must meet strict deadlines while following safety standards. Most mechanics and technicians work near major airports. Mechanics may work outside on the airfield, or in climate-controlled shops and hangars. Civilian mechanics employed by the U.S. Armed Forces work on military installations.

**How to Become an Aircraft Maintenance Technician:** Some aircraft mechanics and service technicians enter the occupation with a high school diploma or equivalent and receive on-the-job training to learn their skills and to be able to pass the FAA exams. Aviation maintenance personnel who are not certified by the FAA work under supervision until they have enough experience and knowledge and become certified.

**Pay:** The median annual wage for aircraft mechanics and service technicians was \$64,090 in May 2019. The median annual wage for avionics technicians was \$65,700 in May 2019.

**Job Outlook:** Overall employment of aircraft and avionics equipment mechanics and technicians is projected to grow 5 percent from 2016 to 2026, about as fast as the average for all occupations.

**All courses in this pathway are dual credit offerings through JCTC.**



# AREA TECHNOLOGY CENTER

## Pathway Name:

Automation Engineering- CIP  
CIP 15.0613.00

## Pathway Courses:

Engineering I

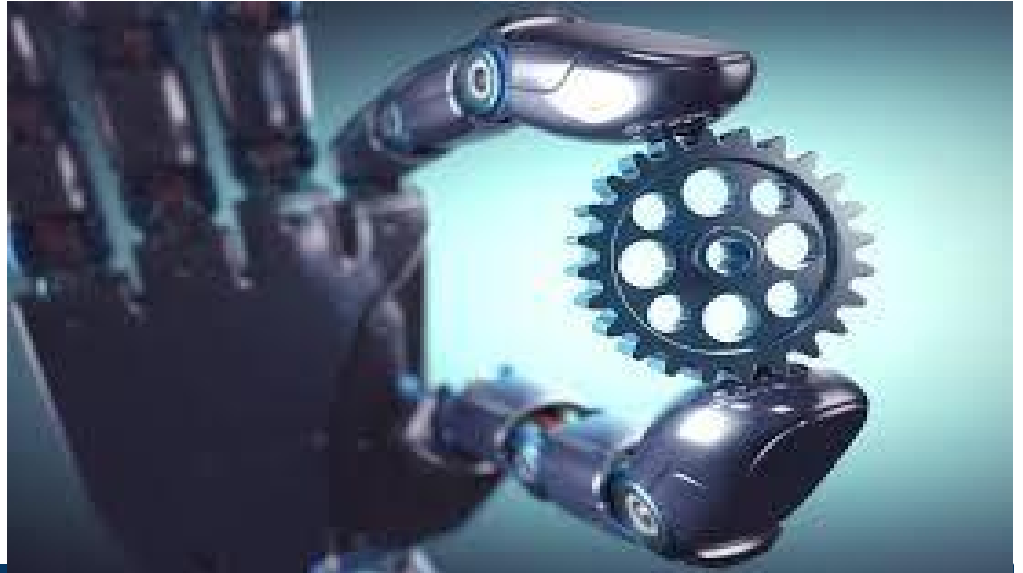
Engineering II

Introduction to 3D Printing  
Technology

Engineering Capstone

## Industry Certification:

[Industry Certification](#)



## AUTOMATION ENGINEERING

**What Automation Engineers Do:** This pathway prepares individuals to apply scientific and mathematical principles to the design, development, and implementation of automated and robotic systems. The pathway includes instruction in materials science and engineering, manufacturing processes, process engineering, assembly and product engineering, robotic systems design, and manufacturing competitiveness.

**Education:** Automation engineering requires a Bachelor's Degree in a related engineering field such as mechanical, computer, or electrical engineering.

**Work Environment:** Automation engineering allows you to explore many fields. Here are some examples of industries where you could work in:

- Automotive manufacturing
- Pharmaceutical manufacturing
- Medical device manufacturing
- Chemical and petrochemical
- Food and beverage
- Oil and gas
- Mining and metal extraction
- Water and wastewater
- Biochemical manufacturing

**Job Outlook:** Automation engineers are a hot commodity right now. The rapid increase in production capacity and development of technology is allowing for more and more processes to be **automated**, which is significantly more efficient.

**Pay:** SALARY RANGE of **US\$35,000 – 90,000** based on US job data.





# AREA TECHNOLOGY CENTER

**Pathway Name:**

Residential Carpenter Assistant

CIP 46.0201.02

AND/OR

Skilled Trades Commercial

Carpentry TRACK

CIP 46.0201.99

**Pathway Courses:**

460201 Introduction to  
Construction Technology

460212 Floor and Wall Framing

460213 Ceiling and Roof Framing

460219 Exterior and Interior  
Finish

460214 Site Layout and  
Foundations (TRACK)

**Industry Certification:**

NCCER Core Curriculum and  
Construction Carpentry  
(Level 1) and OSHA 10 AND/OR KY  
TRACK Pre-Apprenticeship  
Certification and OSHA 10

[Industry Certification](#)



## CARPENTRY TRACK

**What Carpenters Do:** Carpenters construct and repair building frameworks and structures—such as stairways, door frames, partitions, and rafters—made from wood and other materials. They also may install kitchen cabinets, siding, and drywall.

