**Hopkinsville**

**High School**

**2019-2020**

**Curriculum Guide**

**AND**

**Course Catalog**

**HHS 2019-2020 Master Scheduling Timeline**

**January**

* 7th - HMS 8th Graders visit Gateway
* 8th - HHS CTE teachers visit HMS
* 8th - SBDM reviews and approves Course Catalog
* 9th - HHS teacher Professional Development: ILP’s
* 11th - Gateway Application Deadline and HHS Pathway Form Deadline
* 14th- HHS Guidance will check with Gateway to inquire about application numbers
* 23rd - HHS teacher Professional Development: Transcript audit procedures/overview of pre-registration process
* 28th - Student and teachers begin transcript audits during Advisory
* 31st - HMS Teacher recommendations due in IC (provide HMS teacher rights to see courses at HHS)

**February**

* 4th - 8th - Scheduling Window for HMS 8th Graders (w/ HHS Counselor- Sanders)
* 5th - HMS 8th grade Parent night-HHS 5:00 p.m.
* 15th - Deadline for HMS 8th Graders to be Scheduled at HHS and Gateway
* 15th - Deadline for HHS to be Scheduled at Gateway
* 15th - Teacher recommendations for core classes entered in IC
* 19th - Parent Informational Night-2019-20 Registration/Title 1 Night 5:00 p.m.
* 20th - Counselors begin classroom visits and individual student scheduling conferences
  + Current juniors first- Wooten
  + Current sophomores scheduled second-Wooten/Hamilton/Sanders (to be divided)
  + Current freshman scheduled last-Hamilton

**March**

* 8th - All student scheduling conferences complete
* 22nd - All student course requests entered in IC
* 25th - Student course request forms sent home
* 27th - Student course request changes due
* 28th - Initial Course requests & section numbers identified
* 28th - 1st Draft Master Schedule

**April**

* 8th - Department Heads review draft master schedule
* 16th - 2nd Draft Master Schedule presented to Leadership

# Registration

**Online Registration for the 2019-2020 academic year must be completed before a student can attend school. Fees and proofs of residence will be taken up in late July to early August. These dates will be published to the community. Legal guardians must attend with students. Attendance is critical. Any student not attending will not be able to start classes on the first day of school until a parent comes in and completes online registration. This must be done each school year.**

# CALENDAR FOR REGISTRATION PROCESS/GUIDANCE

|  |  |  |  |
| --- | --- | --- | --- |
| **January**  \*Make preliminary plans for next year’s schedule.  \*All students at 50% completion of ILP  \*Second Semester Courses begin  \*Gateway Academy schedules for 2019-20 are completed.  \* FASFA / Scholarships | **February**  \*Students review transcripts in ADVISORY  \*Receive content course recommendations from teachers.  \*Students continue work on ILP’s.  \* FASFA / Scholarship Deadlines | **March**  \*Students receive curriculum guides for 2019-20 and make preliminary schedules for next school year.  \*All students at 75% completion of ILP  \*State-wide ACT; Practice ACT for 9th & 10th Graders | **April**  \*Students receive preliminary schedules for next school year.  \*Students continue work on ILP’s.  \*Online registration is available  \*Youth Leadership Applications Available |
| **May**  \*All students at 100% completion of ILP  \*Course sections for next year provided.  \* Graduation for the Class of 2019  \* Online registration begins | **June**  \*Schedule changes can be made during summer for next school year.  \*New student registration.  \*Online registration | **July**  \*Schedule changes can be made during summer for next school year.  \*Registration dates for next school year will be announced.  \*School closed during 4th of July week.  \*New student registration. | **August**  \*Schedule changes can be made during summer for next school year.  \*Registration for all students.  \*New student registration.  \***Last day for schedule changes is August 30th.**  \*Year-long courses and first semester courses begin. |
| **September**  \*No schedule changes.  \*Parent ILP Passwords Distributed  \*Infinite Campus Login for Parents Distributed  \*GSP Candidates must take the September ACT | **October**  \*Students begin working on ILP’s.  \*Practice ACT for 9th, 10th, 11th graders | **November**  \*All students at 25% completion of ILP  \*GSP Applications Due | **December**  \*Students continue work on ILP’s.  \*First semester courses end. |

**Programs of Interest**

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

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

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

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

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# Four-Year High School Plan

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

Last, First

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

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

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

**Graduation Requirements**

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

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

**Minimum Requirements and Electives**

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

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

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

**Performance-Based Credits**

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

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

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

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

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

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

|  |  |
| --- | --- |
| CURRICULUM AND INSTRUCTION 08.113 | |
| **DESCRIPTION OF HIGH SCHOOL MINIMUM GRADUATION REQUIREMENTS SEVEN (7) PERIOD/DAY SCHEDULE (Traditional Diploma)** | |
| **DOMAIN** | **NUMBER OF CREDITS** |
| **Language Arts and Reading** | **Four (4) credits (English I, II, III, IV)** *to include strands of reading, writing, speaking, listening, observing, inquiry, conventions, analysis, and using technology as a communication tool. Writing must include a research paper and technical writing for business. One (1~~)~~ credit of reading for each year in which the student is determined to be reading two (2) or more levels below grade.* |
| **Mathematics** | **Four (4) credits** *one (1) credit taken each year of high school to include Algebra I, geometry, Algebra II or an interdisciplinary math, and one (1) math elective based on the student’s ILP. An interdisciplinary math may be substituted for a traditional Algebra I, Geometry or Algebra II course on an individual student basis if the course meets the content standards in the* Kentucky Core Academic Standards*. Pre-Algebra shall not be counted as one of the four required Math credits for high school graduation for students seeking an Honors Diploma but may be counted as an elective. Mathematics shall be taken each year of high school.* |
| **Social Studies** | **Three (3) credits** *to include strands of U.S. History, geography, economics, government, civics, and cultures/ societies.* |
| **Science** | **Three (3) credits** *to incorporate lab-based scientific investigation and to include strands of biological, physical, and earth /space science and unifying concepts.* |
| **Health** | **One-half (1/2) credit** *to include strands of individual well-being, consumer decisions, personal wellness, mental wellness, and community services.* |
| **Phys. Ed./ ROTC** | **One-half (1/2) credit** *to include strands of personal wellness, psychomotor, and lifetime activity.* |
| **Visual and Performing Arts** | **One (1) credit *t****o include strands of history and appreciation of visual and performing arts to include the strands of arts, dance, music, theatre, and visual arts or a standards-based specialized arts course based on the student’s ILP.* |
| **Electives** | **8 credits** *consisting of academic and career interest standards-based learning experiences to include four (4) standards-based learning experiences in an academic or career interest based on the student’s ILP and demonstrated performance-based competency in technology(see below for Technology Competency description).* |
| **Technology Competency** | *Demonstrated competency in technology to include computer literacy. Students may demonstrate the state-mandated technology competency through a District-approved course sequence within the ILP wherein specific skills and competencies are embedded as part of the learning experience. If a credit-bearing course is taken to fulfill the competency requirement, it shall count as one of the eight (8) required electives identified as “Electives.”* |
| **TOTAL** | **24 credits** |
| **Note:** All students must complete an Individual Learning Plan beginning with 6th grade and updated annually in high school. (See Policy 08.14.) | |

# CURRICULUM AND INSTRUCTION 08.113

# (Continued)

**Graduation Requirements**

**Minimum Requirements and Electives (continued)**

Summary of Credit Requirements – Effective with the Class of 2016

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

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

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

**Diploma Programs**

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

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

24 credits required for 7-period day

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

27 credits required for a 7-period day

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

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

# CURRICULUM AND INSTRUCTION 08.113

# (Continued)

**Graduation Requirements**

**Diploma Programs (continued)**

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

**Summary of Honor Diploma Requirements**

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

**Other Provisions**

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

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

# CURRICULUM AND INSTRUCTION 08.113

# (Continued)

**Graduation Requirements**

**Early Graduation Certificate**

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

* Students working toward receipt of an Early Graduation Certificate shall be supported by development and monitoring of an individual learning plan.
* Students who meet all applicable legal requirements shall be awarded a diploma and an Early Graduation Certificate.

**Diplomas for Veterans**

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

**Graduation Activities**

No student shall be allowed to participate in anyDistrictgraduation activities unless all requirements have been met. The Principal will determine in advance of commencement exercises whether the student has satisfied these conditions.

**Reading Requirement**

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

**Individual Learning Plan (ILP)**

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

**Advanced Placement (AP) Requirement**

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

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

# CURRICULUM AND INSTRUCTION 08.113

# (Continued)

**Graduation Requirements**

**Dual Credit**

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

**High School Credit for Middle School Courses**

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

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

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

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

**References:**

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

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

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

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

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

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

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

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

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

Kentucky Core Academic Standards

**Related Policies:**

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

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

Adopted/Amended: 12/18/2014

# ROTARY SCHOLARS PROGRAM

This program is available to all graduating seniors of the Christian County Public School System who meet the criteria below. Eligibility for obtaining the *Rotary Scholars Program* award is described as follows:

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

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

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# GRADING SCALES

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

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

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

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

**Valedictorian/Salutatorian/Top Ten Recognition**

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

A student may be recognized by either high school as a Valedictorian, Salutatorian, or Top Ten Graduate even though the student’s grade point average would not otherwise merit such a distinction if the Principal in his or her discretion, after consultation with the school’s Guidance Department, determines that the student’s opportunity to achieve a grade point average sufficient to merit such distinction was prejudiced by the student not having the opportunity to take the same number of high school courses in middle school, because of where the student attended middle school, as other graduating students. The awarding of Valedictorian, Salutatorian, or Top Ten Graduate distinction under this paragraph will not prejudice other students, but will increase the number of students receiving such distinctions.

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

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

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

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

**References:**

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

# PRE-COLLEGE CURRICULUM

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

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

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

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

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

# PROMOTIONAL REQUIREMENTS (08.113)

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

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

# ADVANCED PLACEMENT COURSES

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

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

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

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

# COURSE OFFERING STIPULATION/SCHEDULE CHANGE PROCEDURES

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

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

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

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

Stipulations for course changes:

\*Schedules will not be changed for teacher preference

\*Schedules will not be changed for period preference

\*Schedules will be dictated by the student ILP

\*Changes can only occur if numbers allow

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

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

# DUAL CREDIT/COLLEGE COURSES

**Christian County Public Schools**

**Board Policy 08.1133 (Curriculum and Instruction)**

**College Courses (dual credit)**

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

* To be eligible to enroll in English 101 or 102, and College Algebra, students must have a minimum corresponding ACT content benchmark of the institution offering the course. Students who do not have ACT scores can take the COMPASS test at the college to determine placement in classes.
* To be eligible for a college orientation class, students must have a grade point average of 2.5.
* The enrollment of applicants in Gatton Academy will be determined by Gatton Academy.
* Only one (1) credit in single disciplines will be accepted per semester. Disciplines include: English, mathematics, science, social science, foreign language, the Arts and Humanities, and Technology.
* Credit may be obtained for required or elective courses.
* AP credit cannot be obtained in this manner.
* Dual credit indicating that the class was completed at the respective Board-approved Kentucky public college or university will be added to the transcript as courses are completed.
* Students will receive one (1) high school credit toward graduation for each three (3) hours of college credit completed at the end of each semester. The 1:3 ratio will be used for calculating credits for all dual credit courses.

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

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

**NCAA ELIGIBILITY QUICK REFERENCE GUIDE**

# DIVISIONS I and II INITIAL-ELIGIBILITY REQUIREMENTS

# Adapted from the NCAA Eligibility Center Quick Reference Guide

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

**CORE COURSES**

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

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

**TEST SCORES**

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

**GRADE-POINT AVERAGE**

* **Be sure** to look at your high schools List of NCAA Courses on the NCAA Eligibility Center’s website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)). Only courses that appear on your school’s List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
* **Division I** students enrolling full time **before August 1, 2016,** should be using Sliding Scale A to determine eligibility to receive athletics aid, practice and competition during the first year.
* **Division I** GPA required receiving athletics aid and practice **on or after August 1, 2016, is** 2.000-2.999 (corresponding test-score requirements are listed on Sliding Scale B on page 16 of this Curriculum Guide.)
* **Division I** GPA required being eligible for competition **on or before August 1, 2016,** is 2.300 (corresponding test-score requirements are listed on Sliding Scale B on page 16 of this Curriculum Guide.
* **The Division II** core GPA requirement is a minimum of 2.000.
* Remember, the NCAA GPA is calculated using NCAA core courses only.

Division II

16 CORE COURSES

3 years of English

2 years of mathematics (Algebra 1 or higher)

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

offered by high school)

3 years of additional (English, mathematics, or

natural/physical science

2 years of social science

4 years of additional courses (from any are above,

foreign language, or comparative

religion/philosophy

DIVISION I

16 CORE COURSES

4 years of English

3 years of mathematics (Algebra 1 or higher)

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

offered by high school)

1 year of additional English, mathematics, or

natural/physical science

2 years of social science

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

religion/philosophy)

Sliding Scale B

Use for Division I beginning August 1, 2016

**NCAA DIVISION 1 SLIDING SCALE**

Core GPA SAT ACT sum

Verbal and Math Only \_\_

3.550 400 37

3.525 410 38

3.500 420 39

3.475 430 40

3.450 440 41

3.425 450 41

3.400 460 42

3.375 470 42

3.350 480 43

3.325 490 44

3.300 500 44

3.275 510 45

3.250 520 46

3.225 530 46

3.200 540 47

3.175 550 47

3.150 560 48

3.125 570 49

3.100 580 49

3.075 590 50

3.050 600 50

3.025 610 51

3.000 620 52

2.975 630 52

2.950 640 53

2.925 650 53

2.900 660 54

2.875 670 55

2.850 680 56

2.825 690 56

2.800 700 57

2.775 710 58

2.750 720 59

2.725 730 60

2.700 730 61

2.675 750 61

2.650 760 62

2.625 770 63

2.600 780 64

2.575 790 65

2.550 800 66

2.525 810 67

2.500 820 68

2.475 830 69

2.450 840 70

2.425 850 70

2.400 860 71

2.375 870 72

2.350 880 73

2.325 890 74

2.300 900 75

2.299 910 76

2.275 910 76

2.250 920 77

2.225 930 78

2.200 940 79

2.175 950 80

2.150 960 81

2.125 970 82

2.100 980 83

2.075 990 84

2.050 1000 85

2.025 1010 86

2.000 1020 86

Sliding Scale A

Use for Division I prior to August 1, 2016

**NCAA DIVISION 1 SLIDING SCALE**

Core GPA SAT ACT Sum

Verbal and Math Only \_\_

3.550 & above 400 37

3.525 410 38

3.500 420 39

3.475 430 40

3.450 440 41

3.425 450 41

3.400 460 42

3.375 470 42

3.350 480 43

3.325 490 44

3.300 500 44

3.275 510 45

3.250 520 46

3.225 530 46

3.200 540 47

3.175 550 47

3.150 560 48

3.125 570 49

3.100 580 49

3.075 590 50

3.050 600 50

3.025 610 51

3.000 620 52

2.975 630 52

2.950 640 53

2.925 650 53

2.900 660 54

2.875 670 55

2.850 680 56

2.825 690 56

2.800 700 57

2.775 710 58

2.750 720 59

2.725 730 59

2.700 730 60

2.675 740-750 61

2.650 760 62

2.625 770 63

2.600 780 64

2.575 790 65

2.550 800 66

2.525 810 67

2.500 820 68

2.475 830 69

2.450 840-850 70

2.425 860 70

2.400 860 71

2.375 870 72

2.350 880 73

2.325 890 74

2.300 900 75

2.275 910 76

2.250 920 77

2.225 930 78

2.200 940 79

2.175 950 80

2.150 960 80

2.125 960 81

2.100 970 82

2.075 980 83

2.050 990 84

2.025 1000 85

2.000 1000 86

# INDIVIDUAL LEARNING PLAN (ILP) (08.113)

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

# STUDENT FEES

Students are required to pay certain course fees at summer registration. All course fees that are charged to students taking classes at Hopkinsville High School for the 2019-2020 school year will be determined and set by the School Board at their June meeting. Parents will be notified during summer registration of all Board approved course fees with a fee list that will accompany all other registration forms that guidance requires parents to complete and turn in.

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

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

**Parking Regulations**

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

# ALTERNATIVE CREDIT OPTIONS (08.1131)

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

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

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

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

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

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

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

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

# ALTERNATIVE CREDIT OPTIONS (08.1131)

# (continued)

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

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

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

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

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

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

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

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

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

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

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

# Gateway Academy to Innovation & Technology

# Career Pathway

* Students must complete 3 courses in a career pathway to be preparatory.
* Students must complete 4 courses in a career pathway to complete the pathway.
* In order for a student to be X ready, the student must be prep and pass the EOP assessment or earn industry certification.
* Students who plan to Co-Op must turn in a completed application by April 1 of the junior year.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| AUTOMOTIVE Engineering Courses |  | ELECTRICAL Construction Engineering Courses |  | Aerospace Engineering |
| Into to Engineering  Digital Electronics  Automotive Maintenance & Light Repair A  Automotive Maintenance & Light Repair B  Automotive Maintenance & Light Repair C  Automotive Maintenance & Light Repair D |  | Intro To Engineering Circuits I/Lab  Digital Electronics Circuits II/Lab  Electrical Construction I  Electrical Construction II  Electrical Motor Controls  Rotating Machinery Electrical |  | Intro to Engineering  Principles of Engineering  Aerospace Engineering  AP Comp Science, Digital Electronic, Engineering Design & Development/Engineering Capstone  Engineering Internship |
| Certification: ASE & REC |  | Certification: OSHA 10 & REC |  | Certification: Autodesk Inventor Certified User & REC Foundations of Pre-Engineering Certification |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Civil Engineering |  | Computerized Manf & Machining Engineering |  | EleElectrical/Electronic Engineering |
| **Courses** |  | **Courses** |  | **Courses** |
| Intro to Engineering  Principle of Engineering  Civil Engineering & Architecture  AP Comp Science, Digital Electronic, Engineering Design & Development/Engineering Capstone  Engineering Internship |  | Intro to Engineering  Computer Integrated Manufacturing  Blueprint Reading for Machinists  Manual Programming  Fund of Machine Tools A/B  Applied Machining I  TRACK |  | Intro to Engineering  Principles of Engineering  Digital Electronic  AP Comp Science, Engineering Design & Development/Engineering Capstone  Engineering Internship |
| Certification: REC Foundation PreEngineering |  | Certification MSSC, REC |  | Certification: Autodesk Inventor Certified User & REC Foundations of Pre-Engineering Certification |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| INFORMATION TECHNOLOGY Information Support & Services |  | INFORMATION TECHNOLOGY Computer Science |  | Mechanical Engineering |
| **Course**  Computer Literacy  Computer Hardware & Software Main.  Help Desk Operation  Management of Support Services  Internet Technologies  Information Technology Co-Op |  | **Courses**  Computer l Literacy  Introduction to Computer Science  AP Computer Science Principles  Project Based Programming  Java Script  C++I  Information Technology Co-Op |  | **Courses**  Intro to Engineering  Principles of Engineering  Computer Integrated Manufacturing  Several Options for last course – see Gateway catalog |
| Certification :CTE EOP, IC3, MTA |  | Certifications: IC3,  Microsoft Technology Associate: Introduction to Programming JavaScript |  | Certification: REC for Robotics and Pre-Engineering, Autodesk Inventor Certified User, |