**Work Environment:** Because carpenters are involved in many types of construction, from building highways and bridges to installing kitchen cabinets, they work both indoors and outdoors. The work is sometimes strenuous, and carpenters have a higher rate of injuries and illnesses than the national average.

**How to Become a Carpenter:** Although most carpenters learn their trade through an apprenticeship, some learn on the job, starting as a helper.

**Pay:** The median annual wage for carpenters was \$48,330 in May 2019.

**Job Outlook:** Employment of carpenters is projected to grow 8 percent from 2016 to 2026, about as fast as the average for all occupations. Increased levels of new homebuilding and remodeling activity will require more carpenters.

Click [HERE](#) for TRACK Program information.



# AREA TECHNOLOGY CENTER

## Pathway Name:

Industrial Electrician Assistant  
CIP 46.0302.02  
AND/OR  
Skilled Trade Construction  
Electrical Track  
CIP 46.0302.99

## Pathway Courses:

460316 Circuits 1 ELT 110 (JCTC)

460312 Electrical Construction 1  
EET 154/155 (JCTC)

460331 Electrical Motor Controls  
EET 270/271 (JCTC)

460313 Electrical Construction 2  
(TRACK) EET 252/253 (JCTC)

## Industry Certification:

NCCER Core Curriculum and  
Electrician Tech (Level 1) and  
OSHA 10 AND/OR KY TRACK  
Pre-Apprenticeship Certification  
and OSHA 10

[Industry Certification](#)



## ELECTRICAL TRACK

**What Electricians Do:** Electricians install and maintain electrical power, communications, lighting, and control systems in homes, businesses, and factories.

**Work Environment:** Electricians work indoors and outdoors, in nearly every type of facility. Almost all electricians work full time, which may include evenings and weekends. Although the work is not as dangerous as other construction occupations, potential injuries include electrical shocks and burns, cuts, and falls.

**How to Become an Electrician:** Although most electricians learn through an apprenticeship, some start out by attending a technical school. Most states require electricians to be licensed.

**Pay:** The median annual wage for electricians was \$54,110 in May 2017.

**Job Outlook:** Employment of electricians is projected to grow 20 percent from 2012 to 2022, faster than the average for all occupations. As homes and businesses require more wiring, electricians will be needed to install the necessary components. Electricians with the widest variety of skills should have the best job opportunities.

Click [HERE](#) for TRACK Program information.



# AREA TECHNOLOGY CENTER

## Pathway Name:

Emergency Medical Technician  
CIP 51.0904.01

## Pathway Courses:

06461022X0101 EMS 105 JCTC

06461023X0101 EMS Training JCTC

## Industry Certification:

EMT - Basic National Certification

## Industry Certification



## Emergency Medical Tech

**What EMT/EMS Tech's Do:** Emergency medical technicians (EMTs) and paramedics respond to emergency calls, performing medical services and transporting patients to medical facilities.

**Work Environment:** Most EMTs and paramedics work full time. Their work can be physically strenuous and stressful, sometimes involving life-or-death situations.

**How to Become an EMT/EMS Technician:** Emergency medical technicians (EMTs) and paramedics typically complete a postsecondary educational program. All states require EMTs and paramedics to be licensed; requirements vary by state.

**Pay:** The median annual wage for EMTs and paramedics was \$35,400 in May 2019.

Click [HERE](#) to find out more information about Bullitt County EMS.





# AREA TECHNOLOGY CENTER

## Pathway Names:

Automotive Engineering  
CIP 15.0803.00

## Pathway Courses:

210221 Engineering 1 at BCHS or  
BEHS

210232 Electrical/Electronics  
Engineering at BCHS or BEHS

470507 Maintenance and Light  
Repair A and Lab

470509 Maintenance and Light  
Repair B and Lab

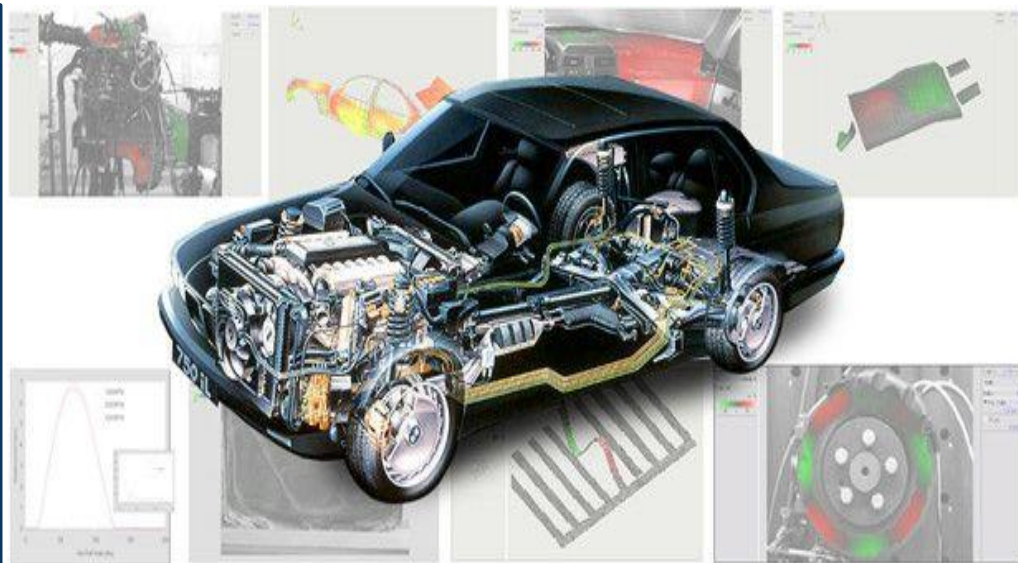
470511 Maintenance and Light  
Repair C and Lab

470513 Maintenance and Light  
Repair D and Lab

## Industry Certification:

REC-Foundation Pre-Engineering  
Cert and  
ASE Automotive Maintenance and  
Light Repair

[Industry Certification](#)



## ENGINEERING HYBRID AUTOMOTIVE

**What is the Automotive Engineering Hybrid?** This pathway provides the opportunity to blend Career and Technical Education (CTE) courses with Engineering courses to help students apply technical skills along with Science, Technology, Engineering, and Math (STEM) skills to solve real-world problems. This pathway prepares individuals to apply engineering principles and technical skills in support of engineers and other professionals engaged in developing, manufacturing, and testing self-propelled ground vehicles and their systems. It includes instruction in vehicular systems technology, design and development testing, prototype and operational testing, inspection and maintenance procedures, instrument calibration, test equipment operation and maintenance, and report preparation.

**Automotive Engineering Job Growth:** Automotive engineers also known as mechanical engineers, is projected to grow 5 percent to 2022. This is a little slower than the average for most occupations. The need for design on the next generation of vehicles such as electric cars and vehicle systems will keep the career in demand. To stay appealing to potential companies, engineering candidates should stay up-to-date with the latest software in the industry.





# AREA TECHNOLOGY CENTER

## Pathway Names:

Electrical Construction  
Engineering CIP 15.0303.00

## Pathway Courses:

210221 Engineering 1 at BCHS or  
BEHS

210232 Electrical/Electronics  
Engineering at BCHS or BEHS

460316 Circuits 1

460331 Electrical Motor Controls

460319 Circuits 2

## Industry Certification:

REC-Foundation Pre-Engineering  
Cert and OSHA 10  
AND/OR  
NCCER Core Curriculum and  
Electrician Tech (Level 1) and  
OSHA 10

[Industry Certification](#)



## ENGINEERING HYBRID ELECTRICAL

**What is the Electrical Construction Engineering Hybrid?** This pathway provides the opportunity to blend Career and Technical Education (CTE) courses with Engineering courses to help students apply technical skills along with Science, Technology, Engineering, and Math (STEM) skills to solve real-world problems. This pathway prepares individuals to apply technical knowledge and skills to install, operate, maintain, and repair electric apparatus and systems such as residential, commercial, and industrial electric-power wiring; and DC and AC motors, controls, and electrical distribution panels. It includes instruction in the principles of electronics and electrical systems, wiring, power transmission, safety, industrial and household appliances, job estimation, electrical testing and inspection, and applicable codes and standards.

**Electrical/Electronics Engineering Job Outlook:** Electrical and electronics engineering technicians typically need an associate's degree. The median annual wage for electrical and electronics engineering technicians was \$65,260 in May 2019. Electrical and electronics engineers must have a bachelor's degree. Employers also value practical experience, such as internships or participation in cooperative engineering programs. The median annual wage for electrical engineers was \$98,530 in May 2019. The median annual wage for electronics engineers, except computer was \$105,570 in May 2019.