|  |  |
| --- | --- |
| WELDING Engineering Courses | CULINARY ARTS Courses |
| Intro to Engineering  Principles of Engineering  Gas Metal/Shielded Metal  Cutting Process/Blue reading  Welding Certification/Co-op | FACS Essentials  Foods & Nutrition  Culinary Arts 1 & II |
| Certification: AWS, OSHA 10, REC | Certification: Serve Safe, EOP |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| HALLIED HEALTH Courses |  | BIOMEDICAL SCIENCES PLTW Courses |  | EKG Technology/Technician Com |
| Principles of Health Science  Emergency Procedures  Medical Terminology  Body Structures & Functions  Allied Health Core Skills |  | Principles of Biomedical Science  Human Body Systems  Medical Interventions  Biomedical Innovations |  | Principles of Health Science  Emer Proc/Medical Term  Body Structure and Function  EKG Technician |
| Certification: Certified Medical Nurse Aide, EKG Tech, or Pharmacy Tech NOCTI Healthcare Core |  | Certification: NOCTI Biotechnology |  | Certified EKG Technician |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Medical Administrative Assisting |  | PaPatient Care Technician |  | Pharmacy Technician |
| **Courses** |  | **Courses** |  | **Courses** |
| Principles of Health Science  Emergency Procedures  Medical Terminology  Medical Office Procedures  Internship: Medical Administrative Assistant |  | Principles of Health Science  Emer Proc/Medical Term  Body Structure and Function  Acute Care Basic Skills |  | Principles of Health Science  Emer Proc/Medical Term  Body Structure and Function  Pharmacy Technician |
| Certification: Certified Coding Specialist |  | Certification: Patient Care Technician/Assistant |  | Certification: Certified Pharmacy Technician |

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| --- | --- | --- | --- | --- |
| Phlebotomy Technician |  | Pre-Nursing |  |  |
| **Course**  Principles of Health Science  Emer Proc/Medical Term  Body Structure and Function  Medical Laboratory Aide |  | **Courses**  Principles of Health Science  Emer Proc/Medical Term  Body Structure and Function  Medicaid Nurse |  | **Courses** |
| Certification :Certified Phlebotomy Technician |  | Certifications: Medicaid Nurse Aide MNA |  | Certification: |

|  |  |
| --- | --- |
| Courses | ses |
|  |  |
| Certification: | Certification: |

# TIGER FOCUS & FINISH (FORMERLY 21st Century Academy)

The Tiger Focus & Finish is an individualized learning environment with a mixture of online and textbook curriculum for students who need an alternative pathway for academic success. Enrollment in Tiger Focus & Finish is determined based on student need and all students enrolled are required by law to have an Individualized Learning Plan Addendum (ILPA).

**Criteria for enrollment:**

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

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

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

# EARLY GRADUATION (08.1132)

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

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

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

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

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

# Nondiscrimination Policy and Complaint Resolution Procedure

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

# CAREER PATHWAYS

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

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# AGRICULTURE

**AGRICULTURAL CAREER CLUSTER/MAJORS/PATHWAYS**

|  |  |
| --- | --- |
| **AGRIBUSINESS SYSTEMS** | **EXAMPLE ILP-RELATED CAREERS** |
| ***Complete 1-2 Credits from the following:***   * Principles of Agricultural Science and Technology * Agriscience   ***Choose 2-3 Credits from the following:***   * Agribusiness/Farm Management * Ag. Employability Skills * Agriculture Sales and Marketing * Agriculture Communications   ***May Substitute ONE Credit Below for Pathway Core:***   * Agricultural Education Co-op | * Entrepreneur * Photojournalist * Agriculture Lawyer * Sales Representative * Independent Business Owner * Editor * Retail Salesperson * Auctioneer |
| **TEST FOR CERTIFICATION** |
| * EOP |
| **AGRICULTURAL POWER, STRUCTURAL, TECHNICAL SYSTEMS - HIGH DEMAND** | **EXAMPLE ILP-RELATED CAREERS** |
| ***Complete 1-2 Credits from the following:***   * Principles of Agricultural Science and Technology * Agriscience   ***Choose 2-3 Credits from the following:***   * Agriculture Construction Skills * Small Power Equipment * Agriculture Power and Machinery Operation * Agriculture Structures and Designs   ***May Substitute ONE Credit Below for Pathway Core:***   * Agriculture Sales and Marketing * Ag. Employability Skills * Agribusiness/Farm Management * Agricultural Education Co-op | |  | | --- | | * Agricultural Engineer * Welder * Mechanical Engineer * Diesel Technician * Electrical Engineer * Heavy Equipment Technician * Farm Equipment Technician * Small Engine Mechanic | |
| **TESTS FOR CERTIFICATION** |
| * EOP or Industry Certification * Equipment & Engine Training   + Two Stroke   + Four Stroke * AWS Sense Certification (1) * MSSC Certified Production Technician (CPT)) |
| **ANIMAL SCIENCE SYSTEMS** | **EXAMPLE ILP-RELATED CAREERS** |
| ***Complete 1-2 Credits from the following:***   * Principles of Agricultural Science and Technology * Agriscience   ***Choose 2-3 Credits from the following:***   * Animal Science/Equine Science * Veterinary Science   ***May Substitute ONE Credit Below for Pathway Core:***   * Agriculture Sales and Marketing * Ag. Employability Skills * Agribusiness/Farm Management * Agricultural Education Co-op | * Veterinarian * Animal Scientist * Marine Biologist * Zoologist * Horse Trainer * Animal Breeder * Farmer * Veterinary Technician |
| **TEST FOR CERTIFICATION** |
| * EOP or Industry Certification * ICEV ELANCO Fundamentals of Animal Science |

***School Year 2019-2020***

Principles of Agricultural Science & Technology

**Course Code: 030715**

**Suggested Grade Level: 9**

**Credit: 1**

**Course Description**

This course provides instruction in the foundations of various segments of the agricultural industry. Agricultural career opportunities will be emphasized. Animal science, plant and land science, and agricultural mechanics skills will be the focus of the curriculum. The selection and planning of a supervised agricultural experience program and related record keeping will be presented. Leadership development will be provided through FFA (Future Farmers of America).

Agriculture Employability Skills

**Course Code: 010121**

**Suggested Grade Level: 10-12**

**Credit: 1**

**Course Description**

Agriculture Employability Skills provides opportunities to develop skills in: job searching, preparing resumes, writing letters of application, job interview, attitude, communicating effectively, human relations and accepting responsibilities. Content may be enhanced with appropriate computer applications. Leadership Development will be provided through FFA (Future Farmers of America). Each student will be expected to have a supervised agricultural experience program.

Agriculture Structures and Designs

**Course Code: 010211**

**Suggested Grade Level: 10-12**

**Credit: ½ (1 semester)**

**Course Description**

This course prepares students to evaluate, design and construct agricultural structures. Students learn to design, evaluate and interpret construction plans and calculate a bill of materials. The skills learned in the Agricultural Construction Skills course may be incorporated to construct an agricultural structure. Leadership development will be provided through FFA (Future Farmers of America). Each student will be expected to have an agricultural experience program.

Small Power and Equipment

**Course Code: 010231**

**Suggested Grade Level: 10-12**

**Credit: ½ (1 semester)**

**Course Description**

This course is designed to develop skills in maintenance, repair, and operation of equipment, small combustion-type engine and electric motors. Leadership development will be provided through FFA (Future Farmers of America). Each student will be expected to have a supervised agricultural experience program.

Equine Science

**Course Code: 020510**

**Suggested Grade Level: 10-12**

**Credit: 1**

**Course Description**

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

Agriculture Math

**Course Code: 030707 (CTE Credit), 030708 (Math Credit)**

**Suggested Grade Level: 10-12**

**Credit: 1**

**Course Description**

This course provides an introduction to agriculture math. Course material will include: number properties and operations, measurement, geometry, data analysis and probability, algebraic thinking, personal development, employee and employer responsibilities, records, files, purchasing materials, stocking, selling and business account procedures. Leadership development will be provided through FFA (Future Farmers of America). Each student will be expected to have a supervised agricultural experience program.

Agricultural Education Co-op

**Course Code: 030790**

**Suggested Grade Level: 11-12**

**Credits: 2**

**Course Description**

Cooperative Education for CTE (Career and Technical Education) courses provides supervised work site experience related to the student’s identified career pathway. A student must be enrolled in an approved pathway course during the same school year that the co-op experience is completed or have already completed the pathway the previous year. Students who participate receive a salary for these experiences, in accordance with local, state and federal minimum wage requirements.

***School Year 2020-21***

Principles of Agricultural Science & Technology

**Course Code: 030715**

**Suggested Grade Level: 9**

**Credit: 1**

**Course Description**

This course provides instruction in the foundations of various segments of the agricultural industry. Agricultural career opportunities will be emphasized. Animal science, plant and land science, and agricultural mechanics skills will be the focus of the curriculum. The selection and planning of a supervised agricultural experience program and related record keeping will be presented. Leadership development will be provided through FFA (Future Farmers of America).

Agribusiness and Farm Management

**Course Code: 010131**

**Suggested Grade Level: 10-12**

**Credit: 1**

**Course Description**

This course introduces the free enterprise system, the study of economic principles, risk management, business law, budgets, finance, recordkeeping, and careers in agribusiness. Basic skills will be developed to manage a farm or agribusiness. Content will include: managing production and inventory, equipment, credit and taxes, market analysis and developing a business plan. Leadership development will be provided through FFA (Future Farmers of America). Each student will be expected to have a supervised agricultural experience program.

Agriculture Construction Skills

**Course Code: 010241**

**Suggested Grade Level: 10-12**

**Credit: ½ (1 semester)**

**Course Description**

This course prepares students to construct and maintain agricultural structures and equipment. Develops basic skills such as: tool identification, interpreting plans, calculating a bill of materials, electrification, carpentry, welding, metal fabrication, plumbing and masonry. Leadership development will be provided through FFA (Future Farmers of America). Each student will be expected to have a supervised agricultural experience program

Agriculture Power and Machinery Operation

**Course Code: 010212**

**Suggested Grade Level: 10-12**

**Credit: ½ (1 semester)**

**Course Description**

This course provides instruction and hands-on experience in basic principles of agricultural machinery assembly, operation, maintenance, service repair and safety. Leadership development will be provided through FFA (Future Farmers of America). Each student will be expected to have a supervised agricultural experience program

Animal Science

**Course Code: 020501**

**Suggested Grade Level: 10-12**

**Credit: 1**

**Course Description**

Animal Science develops basic knowledge and skills pertaining to animal identification, selection, nutrition, reproduction and genetics, health management, and marketing of farm and companion animals commonly produced in Kentucky. The latest production technologies, as well as biotechnological applications, will be included. Leadership development will be provided through FFA (Future Farmers of America). Each student be expected to have a supervised agricultural experience program.

Agriculture Math

**Course Code: 030707 (CTE Credit), 030708 (Math Credit)**

**Suggested Grade Level: 10-12**

**Credit: 1**

**Course Description**

This course provides an introduction to agriculture math. Course material will include: number properties and operations, measurement, geometry, data analysis and probability, algebraic thinking, personal development, employee and employer responsibilities, records, files, purchasing materials, stocking, selling and business account procedures. Leadership development will be provided through FFA (Future Farmers of America). Each student will be expected to have a supervised agricultural experience program.

Agricultural Education Co-op

**Course Code: 030790**

**Suggested Grade Level: 11-12**

**Credits: 2**

**Course Description**

Cooperative Education for CTE (Career and Technical Education) courses provides supervised work site experience related to the student’s identified career pathway. A student must be enrolled in an approved pathway course during the same school year that the co-op experience is completed or have already completed the pathway the previous year. Students who participate receive a salary for these experiences, in accordance with local, state and federal minimum wage requirements.

# BUSINESS

**CAREER & TECHNICAL EDUCATION CERTIFICATES**

A student who completes requirements for a course of study in the Business Department will receive a Career and Technical Education Career Major Certificate or a Career and Technical Vocational Certificate in addition to his/her high school diploma. This certificate will be presented at awards night during the senior year. **The student may choose one of the three (3) pathways below.**

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

**Additional Note: Personal Finance and Advanced Accounting may be substituted for a fourth (4th) math credit for students enrolled in the related Business Career Pathway.**

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| **ACCOUNTING - HIGH DEMAND** | **EXAMPLE ILP-RELATED CAREERS** |
| ***Complete 3-4 Credits from the following:***   * (1) Digital Literacy * (2) Accounting & Finance Foundations * (3) Financial Management * (4) Advanced Accounting (Capstone)   ***Choose Additional Credits from the following complementary courses:***   * Microsoft Office Specialist * Business & Marketing Essentials * Introduction to Management * Business Education Co-op | * Accountant * Forensic Accountant * Planner * Tax Preparer * Auditor * Auditing Clerk * Budget Analyst * Tax Examiner |
| **TESTS FOR CERTIFICATION** |
| * EOP - Accounting   Industry Certification   * ASK **AND** MOS Excel, Word, PowerPoint |
| **ADMINISTRATIVE SUPPORT - HIGH DEMAND** | **EXAMPLE ILP-RELATED CAREERS** |
| ***Complete 4 Credits from the following:***   * (1) Digital Literacy * (2) Microsoft Office Specialist * (3) Accounting & Finance Foundations **OR** (3)Personal Finance * (4) Office Administration (Capstone)   ***Choose Additional Credits from the following complementary courses:***   * Advanced Accounting * Business & Marketing Essentials * Business Co-Op | * Administrative Assistant * Human Resources Specialist * Bookkeeper * Court Reporter * Billing & Accounts Collector |
| **TESTS FOR CERTIFICATION** |
| * EOP - Administrative Support   Industry Certification   * ASK **AND** MOS Excel, Word, PowerPoint |
| **MANAGEMENT/ENTREPRENEURSHIP** | **EXAMPLE ILP-RELATED CAREERS** |
| ***Complete 3 Credits from the following:***   * (1) Digital Literacy * (2) Business & Marketing Essentials * (3) Introduction to Management (Capstone)   ***Choose Additional Credits from the following complementary courses:***   * Accounting & Finance Foundations * Advanced Accounting * Microsoft Office Specialist * Business Education Co-Op | * Entry Level Manager * Money Manager * Account Manager * Real Estate Agent * Venture Capitalist * Insurance Agent * Association Manager * Quality Controller |
| **TESTS FOR CERTIFICATION** |
| * EOP Business Management   Industry Certifications   * ASK * Project Management Professional (PMP) |

Accounting & Finance Foundations (Accounting I)

**Course Code: 060122**

**Suggested Grade Level: 10-12**

**Prerequisite: Digital Literacy**

**Credit: 1**

**Course Description**

This course will provide an introduction to both areas of accounting and finance. Topics will include banking, credit, financial literacy, career exploration, spreadsheet usage, and technical writing. The major focus of the course is on the accounting cycle and the communication of financial information to decision-makers. The accounting principles taught in this course are based on a double-entry system and include preparing bank reconciliations, payroll taxes, and financial statements. Detailed career exploration in the various fields of accounting will be available. Leadership development will be provided through FBLA.

**Advanced Accounting**

**Course Code: 070125**

**Suggested Grade Level: 11-12**

**Prerequisite: Accounting & Finance Foundations (or Instructor Permission)**

**Credit: 1**

**Course Description**

This course uses an integrated approach to teach accounting. Students first learn how businesses plan for and evaluate their operating financing, and investing decisions and how accounting systems gather and provide data to internal and external decision makers. This year-long course covers all the learning objectives of a traditional college level financial accounting course, plus those from a managerial accounting course. Topics include an introduction to accounting, accounting information systems, time value of money accounting for merchandising firms, sales and receivables, fixed assets, debt, and equity. Other topics include statement of cash flows, financial ratios, cost-volume profit analysis, and variance analysis. Leadership development will be provided through FBLA. (Capstone course for Accounting pathway.)

**Business and Marketing Essentials**

**Course Code: 060111**

**Suggested Grade Level: 9-10**

**Prerequisite: Digital Literacy**

**Credit: 1**

**Course Description**

This course is an introductory business and marketing course which enables students to acquire a realistic understanding of business processes and activities. Students examine fundamental economic concepts, the business environment, and primary business activities. They develop an understanding of and skills in such areas as customer relations, economics, emotional intelligence, financial analysis, human resources management, information management, marketing, operations, professional development, and strategic management. Throughout the course, students are presented ethical dilemmas and problem-solving situations for which they must apply academic and critical-thinking skills. Leadership development will be provided through FBLA.

**Digital Literacy**

**Course Code: 060112**

**Suggested Grade Level: 9-10**

**Credit: 1**

**Course Description**

Students will use a computer and application software including word processing, presentation, database, spreadsheet, internet, and email to prepare elementary documents and reports. The impact of computers on society and ethical issues are presented. Leadership development will be provided through FBLA.

**Financial Management (Accounting II)**

**Course Code: 070122**

**Suggested Grade Level: 11-12**

**Prerequisite: Accounting & Finance Foundations**

**Credit: 1**

**Course Description**

This course introduces students to a wide range of financial analysis, managerial decision making, and financial accounting concepts and skills including performance metrics, cash-flow management, expense-control strategies, depreciation and obsolescence evaluation, the accounting cycle, and much more. Students prepare and interpret financial statements, forecast sales, develop budgets, and conduct multiple forms of financial analysis. Financial regulations, accounting standards, and financial information technology are also emphasized throughout the course. Leadership development will be provided through FBLA.