# AREA TECHNOLOGY CENTER

## Pathway Names:

Welding Engineering  
CIP 15.0614.00

## Pathway Courses:

210221 Engineering 1 at BCHS or  
BEHS

210222 Engineering 2 at BCHS or  
BEHS

480505 Blueprint Reading for  
Welding

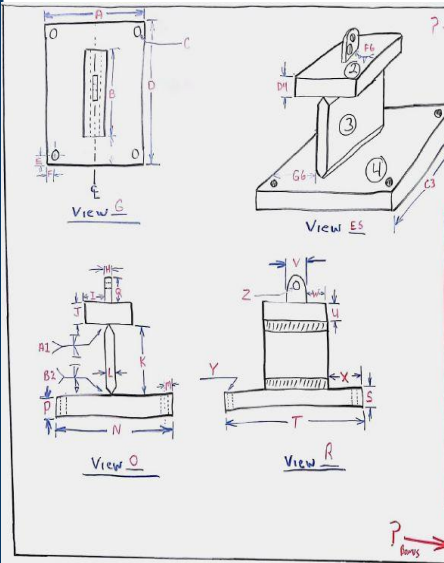
480501 Cutting Processes

480521 Shielded Metal Welding  
(SMAW)

## Industry Certification:

REC-Foundation Pre-Engineering  
Cert and 2-F (AWS) Welding

[Industry Certification](#)



## ENGINEERING HYBRID WELDING

### What is the Welding Engineering Hybrid?

This pathway provides the opportunity to blend Career and Technical Education (CTE) courses with Engineering courses to help students apply technical skills along with Science, Technology, Engineering, and Math (STEM) skills to solve real-world problems. Welding Engineers design and develop metal components for products for the pipeline, automotive, boiler making, ship building, aircraft and mobile home industry. Welding Engineers must have knowledge of cutting processes and gas metal arc welding procedures for efficient development of these industrial processes.

**Welders Job Outlook:** Employment of welders, cutters, solderers, and brazers is projected to grow 6 percent from 2016 to 2026, about as fast as the average for all occupations. The nation's aging infrastructure will require the expertise of welders, cutters, solderers, and brazers to help rebuild bridges, highways, and buildings. The median annual wage for welders, cutters, solderers, and brazers was \$42,490 in May 2019. Employment of mechanical engineering technicians is projected to grow 5 percent from 2016 to 2026, about as fast as the average for all occupations. There should be opportunities for those who can master new software and technology in addition to traditional manual skills. The median annual wage for mechanical engineering technicians was \$56,980 in May 2019.



# AREA TECHNOLOGY CENTER

## **Pathway Name:**

Patient Care Technician  
CIP 51.1614.00

## **Pathway Courses:**

170111 Principles of Health  
Science HST 102/103 (JCTC)

170141 Emergency Procedures  
(.5 credit) CPR 100 (JCTC)

170131 Medical Terminology  
AHS 115 (JCTC)

302631 Anatomy (taken as a  
BEHS class)

170502 Acute Care Basic Skills

## **Program Location:**

Bullitt East High School

## **Industry Certification:**

CPCT - Certified Patient Care  
Technician

[Industry Certification](#)



## PATIENT CARE TECH

### **What Patient Care Tech's Do:**

Patient Care Technicians help doctors, nurses and other medical professionals by taking care of ill or injured patients under their care by taking notes, taking vital signs, and assisting patients with everyday tasks.

### **Work Environment:**

Patient Care Technicians will usually work full time in hospitals, doctor's offices, nursing homes or extended care facilities..

### **How to Become a Patient Care Technician:**

Patient Care Technicians must complete a 8-12 month career training program. Students are trained in patient care, vital signs measurement, dialysis, patient assistance and phlebotomy.

**Pay:** The potential annual wage for a Patient Care Technician is \$32,000.





# AREA TECHNOLOGY CENTER

**Pathway Name:**

Allied Health  
CIP 51.0000.01

**Pathway Courses:**

170111 Principles of Health  
Science HST 102/103 (JCTC)

170141 Emergency Procedures  
(.5 credit) CPR 100 (JCTC)

170131 Medical Terminology  
AHS 115 (JCTC)

302631 Anatomy (taken as a  
BEHS class)

170501 Allied Health Core Skills  
AHS 105 (JCTC)

**Program Location:**

Bullitt East High School

**Industry Certification:**

NOCTI - Healthcare Core

[Industry Certification](#)



## Allied Health

**Healthcare Occupations:**

Employment of healthcare occupations is projected to grow 18 percent from 2016-2026, much faster than the average for all occupations, adding about 2.4 million new jobs. Healthcare occupations are projected to add more jobs than any of the other occupational groups. This projected growth is mainly due to an aging population, leading to greater demand for healthcare services.

**Pay:**

The medium annual wage for healthcare practitioners and technical occupations (such as registered nurses, physicians and surgeons, and dental hygienists) was \$68,190 in May 2019, which was higher than the median annual wage for all occupations in the economy of \$39,810.

Healthcare support occupations (such as home health aides, occupational therapy assistants, and medical transcriptionists) had a median annual wage of \$28,470 in May 2019.