**Introduction to Management**

**Course Code: 060411**

**Suggested Grade Level: 11-12**

**Prerequisite: Business and Marketing Essentials**

**Credit: 1**

**Course Description**

This course expands student understanding of management. It exposes students to several types of management, including customer relationship management, human resources management, knowledge management, information management, project management, quality management, risk management, and strategic management. Business law, communication skills, economics, operations, and professional development are also stressed throughout the course. Current technology will be used to acquire information and to complete activities. Through the course, students are presented ethical dilemmas and problem-solving situations for which they must apply academic and critical-thinking skills. Leadership development will be provided through FBLA (Capstone course for Management/Entrepreneurship pathway.)

**Microsoft Office Specialist**

**Course Code: 070750**

**Suggested Grade Level: 10-12**

**Prerequisite: Digital Literacy**

**Credit: 1**

**Course Description**

Students will have the opportunity to increase their computer skills. Advanced functions and integration of Microsoft Word, Excel, Access, Outlook, and PowerPoint will be taught. Students will work toward MOS Certification in one or more of the Microsoft areas. In addition, students will utilize Internet access to complete various projects. Leadership development will be provided through FBLA.

**Office Administration**

**Course Code: 070743**

**Suggested Grade Level: 11-12**

**Prerequisite: Microsoft Office Specialist**

**Credit: 1**

**Course Description**

This course is designed to provide students an advanced level of experiences that will propel them into the 21st century business world as they serve in positions such as college interns, administrative assistants, graduate assistants, and assistant managers. While using high levels of technology learned in previous classes, students will be taught fundamental business procedures such as records management, human resource management, time management software, workstation management, travel planning, financial reporting, payroll, mail procedures, effective communication skills, and ethical decision making skills. A heavy emphasis will be placed on employability skills. Students should regularly be using word processing, spreadsheet, presentation, database, desktop publishing, and email software. This course should be considered the capstone course in its career pathway and is designed for upperclassmen only. Leadership development will be provided through FBLA. (Capstone course for Administrative Support pathway.)

**Personal Finance**

**Course Code: 060170 (Business Credit)**

**Course Code: 080719 (Math Credit)**

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

**Prerequisite: Algebra 1**

**Credit:** 1

**Course Description**

The goal of this course is to help students to become financially responsible conscientious members of society. To that end, this course develops student understanding and skills in such areas as money management, budgeting, financial goal attainment, the wise use of credit, insurance, investments, and consumer rights and responsibilities. Throughout the course, students also examine contemporary, real-world ethical dilemmas that individuals commonly encounter when managing their personal finances. Leadership development will be provided through FBLA.

**Business Education CO-OP**

**\*Students MUST take this course concurrently with MOS, Advanced Accounting, Office Administration, or Introduction to Management**

**Course Code: 060107**

**Suggested Grade Level: 12**

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

**Credit: 2**

**Course Description**

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

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

**Students are responsible for the following**:

* Independently completing the application process by the required date
  + Co-op application is due by April 1st of the student's junior year
  + Participate in a Co-op Panel interview in the Spring
* Participating in Career Seminar @ Gateway Academy
* Acquiring an appropriate position by the first day of senior year

**Eligibility Criteria**:

* Must be at least 16 years of age
* Be a preparatory student in a CTE program (successfully completing 2 courses and be enrolled in the 3rd course of the pathway)
* Must be enrolled in their pathways capstone course during the senior year
* Have and maintain a 2.5 GPA
* Have and maintain acceptable conduct and attendance
  + There should be no more than 2 documented, Step 4 or higher behavior events during junior year.
  + no more than 3 unexcused absences during the junior year; excessive excused absences will need to be documented
* Have transportation
* Acquire a job within the related Career Pathway by the first day of the senior year within Christian County
* Verify that there are no relatives working at the place of business
* Be actively involved in the program Career and Technical Student Organization (FBLA)

# FAMILY AND CONSUMER SCIENCES

**CAREER & TECHNICAL EDUCATION CERTIFICATES**

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

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

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

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| **CONSUMER & FAMILY MANAGEMENT** | **EXAMPLE ILP-RELATED CAREERS** |
| ***Complete 3 Credits from the following:***   * FACS Essentials * Money Skills * Relationships * Foods and Nutrition | * Marriage and Family Therapist * Family and Consumer Scientist * Gerontologist * Abuse/Crisis Counselor * Personal Financial Planner |
| **TESTS FOR CERTIFICATION** |
| * EOP * Industry Certification   AAFCS |
| **Culinary( Must Apply to Gateway)** | **EXAMPLE ILP-RELATED CAREERS** |
| ***Complete 3 Credits from the following:***   * Foods and Nutrition * Culinary Arts I * Culinary Arts II   ***Choose 1 credit from the following:***   * FACS Essentials | * Chef * Cook * Baker * Food Inspector |
| **TESTS FOR CERTIFICATION** |
| * EOP * Industry Certification   ServSafe Food Handler Certification  ServSafe Food Manager’s Credential |

**FACS Essentials**

**Course Code: 200113**

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

**Credit: 1**

**Course Description**

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

**Relationships**

**Course Code: 200171**

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

**Credit: 1**

**Course Description**

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

**Money Skills**

**Course Code: 201010**

**Suggested Grade Level: 10-11**

**Credit: 1**

**Course Description**

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

Culinary Arts I

**Course Code: 200411**

**Suggested Grade Level: 11-12**

**Credit: 1-3**

**Course Description**

This advanced course allows students to increase competencies in a variety of food preparation techniques. Emphasis will be placed on food presentation, garnishing, menu planning, and the skills necessary to prepare for a career in the culinary arts profession.

Culinary Arts II

**Course Code: 200412**

**Suggested Grade Level: 11-12**

**Credit: 1-3**

**Course Description**

In this course, students resume progress in pursuing competencies in food production and services. Orientation to the food service industry and development of food preparation skills are reinforced. Food service management functions are introduced. More in-depth information is provided and higher levels of skills are taught. Time is provided for work-based learning opportunities

Foods and Nutrition

**Course Code: 200441**

**Suggested Grade Level: 10-12**

**Credit: 1**

**Course Description:**

This course is designed to assist students in making critical decisions about food, which contributes to health and well-being. Laboratory instruction is included as an application process. Practical problems addressed relate to attitudes toward food, nutrition facts, special health concerns and diets, management of food resources, preparation skills, food safety, sanitation, and careers in nutrition and food service.

# VISUAL and PERFORMING ARTS

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

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

History and Appreciation of Visual and Performing Arts Survey

**Course Code: 500111**

**Suggested Grade Level: 9-12**

**Credit: 1**

**Course Description**

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

Visual Arts - Fundamentals of Art and Design

**Course Code: 500710**

**Grade Level: 9**

**Credits: 1**

**Course Description**

Students are introduced to the basic fundamentals of artistic expression. The course includes experiences in drawing, painting, two-and three-dimensional design, sculpture, and other art forms. The course emphasizes observations, interpretation of the visual environment, visual communication, imagination and symbolism, and an introduction to various visual arts techniques and media. The focus of the course is on application of the fundamental processes of artistic expression and application of the concepts and approaches in the symbolic aspects of art and design to two- and three-dimensional problems so that they demonstrate a range of abilities and versatility with technique, problem solving, and ideation. A study of historical and contemporary art and artists from a worldwide perspective, and instruction and practice in peer review through the critique process, presentation or their, responding to art and connecting their art to the world around them are included. Student may be required to purchase supplies for their course.

Comprehensive Visual Arts

**Course Code: 500711**

**Grade Level: 10**

**Prerequisite: Fundamentals of Art and Design**

**Credits: 1**

**Course Description**

Students explore an art form, obtaining knowledge in that form to plan and create individual works of art based on such knowledge, while following and breaking from traditional conventions. Students examine the language, materials, media, and processes of that particular art form and the fundamental processes of artistic expression supporting a work. Advanced instruction encourages students to develop their own artistic styles. Although Comprehensive Visual Arts courses focus on creation, inclusion of the study and analysis of major artists, art movements, and styles is included. In completing this course, students consider various techniques, methods, venues, and criteria for analyzing and selecting their art for preservation and presentation, including evolving technologies when preparing and refining artwork for display. Student may be required to purchase supplies for this course.

**Visual Art- Drawing/Painting**

**Course Code: 500712**

**Grade Level: 11**

**Prerequisite: Fundamentals of Art and Design and Comprehensive Visual Arts**

**Credits: 1**

**Course Description**

Students focus on the blend and relationships that occur between drawing and painting. Attention is given to two-dimensional work and utilizes one or more mediums, such as pen-and-ink, pencil, chalk, watercolor, tempera, oils, and acrylics. Students extend and refine knowledge in the creative process to visually communicate personal intent. Advanced students extend and refine knowledge in the creative process. They are encouraged to develop their own artistic styles. Students focus on making meaning by investigating and reflecting their awareness of their perceptions, knowledge, and experiences of life. The course may emphasize either drawing or painting or combine both. Student may be required to purchase supplies for this course.

**Visual Art- Art Portfolio**

**Course Code: 500714**

**Suggested Grade Level: 12**

**Prerequisite: Fundamentals of Art and Design, Comprehension Visual Arts, Drawing/Painting**

**Credits: 1**

**Course Description**

Art Portfolio is designed to address a variety of factors and methods including evolving technologies when preparing and refining artwork for portfolio presentation and or when deciding if and how to preserve and protect art. Students will create, select, respond to, and present work that clearly reflects newly obtained technical skills, increasing conceptual thinking and is a reflection of their personal interests and may serve as an opportunity for students to expand their expertise in a particular form or style, to explore a topic in greater detail, or to develop more advanced skills. Individual critique and planned peer review will help students prepare for future endeavors. This course covers any identified Visual Arts discipline. Course may be used in conjunction with an AP or IB Studio Art course.

**AP STUDIO ART—2D Design**

**Course Code: 500722**

**Suggested Grade Level: 11-12**

**Prerequisite: Fundamentals of Art and Design; Comprehensive Art; Teacher Approval**

**Credit: 1**

**Course Description**

The AP Studio Art- 2D Design course is designed for students who are seriously interested in the practical experience of art. Students demonstrate mastery through any two-dimensional medium or process, such as graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting and printmaking. Students develop technical skills and become familiar with the functions of visual elements as they create an individual portfolio of work for evaluation at the end of the course. College credit is earned with a qualifying score on an AP exam.

**Music - General Band**

**Course Code: 500913**

**Suggested Grade Level: 9-12**

**Prerequisite: Teacher Recommendation**

**Credit: 1**

**Course Description**

Courses in General Band are designed to promote students’ technique for playing Brass, Woodwind, and Percussion instruments and cover a variety of band literature styles (e.g., Concert, Marching, Orchestral, and Modern) primarily for performances and also include experiences in creating and responding to music. These courses teach students the appropriate care, handling, and maintenance of musical instruments. Band courses may be offered on multiple skill levels to accommodate student proficiency. General Band courses may include marching activities for a portion of the year. This course applies the fundamentals of music and playing a band instrument through the study and performance of a variety of styles and difficulty levels of band literature. Several requirements must be met during the course of study such as instrument or equipment rental or purchase and rehearsals/performances after school hours. There is a fee for this course.

**Music - Chamber or Small Instrumental Ensembles**

**Course Code: 500921P (Percussion) and 500921W (Winds)**

**Suggested Grade Level: 9-12**

**Prerequisite: Teacher Recommendation or General Band**

**Credit: 1**

**Course Description**

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

**Music - Guitar**

**Course Code: 500923**

**Suggested Grade Level: 9-12**

**Prerequisite: Teacher Recommendation**

**Credit: 1**

**Course Description**

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

**Music Theory**

**Course Code: 500928**

**Suggested Grade Level: 11-12**

**Prerequisite: Teacher Recommendation**

**Credit: 1**

**Course Description**

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

**Music - Piano / Keyboard**

**Course Code: 500922**

**Suggested Grade Level: 9 - 12**

**Credit: 1**

**Course Description**

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

**Music - Vocal Ensemble**

**Course Code: 500926M (Males) and 500926F (Females)**

**Suggested Grade Level: 9-12**

**Prerequisite: Audition and Teacher Approval**

**Credit: 1**

**Course Description**

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

**Music - General Music (Concert Choir)**

**Course Code: 500911**

**Suggested Grade Level: 9-12**

**Credit: 1**

**Course Description**

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

**Music - Chorus (Chamber Choir)**

**Course Code: 500925**

**Suggested Grade Level: 9-12**

**Prerequisite: Audition and Teacher Approval**

**Credit: 1**

**Course Description**

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

# HEALTH AND PHYSICAL EDUCATION

Basic health education is a foundation of knowledge, attitudes, skills and behaviors influencing healthy lifestyles. Complete health is the soundness of mind and body creating a condition of optimal well-being. Healthy family relationships are critical to maintaining the family unit, which historically has been considered the fabric of society. While parents are the primary source from which children learn skills to act responsibly in relationships, the community and school play supportive roles. A healthy body and sound mind is a child’s greatest asset. Through high quality information and interactive instruction, students develop creative problem solving skills that will help them make excellent health related decisions throughout life. A key part of health is physical education. In a society where obesity has almost quadrupled in the last 40 years, physical education is vital to the future of our country. Physical Education uses physical activity as a means to help students acquire skills, fitness, knowledge and attitudes that contribute to their optimal development and well-being creating a citizen that will contribute to the overall health of our community. Addressing both health-related and skill-related components promotes enhanced health behaviors and increases responsible decision-making. Physical education instills in each student an interest and an enjoyment of physical activities that will be sustained throughout life.

**High School Integrated Health and Physical Education**

**Course Code: 340290**

**Suggested Grade Level: 9**

**Credit: 1**

**Course Description**

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

**Advanced Physical Education**

**Course Code: 340219**

**Grade Level: 10-12**

**Credit: 1**

**Prerequisite: High School Integrated Health and Physical Education with instructor signature**

**Course Description**

This course is designed for the student to develop advanced skills in selected games and sports, including physical fitness. The student will also participate in physical fitness and lifetime activities. This class offers students the ability to enhance overall wellness by combining conditioning and non-weight bearing activities.

**Fitness Conditioning (formerly Weight Lifting)**

**Course Code: 340214**

**Grade Level: 9 - 12**

**Credit: 1**

**Course Description**

This course emphasizes conditioning activities that help develop muscular strength, muscular endurance, flexibility and cardiorespiratory endurance.

# HEALTH SCIENCES

|  |  |
| --- | --- |
| **ALLIED HEALTH** | **EXAMPLE ILP-RELATED CAREERS** |
| ***Complete 3 Credits from the following:***   * Principles of Health Science * Emergency Procedures AND Medical Terminology I * Allied Health Core Skills   ***Choose 1 Credit from the following:***   * Internship: Allied Health | * Doctor * Nurse * Pharmacist * Physical Therapist * Psychologist * Radiologist * Surgeon * Veterinarian |
| **TESTS FOR CERTIFICATION** |
| * Industry Certification - NOCTI Healthcare Core |
| **PHARMACY TECHNICIAN - HIGH DEMAND** | **EXAMPLE ILP-RELATED CAREERS** |
| ***Complete 2 Credits from the following:***   * Principles of Health Science * Emergency Procedures AND Medical Terminology   ***Choose 2 Credits from the following:***   * Pharmacological and Other Therapeutic Modalities * Internship: Pharmacy Technician | * Pharmacy Technician |
| **TESTS FOR CERTIFICATION** |
| * Industry Certified - Certified Pharmacy Technician |

**Emergency Procedures**

**Course Code: 170141**

**Suggested Grade Level: 9-12**

**Credit: .5**

**Course Description**

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

**Medical Terminology**

**Course Code: 170131**

**Suggested Grade Level: 9-12**

**Credit: .5**

**Course Description**

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

**Body Structures and Functions**

**Course Code: 170167**

**Suggested Grade Level: 9-12**

**Credit: 1**

**Course Description**

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

**Principles of Health Science**

**Course Code: 170111**

**Suggested Grade Level: 10-12**

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

**Course Description**

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

**Allied Health Core Skills**

**Course Code: 170501**

**Suggested Grade Level: 10-12**

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

**Course Description**

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

**Pharmacologist and Therapeutic Modalities**

**Course Code: 170614**

**Suggested Grade Level: 11-12**

**Credit: 1 - 2**

**Course Description**

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

**Internship: Allied Health**

**Course Code: 170550**

**Suggested Grade Level: 11-12**

**P**rerequisite: **Advanced Health Science I**

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

**Course Description**

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

**Pharmacy Technician**

**Course Code: 170588**

**Suggested Grade Level: 12**

**P**rerequisite**: Pharmacy 1-2; Teacher Recommendation Required**

**Course Description**

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

# LANGUAGE ARTS

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

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

**English 1**

**Course Code: 230107**

**Suggested Grade Level: 9**

**Credit: 1**

**Course Description**

\*Course Required for Graduation. The courses are designed to present a wide range of reading experiences with print and non-print materials that have literary, informational, persuasive, and practical purposes. The courses also require students to use the writing process and criteria for effective writing to demonstrate their abilities to write in a variety of forms and for multiple audiences and purposes. Students use writing-to-learn and writing-to-demonstrate-learning strategies to make sense of their reading and thinking experiences. Speaking, listening, and observing skills are used to communicate information for a variety of authentic purposes.

**Honors English 1**

**Course Code: 230107-H**

**Suggested Grade Level: 9**

**Credit: 1**

**Course Description**

This course is designed to present a wide range of reading experiences that have literary, informative, persuasive, and practical purposes. In addition to the focus on literature, the curriculum integrates grammar and writing as a process--as well as activities designed to improve speaking, listening, viewing, cooperative-group work, and study skills. The class helps prepare students to be successful on the English portion of the ACT and other standardized test and in meeting the demands of English II their sophomore year.

**English 2**

**Course Code: 230110**

**Suggested Grade Level: 10**

**Prerequisite: English I**

**Credit: 1**

**Course Description**

\*Course Required for Graduation. The courses are designed to present a wide range of reading experiences with print and non-print materials that have literary, informational, persuasive, and practical purposes. The courses also require students to use the writing process and criteria for effective writing to demonstrate their abilities to write in a variety of forms and for multiple audiences and purposes. Students use writing-to-learn and writing-to-demonstrate-learning strategies to make sense of their reading and thinking experiences. Speaking, listening, and observing skills are used to communicate information for a variety of authentic purposes.