**Explore different healthcare occupations and find out more information.**

[Click Link](#)





# AREA TECHNOLOGY CENTER

## Pathway Name:

IMT Advance MFG & Robotics  
CIP 47.0303.01

## Pathway Courses:

499920 Basic Blueprint Reading  
(.5 credit)

499925 Basic Troubleshooting  
(.5 credit)

470318 Maintaining Industrial  
Equipment IMT 150/151 (JCTC)

470322 Industrial Maintenance  
Electrical Principles  
IMT 110/111 (JCTC)

470351 Robotics and Automation  
ELT 260 (JCTC)

## Industry Certification:

NCCER Core Curriculum and  
Industrial Maintenance Mechanic  
(Level 1) and OSHA 10

[Industry Certification](#)



## IMT ADVANCED MFG & ROBOTICS

### **What Industrial Machinery Mechanics, Machinery Maintenance Workers, and Millwrights Do:**

Industrial machinery mechanics and machinery maintenance workers maintain and repair factory equipment and other industrial machinery, such as conveying systems, production machinery, and packaging equipment. Millwrights install, dismantle, repair, reassemble, and move machinery in factories, power plants, and construction sites. IMT's increasingly are working on repairing, maintaining, and programming robots for automation of manufacturing processes.

**Work Environment:** Workers in this occupation must follow safety precautions and use protective equipment, such as hardhats, safety glasses, and hearing protectors. Most work full time in factories, refineries, food-processing facilities, or power plants, or at construction sites. However, they may be on call and work night or weekend shifts. Overtime is common.

**How to Become an Industrial Machinery Mechanic, Machinery Maintenance Worker, or Millwright:** Industrial machinery mechanics, machinery maintenance workers, and millwrights typically need a high school diploma. However, industrial machinery mechanics need a year or more of training either on the job or through a technical school, whereas machinery maintenance workers typically receive on-the-job training that lasts up to a year. Most millwrights go through a 4-year apprenticeship.

**Pay:** The median annual wage for industrial machinery mechanics, machinery maintenance workers, and millwrights was \$52,860 in May 2019.

**Job Outlook:** Employment of industrial machinery mechanics, machinery maintenance workers, and millwrights is projected to grow 16 percent from 2014 to 2024, much faster than the average for all occupations. The need to keep increasingly sophisticated machinery functioning and efficient will drive demand for these workers.



# AREA TECHNOLOGY CENTER

## **Pathway Name:**

Computer Numerical Control  
(CNC) Operator -  
CIP 48.0503.04  
(All Dual Credit at JCTC)

## **Pathway Courses:**

CMM 110 (JCTC) Fundamentals  
of Machine Tools A (ATC  
470913X)

CMM 112 (JCTC)  
Fundamentals of Machine Tools B  
(ATC 470914X)

CMM 130 (JCTC)  
Manual Programming  
(ATC 470915X)

BRX 112 (JCTC)  
Blueprint Reading for Machinist  
(470921X)

CAD 100 (JCTC)  
Introduction to Computer Aided  
Design  
(ATC 480110X)

## **Program Location:**

[Jefferson Community and  
Technical College](#)

## **Industry Certification:**

Autodesk Inventor Certified User  
and OSHA10

[Industry Certification](#)



## Computer Numerical Control (CNC) Operator

### **What Computer Numerical Control Operators Do:**

Machinists and tool die makers set up and operate a variety of computer-controlled and mechanically controlled machine tools to produce precision metal parts, instruments, and tools.

Machinists typically do the following:

- Read blueprints, sketches, or computer-aided design (CAD) and computer-aided manufacturing (CAM) files
- Set up, operate, and disassemble manual, automatic, and computer numerically controlled (CNC) machine tools
- Turn, mill, drill, shape, and grind machine parts to specifications
- Use CAD software to design parts and G-code for CNC machines

### **Work Environment:**

Because machinists and tool and die makers work around machine tools that may present hazards, these workers must follow precautions to avoid injuries. For example, workers must wear protective equipment, such as safety glasses, to shield against bits of flying metal, earplugs to dampen the noise produced by machinery, and masks to limit their exposure to fumes.

### **How to Become a Computer Numerical Control Operator:**

JCTC has a 2-year program that trains students to become machinists or tool and die makers.

**Pay:** Median annual salary is \$44,420 per year in May 2019.

### **Job Outlook:**

Employment of machinists is projected to grow 2 percent from 2016-2026. With improvements in technologies, such as computer numerically controlled (CNC) machines, autoloader, high-speed machining, and lights-out manufacturing, machinists will still be required to set up, monitor, and maintain these systems.



# AREA TECHNOLOGY CENTER

## Pathway Name:

Bricklayer Assistant  
CIP 46.0101.01 AND/OR  
Skilled Trades Masonry TRACK  
CIP 46.0101.99

## Pathway Courses:

499930 Industrial Safety  
(.5 Credit)

499920 Basic Blueprint Reading  
(.5 Credit)

460112 Introduction to Masonry

460116 Intermediate Masonry

460113 Advance Masonry  
(TRACK)

OR

460180 Co-op Masonry

OR

460183 Internship Masonry

## Industry Certification:

NCCER Core Curriculum and  
Masonry (Level 1) and OSHA 10  
AND/OR KY TRACK -  
Pre-Apprenticeship Certification  
and OSHA 10

[Industry Certification](#)



## MASONRY TRACK

**What Brickmasons, Blockmasons, and Stonemasons Do:** Brickmasons, blockmasons, and stonemasons (or, simply, masons) use bricks, concrete blocks, and natural and man-made stones to build fences, walkways, walls, and other structures.

**Work Environment:** The work is physically demanding because masons lift heavy materials and often must stand, kneel, and bend for long periods. They usually work outdoors, so poor weather conditions may reduce work activity. Most masons work full time.

**How to Become a Brickmason, Blockmason, or Stonemason:** Although most masons learn through an apprenticeship, some learn on the job. Others learn through 1- or 2-year mason programs at technical schools.

**Pay:** In May 2019, the median annual wage for brickmasons and blockmasons was \$46,500. The median annual wage for stonemasons was \$37,350 in May 2012.

**Job Outlook:** Employment of masons is projected to grow 34 percent from 2012 to 2022, much faster than the average for all occupations. Population growth will result in the construction of more schools, hospitals, homes, and other buildings. Workers with a good job history and with experience in masonry and construction should have the best job opportunities.

Click [HERE](#) for TRACK Program information.





# AREA TECHNOLOGY CENTER

## Pathway Name:

Welder Entry Level  
CIP 480505

## Pathway Courses:

480505 Blueprint Reading for  
Welding

480501 Cutting Processes

480521 Shielded Metal Arc  
Welding (SMAW)

480522 Gas Metal Arc Welding

## Industry Certification:

AWS - Sense Cert. (Level 1)

OR

2-F AWS Qualification Cert

OR

3-G KY Dept. of Transportation  
and OSHA 10

## [Industry Certification](#)



## WELDING

**What Welders, Cutters, Solderers, and Brazers do:** Welders, cutters, solderers, and brazers use hand-held or remotely controlled equipment to join or cut metal parts. They also fill holes, indentations, or seams in metal products. Sometimes welders help in the fabrication of new parts as well.

**Work Environment:** Workers in this occupation must follow safety precautions and use protective equipment, such as hardhats, safety glasses, and hearing protectors. Workers may work outdoors, often in inclement weather, or indoors, sometimes in a confined area. They may work on a scaffold, high off the ground, and they occasionally must lift heavy objects and work in awkward positions. Most work full time and overtime is common..

**How to Become an Welder Solderer or Brazer:** A high school diploma or equivalent, combined with technical and on-the-job training, is typically required for anyone to become a welder, cutter, solderer, or brazer.

**Pay:** The median annual wage for industrial machinery mechanics, machinery maintenance workers, and millwrights was \$42,490 in May 2019.

**Job Outlook:** Employment of welders, cutters, solderers, and brazers is projected to grow 10 percent from 2016 to 2026, faster than average for all occupations. The nation's aging infrastructure will require the expertise of welders, cutters, solderers, and brazers to help rebuild bridges, highways, and buildings.





# CAREER READINESS CENTER

**Riverview Opportunity Center  
383 High School Drive  
Shepherdsville, KY 40165**

Riverview Opportunity Center (ROC) is a small school setting designed to give students more access to the Bullitt County Area Technology Center (ATC), [criminal justice courses from Campbellsville University](#), and information technology fields of study. Students are in a blended learning environment and have access to a variety of skilled trades. Due to the flexible schedule, ROC students have opportunities to co-op and or work release in a job that coincides with the trade(s) they are studying. Students from North Bullitt, Bullitt East and Bullitt Central can attend the programs. Although these students are considered Riverview students, they maintain dual enrollment with their home school which allows them the opportunity to participate in sports, clubs, and other after school activities within their home schools. Transportation to and from ROC is provided by BCPS. Space for each program is limited and students are required to apply to each program for selection. To obtain an application please see your school counselor or call Rick Dawson, Riverview counselor, at (502)869-6600.



# CAREER READINESS CENTER

## Pathway Names:

Computer Programming  
CIP 11.0201.01

## Pathway Courses:

060112 Digital Literacy

110251 Computational Thinking

110252 Intro to Programming

110226 Project Based  
Programming

## Industry Certification:

MTA: Intro to Programming  
Using Python

MAT: Intro to Programming  
Using HTML and CSS

## Industry Certification



## Computer Programming

Within the computer programming pathway students will be prepared to design and create apps, as well as troubleshoot the latest programming languages used in industry.