**Honors English 2**

**Course Code: 230110-H**

**Suggested Grade Level: 10**

**Prerequisite: English I**

**Credit: 1**

**Course Description**

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

**English 3**

**Course Code: 230113**

**Suggested Grade Level: 11**

**Prerequisite: English II**

**Credit: 1**

**Course Description**

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

**English 4**

**Course Code: 230116**

**Suggested Grade Level: 12**

**Prerequisite: English III**

**Credit: 1**

**Course Description**

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

**AP Language and Composition**

**Course Code: 230166**

**Suggested Grade Level: 11**

**Prerequisite: English II or Honors English II Credit**

**Credit: 1**

**Course Description**

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

**AP Literature and Composition**

**Course Code: 230167**

**Suggested Grade Level: 12**

**Prerequisite: English III, Honors English III or AP English Literature Credit**

**Credit: 1**

**Course Description**

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

**Public Speaking**

**Course Code: 231011**

**Suggested Grade Level: 11-12**

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

**Credit: ½ (1st semester)**

**Course Description**

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

**Creative Writing**

**Course Code: 230511**

**Suggested Grade Level: 11-12**

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

**Credit: ½ (2nd semester)**

**Course Description**

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

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

**Yearbook Production**

**Course Code: 239141**

**Suggested Grade Level: 11-12**

**Credit: 1**

**Course Description**

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

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

Max enrollment: 15 students

**Reading and English / Language Arts Intervention (High School)**

**Course Code: 231295**

**\*Does not count as one of the four English Language Courses towards Graduation.**

**Grade Level: 10**

**Credits: 1**

**Course Description**

This course is for students who need additional time and support or for students who may not have attained the benchmark ACT score in English/Language Arts. This course could serve as an English/Language Arts elective for high school graduation, but not as one of the 4 required English Language

# MATHEMATICS

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

\* Honors Algebra 2 and Honors Geometry may be taken concurrently with teacher recommendation.

**HS Pre-Algebra / Pre-HS Math**

**Course Code: 270301**

**Suggested Grade Level: 9**

**Credit: 1 (math elective)**

**Course Description**

This course is focused on the skills that prepare a student to be successful in High School Algebra I.

**STUDENTS WILL BE PLACED IN THIS COURSE BASED ON 8th grade recommendation. This course is for students who need additional assistance.**

**Algebra 1   
Course Code: 270304**

**Suggested Grade Level: 9 - 10**

**Credit: 1**

**Course Description**

This course is the study of high school Algebra 1 content. Upon completion of the course, students should be able to represent relationships mathematically, develop fluency in writing, interpret expressions and equations, translate between various forms of linear equations and inequalities and use them to solve problems including those that require a system of equations, solve linear equations, apply related solution techniques and the laws of exponents to solve simple exponential equations, understand function definition and notation, contrast linear and exponential graphical representations, make judgments about the appropriateness of linear models, perform arithmetic operations on inequalities, interpret functions and fluently use function notation, construct and compare linear and exponential models and solve related problems, factor quadratic and cubic expressions solve quadratic equations to interpret related quadratic functions and explore non-linear relationships. This course should be designed to meet the high school graduation credit for Algebra 1 and to build a solid foundation necessary for future high school math courses.

**Honors Algebra 1   
Course Code: 270304-H**

**Suggested Grade Level: 9 - 10**

**Credit: 1**

**Course Description**

The course covers the topics of linear equations, modeling standards, relations, functions, variation, systems of linear equations, radicals, quadratic equations and functions, statistics and probability. Students **MUST** have a teacher recommendation before enrolling in this course. Must be taken prior to Geometry

**Geometry**

**Course Code: 270401**

**Suggested Grade Level: 9-12**

**Prerequisite: Algebra 1**

**Credit: 1**

**Course Description**

This course is the study of high school geometry content. Upon completion of the course, students should be able to prove theorems and solve problems about triangles, quadrilaterals, and other polygons, apply reasoning to complete geometric constructions and explanations, establish triangle congruence criteria based on analyses of rigid motions and formal constructions, use similarity to solve problems and apply similarity in right triangles to understand right triangle trigonometry (with particular attention to special right triangles and the Pythagorean theorem), develop the Law of Sines and Cosines from understanding relationships in right triangles, apply knowledge of two-dimensional shapes to consider the shapes of cross-sections and the result of rotating a two-dimensional object about a line, connect algebraic concepts to geometric concepts through the rectangular coordinate system (such as deriving the equation of a circle given the center and radius length using the distance formula or Pythagorean theorem) and prove basic theorems about circles, chords, secants, and tangents.

**Honors Geometry**

**Course Code: 270401-H**

**Suggested Grade Level: 9-12**

**Prerequisite: Algebra I**

**Credit: 1**

**Course Description**

This course is a thorough study of plane, solid, and analytical geometry. In this geometry course students will prove theorems, solve problems of 2 and 3 figures. This course could be taken concurrently with Honors Algebra 2. In order to do this, students **MUST** have a B or better in Algebra 1.

**Mathematics Intervention**

**Course Code: 270309**

**Suggested Grade Level: 11 or 12**

**Credits: 1 (math elective)**

**Course Description**

This course is for students who need additional time and support to complete the high school mathematics Program of Studies for graduation requirements or who may not have attained the benchmark ACT score in mathematics.  It addresses statements from the High School Mathematics Program of Studies, with a strong emphasis on real world connections and/or **connections** with other disciplines of study.  This course could serve as a mathematics elective for high school graduation, but not as one of the 3 required math courses for high school graduation: Algebra 1, Geometry or Algebra 2. This course is recommended for juniors or seniors who would like to improve their score(s) on college entrance exams.

**Algebra 2**

**Course Code: 270311**

**Suggested Grade Level: 9-12**

**Credit: 1**

**Prerequisite: Algebra 1 and Geometry**

**Course Description**

This course is the study of high school Algebra 2 content. Upon completion of the course, students should be able to use properties of numerical operations to perform calculations involving polynomials,, identify zeros of polynomials and make connections between zeros of polynomials and solutions of geometry to extend trigonometry to model periodic phenomena, work with a variety of function families exploring the effects of transformations, analyze functions using different representations, build, interpret and compare functions including square root, cube root, piece-wise, trigonometric and logarithmic functions, identify appropriate functions to model situations, adjust parameters to improve the models, and compare models by analyzing appropriateness of fit.

**Honors Algebra 2**

**Course Code: 270311-H**

**Suggested Grade Level: 9-12**

**Credit: 1**

**Prerequisite: Algebra 1**

**Prerequisite/Corequisite: Geometry**

**Course Description**

This course is a continuation of Algebra I. Emphasis is placed on abstract thinking skills, the function concept and algebraic solutions of problems in various content areas. Graphing Calculator is required. Upon completion, students will perform calculations and connections involving polynomials.

**Algebra 3**

**Course Code: 270320**

**Suggested Grade Level: 11-12**

**Prerequisite: Algebra 2 and Geometry**

**Credit: 1 (math elective)**

**Course Description**

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

**Honors Pre-Calculus**

**Course Code: 270501-H**

**Suggested Grade Level: 10-12**

**Prerequisite: Algebra 2 and Geometry**

**Credit: 1 (math elective)**

**Course Description**

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

**AP Calculus AB**

**Course Code: 270513**

**Suggested Grade Level: 11-12**

**Prerequisite: Pre-Calculus**

**Credit: 1 (math elective)**

**Course Description**

This course follows the curriculum established by the College Board and prepares students to take the advanced placement examination in Calculus AB. Completion of the AP Exam is a requirement for this course. Graphing Calculator is required. College credit is earned with a qualifying score on the AP exam.

**AP Statistics**

**Course Code: 270604**

**Suggested Grade Level: 11-12**

**Prerequisite: Honors Algebra 2**

**Credits: 1 (math elective)**

**Course Description**

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

**MATH 116 - Dual Credit College Algebra through Western Kentucky University**

This course is located at Hopkinsville High School for ONE class period throughout the entire school year. BEFORE enrolling in this course, you must have math sub-score of 22 or higher on the ACT. In August or September, students will also need to achieve the required score on the WKU mathematics placement test (this test will be administered during class at HHS). Students will be responsible for fees associated with this course. KHSAA dual credit scholarship may cover part of the cost but you will still be responsible for some fees. Please speak with Mrs. Gray in room 410 for additional information.

**Career-Specific Mathematics Options**

Please speak to a teacher in your career pathway to see if that department offers a course that fulfills the mathematics requirement.

**Hopkinsville Community College**

Some math courses at HCC may count for your high school mathematics course. Please see the senior guidance counselor for more information.