BCPS is currently in the second year of a pre-apprenticeship partnership with the technology solutions company Interapt. Students that take project based programming have an opportunity to interview to be accepted into the apprenticeship program at Interapt after he or she completes high school graduation requirements.

[https://www.youtube.com/watch?v=k7NU\\_WmR1pA&feature=youtu.be](https://www.youtube.com/watch?v=k7NU_WmR1pA&feature=youtu.be)

<https://www.youtube.com/watch?v=-V--ahdWw-k&feature=youtu.be>

Click [HERE](#) for TRACK Program information.



# CAREER READINESS CENTER

## **Pathway Names:**

Network Administration

CIP 11.0901.01

(All Online Dual Credit with JCTC)

## **Pathway Courses:**

CIT 105 JCTC Introduction to Computers

CIT 120 JCTC Computational Thinking

CIT 111 JCTC Computer Hardware and Software

CIT 160 JCTC Intro to Networking Concepts

## **Program Location:**

Riverview Opportunity Center

## **Industry Certification:**

Computer Tech Basic JCTC  
A+ Prep JCTC

[Industry Certification](#)



## Network Administration

The network administration pathway will assist in helping students learn new administration support skills or upgrade existing computer information systems skills. Students will be able to properly install and manage networking software, effectively troubleshoot and fix networking problems.

Riverview Opportunity Center is partnering with Jefferson Community and Technical College to provide dual credit for the ROC students. Utilizing the Work Ready KY scholarship program from KHEAA students are able to take up to two years of college courses at no cost to the student.



# CAREER READINESS CENTER

**Pathway Names:**

Network Security

CIP 11.1003.00

(All Online Dual Credit with JCTC)

**Pathway Courses:**

CIT 105 JCTC Introduction to Computers

CIT 111 JCTC Computer Hardware and Software Maintenance

CIT 160 JCTC Intro to Networking Concepts

CIT 180 JCTC Security Fundamentals

**Program Location:**

Riverview Opportunity Center

**Industry Certification:**

Computer Technician JCTC

Computer Tech Basic JCTC

A+ Prep JCTC

Security Fundamentals Certificate JCTC

**[Industry Certification](#)**

## Network Security

The Network Security pathway will assist in helping students to be able to properly design and install a wired and wireless LAN system, including all network devices, physically connect servers and desktop computers.

Riverview Opportunity Center is partnering with Jefferson Community and Technical College to provide dual credit to the ROC students. Utilizing the Work Ready KY scholarship program from KHEAA students are able to take up to two years of college courses at no cost to the student.





# HIGH SCHOOL READY

## Key Components of Successful Transition Programs:

### 1. Provide parents and students with essential information about the new school.

Possible activities could include:

- Tours and/or Shadow Days
- HS Student Panel Discussions
- HS Counselor Visits
- Summer Transition Camps
- 8th Grade involvement in social or athletic events
- Infinite Campus Messenger, Remind Accounts, School Websites, Social Media

### 2. Provide opportunities for social support and peer interactions with current students.

*This allows students to begin building new relationships, obtain reliable information from “insiders” and feel welcomed to the high school community.* Possible activities:

- Orientation and mentoring programs. (Pair small groups of incoming students with upperclassmen for support)
- Open house for 8th graders, hosted by current 9th graders
- Student-Friendly Orientation Days before school starts.

### 3. Provide opportunities for communication between middle school and high school teachers, counselors, administrators and support staff.

*This will help insure that both groups have a realistic understanding of the programs, requirements and expectations at each level, so that a sense of articulation and alignment can be encouraged.* Possible activities:

- Create a “transition team” of teachers at each level who meet regularly for discussion and revision of the transition program
- Invite middle school teachers to team or department meetings, Teacher Planning Day Events, etc.
- Schedule an annual joint faculty meeting to identify concerns and successes
- Create departmental liaison positions
- Vertical curriculum planning meetings



# HIGH SCHOOL READY



## 4. Provide opportunities for parent involvement.

*Although possibly one of the most challenging pieces to facilitate at the high school level, studies have shown that parental involvement and support in a child's education can be an essential factor in student success. Possible activities:*

- Seek parent volunteers to be involved in daily school activities
- Develop a 9th grade newsletter that parents begin to receive when their child is still in 8th grade
- Invite parents to spend a day at the high school
- Involve parents in planning and implementing articulation activities
- Provide conversation opportunities for parents of new students with parents of current students
- Arrange increased phone contact, (quarterly, monthly, etc.) so parents feel more informed and involved
- Create learning opportunities for parents and children to engage in together, such as computer training, college planning, etc.
- Middle school teachers and counselors inform parents about transition activities and encourage them to get involved

# MS WORK ETHIC CERTIFICATION



## Middle School Work Ethic Certification

Part of the mission of education is to prepare students for the transition from school to work and life beyond the classroom. It is essential that students be taught essential skills necessary to be successful in the world of work. The Work Ethic Certification will demonstrate to employers that a student recognizes the importance of work ethic and has been trained to succeed in the workplace.

**Bullitt County Chamber of Commerce, Spencer County Chamber of Commerce, Bullitt County Public Schools and Spencer County Public Schools have partnered to develop work Ready communities. Students will have the opportunity to earn work ethic certificates during each year of middle school.**

### Qualifications Include:

- A student must obtain no more than 2 unexcused absences
- No discipline behavior incidents
- A student must have no grades lower than a C on quarter or final grades posted on report card
- Participate in 2 of the following: School/ Community Team Sport, School/ Community extra-curricular activity, or 10 community service hours
- Score in-progress or met progress on essential skills each nine weeks

### *Essential Skills:*

*Adaptability, Diligence, Initiative, Knowledge, Reliability, Remaining Drug Free, Working Well With Others*



# MIDDLE SCHOOL READY

**Below are possible transition type information and activities that elementary and middle schools may use in transition planning for students. The below information is not all-inclusive of the information or activities that may occur:**

## **Preparation During the Last Year of Elementary**

**Principal / Designee/ in collaboration with grade 5 teachers:**

- Schedule meeting with teachers and administrators at feeder middle level school.
- 5th grade students will visit Middle Schools.
- Seminar in the spring related to the important differences between elementary and middle school including new expectations.
- Obtain and allow students to view middle level course outlines and materials. Review information about school policy, traditions, etc.

**The elementary school teachers, in collaboration with middle school teachers, may:**

- Gather important information on specific students that will assist in their success in middle school and provide to feeder middle.
- Submit to feeder middle school the student's working writing folder and other work artifacts that may assist in appropriate placement(s).
- Review with transitioning students' curriculum standards / expectations.
- Send information to feeder middle on tier level interventions that have occurred including the student proficiency plans and other relevant data.
- Allow students to construct middle level goals for success as an activity during the tour or summer program visit [if applicable].



# MIDDLE SCHOOL READY

## **Parent Preparation**

### **The elementary school teachers / team may:**

- Discuss with parents, via a parent meeting, how they may assist their child over the summer to become ready for the transition. This could be information contained in the middle level feeder school packet.
- Share materials with parents that might assist the student in becoming familiar with the new school [e.g. school map, student handbook, yearbook, etc.]. This could be information contained in the middle level feeder packet.
- Discuss with parents how to communicate effectively with their child's middle school teacher(s). How parents will be informed about activities? How parents will be informed of faculty and school expectations?
- Identify and provide information on parent support groups, booster groups, etc. This could be information contained in the middle level feeder packet.
- Remind, or provide a name list, of school personnel who will function as primary office contacts to address questions etc. This could be information contained in the middle level feeder packet.

## **Student Preparation**

- Write social stories as individuals or class groups to help the student prepare for the change. Elementary level activity possibly carried out as a guidance activity.
- Allow the transitioning student to review a sample schedule. This could be information contained in the middle level feeder packet.
- Provide opportunities for students to practice opening locks and lockers [could be a part of a summer orientation program].
- Review school rules with student.
- Provide a summer orientation [if applicable and planned by the middle level school].
- Prepare the student for having more than one teacher and that all teachers may have different rules and expectations.
- School materials should include items to assist with organization.

# ES WORK ETHIC CERTIFICATION



## Elementary School Work Ethic Certification

Part of the mission of education is to prepare students for the transition from school to work and life beyond the classroom. It is essential that students be taught essential skills necessary to be successful in the world of work. The Work Ethic Certification will demonstrate to employers that a student recognizes the importance of work ethic and has been trained to succeed in the workplace.

Bullitt County Chamber of Commerce, Spencer County Chamber of Commerce, Bullitt County Public Schools and Spencer County Public Schools have partnered to develop work Ready communities. Students will have the opportunity to earn Work Ethic Certificates during the 4th and 5th grade year.

### Qualifications Include:

- A student must obtain no more than 2 unexcused absences
- No discipline behavior incidents
- A student must have all passing grades with a grade of C or above on each nine weeks report card. A student must have a score of Basic or above when using standards based report cards
- Participate in 2 of the following: School/ Community Team Sport, School/ COmmunity extra-curricular activity, or 10 community service hours
- Score in-progress or met progress on essential skills each nine weeks

### Essential Skills

*Adaptability, Diligence, Initiative, Knowledge, Reliability, Remaining Drug Free, Working Well With Others*



**DISCOVER**  
What we are  
all about by  
clicking [HERE](#).



# The DISCOVERY SCHOOL

A Project-Based Learning STEM School  
for Gifted & Talented Students  
at Hebron Middle School  
in Shepherdsville, KY