# MILITARY SCIENCE (JROTC)

The mission of the Army Junior Reserve Officers’ Training Corps (JROTC) program is to “Motivate Young People to Be Better Citizens”. This is accomplished by preparing students for life with a better understanding of individual responsibility as a citizen, and participation in the community. JROTC is a performance oriented class where students are required to conform to rules and standards of a highly structured manner. Students that enroll in JROTC classes must have the desire to attend class and **participate freely**. Students and their parents must sign an agreement that outlines the performance expectations of the program. Wear of the Army ASU (blue) uniform is **required** one day each week and must wear hair, makeup & jewelry in accordance with Army Regulation 670-1. Cadets must wear a specified PE uniform and running shoes for fitness training. Additional days are devoted to health and fitness. JROTC is an elective program and courses are taken *sequentially*. Students may enter the level one in *any* school grade (9-12). In addition, there are co-curricular activities for Color Guard and Raider **teams** that allow students to compete with other schools. A JROTC teacher’s recommendation is **required** for the student to **continue** to the next year of the program.

**Army Junior ROTC Level I**

**Course Code: 580240**

**Suggested Grade Level: 9-12**

**Credit: 1**

**Course Description**

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

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

**Army Junior ROTC Level 2**

**Course Code: 580241**

**Suggested Grade Level: 10-12**

**Prerequisite: Teacher Recommendation**

**Credit: 1**

**Course Description**

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

**Army Junior ROTC LEVEL 3**

**Course Code: 580242**

**Suggested Grade Level: 11-12**

**Prerequisite: Teacher Recommendation**

**Credit: 1**

**Course Description**

Advanced Leadership, Principles of Management, Teaching Skills, Orienteering, First Aid and History. JROTC 3 builds on the knowledge and skills learned in all previous semesters of JROTC.

**Army Junior ROTC LEVEL 4**

**Course Code: 580243**

**Suggested Grade Level: 12 Only**

**Prerequisite: Teacher Recommendation**

**Credit: 1**

**Course Description**

Leadership Theory, History, Career Development, Teaching Skills, Citizenship and History. JROTC 4 builds on the knowledge and skills learned in all previous semesters of JROTC.

**Army JROTC Leadership**

**Course Code: 580244**

**Suggested Grade Level: 11-12**

**Prerequisite: Teacher Recommendation**

**Credit: 1**

**Course Description**

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

# OTHER

**Peer Tutoring**

**Course Code: 906010**

**Suggested Grade Level: 11-12**

**Prerequisite: Application/Teacher Recommendation Required**

**Credit: .5**

**Course Description**

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

# SCIENCE

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

TRADITIONAL ACADEMIC TRACK COLLEGE ACADEMIC TRACK COLLEGE w/SCIENCE PATHWAY

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Courses Required | Credits | Courses Required | Credits | Courses Required | Credits |
| Earth Science  Biology  Introduction to  Chemistry and Physics | **1**  **1**    **1** | **Earth Science**  **Biology\***  **ICP**  **1 elective (optional)** | 1  1  1 | Earth Science  Biology  ICP  Chemistry\*\* | 1  1  1  1 |
| Total Credits Required | 3 | Total Credits Required | 3 | Total Credits Required | 4 |

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

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

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

|  |  |  |
| --- | --- | --- |
| **Class year** | **Primary Science Class** | **Elective Science Class** |
| Grade 9  Grade 10  Grade 11  Grade 12 | Earth Science  Biology  ICP  Chemistry | Honors Biology  ICP or Honors Chemistry  Anatomy & Physiology or Honors Chemistry  or Biology II or Agri-Biology or  AP Environmental Science  AP Chemistry or AP Biology or |

**Earth Science**

**Course Code: 304611**

**Suggested Grade Level: 9-12**

**Credit: 1**

**Course Description**

This lab-based introductory course is organized based on the topical structure contained in the Kentucky Academic Standards for Science. Earth Science includes those standards listed within the topics of: Structure and Properties of Matter, Chemical Reactions, Structure and Function, Interdependent Relationships in Ecosystems, and Earth’s Systems. These topics provide the foundational concepts needed for successive Integrated Science courses to build upon. Students will learn these core ideas within these topics through the use of the science and engineering practices and crosscutting concepts. The science and engineering practices are skills students will use as they investigate the natural world and develop solutions to problems.

**Honors Earth Science**

**Course Code: 304611-H**

**Suggested Grade Level: 9-12**

**Credit: 1**

**Course Description**

This lab-based introductory course is organized based on the topical structure contained in the Kentucky Academic Standards for Science. Integrated Science I includes those standards listed within the topics of: Structure and Properties of Matter, Chemical Reactions, Structure and Function, Interdependent Relationships in Ecosystems, and Earth’s Systems. These topics provide the foundational concepts needed for successive Integrated Science courses to build upon. Students will learn these core ideas within these topics through the use of the science and engineering practices and crosscutting concepts. The science and engineering practices are skills students will use as they investigate the natural world and develop solutions to problems. The crosscutting concepts are conceptual ways of thinking that cross the domains of science. This course is intended to be offered as the first course of a sequence that includes 303092 Integrated Science II and 303093 Integrated Science III. Students may be required to complete an EOC exam upon completion of this course, depending upon their individual course sequence.

**Biology I**

**Course Code: 302601**

**Suggested Grade Level: 10-12**

**Credit: 1**

**Course Description**

Students develop a conceptual understanding of biological sciences, as outlined in the Kentucky Academic Standards for Science. They experience 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. Students will learn these core ideas through the use of the science and engineering practices and crosscutting concepts. The science and engineering practices are the tools students will use, and skills they develop, as they investigate the natural world, and develop solutions to problems. The crosscutting concepts are conceptual ways of thinking that cross the domains of science.

**Honors Biology I**

**Course Code: 302601-H**

**Suggested Grade Level: 10-12**

**Credit: 1**

**Course Description**

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

**Anatomy**

**Course Code: 302631**

**Suggested Grade Level: 10-12**

**Prerequisite: Biology I**

**Credit: 1**

**Course Description**

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

**AP Biology**

**Course Code: 302646**

**Suggested Grade Level: 11-12**

**Prerequisite: Biology II or concurrent**

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

**Course Description**

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

**Introduction To Chemistry & Physics**

**Course Code: 304058**

**Suggested Grade Level: 10-12**

**Credit: 1**

**Course Description**

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

**Honors Chemistry I**

**Course Code: 304521-H**

**Suggested Grade Level: 11-12**

**Credit: 1**

**Course Description**

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

**AP Chemistry**

**Course Code: 304526**

**Suggested Grade Level: 11-12**

**Prerequisite: Chemistry I**

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

**Course Description**

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

# SOCIAL STUDIES

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

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

**Human and Physical Geography**

**Course Code: 450709**

**Grade Level: 9 - 12**

**Credits: 1**

**Course Description**

Human Geography is a discipline in which the concepts, generalizations, and facts derived from both social and physical sciences converge in the study of specific places and the people who inhabit them. Geography therefore, functions as a bridge linking the social and physical science. Geographers study the interrelations of humans and their environment, patterns of location of human activities, human beings themselves and their cultures and patterns of human variation: regional, national, and global, as well as variations among cultures.

**AP Human Geography**

**Course Code: 450712**

**Grade Level: 9**

**Credit: 1**

**Course Description**

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

**World History**

**Course Code: 450835**

**Grade Level: 9 - 12  
Credits: 1  
Course Description:**

World History is a survey of the history of the world focusing on cultural and political aspects; ancient and modern history; the study of western and non-western civilizations; and current events.

**AP World History**

**Course Code: 450876**

**Suggested Grade Level: 10**

**Credit: 1**

**Course Description**

World History is a survey of the history of the world focusing on cultural and political aspects; ancient and modern history; the study of western and non-western civilizations; and current events.

**U.S. History: Reconstruction to Present**

**Course Code: 450812**

**Suggested Grade Level: 9 - 12**

**Credit: 1**

**Course Description**

This course is an overview of the history from Reconstruction through Current Events; American and World Affairs.

Content: U.S. History Population.

**AP United States History**

**Course Code: 450814**

**Suggested Grade Level: 11-12**

**Credit: 1**

**Course Description**

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

**ap Psychology**

**Course Code: 459902**

**Suggested Grade Level: 11-12**

**Credit: 1**

**Course Description**

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

****

# WORLD LANGUAGE

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

**World Languages 1 - Spanish**

**Course Code: 161108**

**Suggested Grade Level: 10-12**

**Credit: 1**

**Course Description**

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

**World Languages 2 - Spanish**

**Course Code: 161109**

**Suggested Grade Level: 11-12**

**Prerequisite: Spanish I**

**Credit: 1**

**Course Description**

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

**World Language 3 - Spanish**

**Course Code: 161110**

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

**Suggested Grade Level: 10-12**

**Prerequisite: Spanish II & teacher recommendation**

**Credit: 1**

**Course Description**

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

**World Languages 4- Spanish**

**Course Code: 161111**

**Suggested Grade Level: 12**

**Prerequisite: Spanish III & Teacher Recommendation**

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

**Course Description**

Spanish IV will develop integrated language skills with greater emphasis on content. These integrated skills will ease transition into AP Spanish.

**Guidance Department Procedures**

**Student Transfer Grades Into District**

**Student transfers into the district from another school/district with grades for that year:**

Counselors/teachers enter the forwarding grades into the gradebook so that the grade the student left with is reflected as part of their cumulative grade for the course.  There have been rare situations where counselors or principals have contacted central office to discuss options on how to handle this.  These unusual situations are handled on a case-by-case basis.

**Student enrolls in the district with no grades/enrollment history for that year:**

Student is not penalized with either zeroes or making up substantial amounts of work for a time when not enrolled.  It would be reasonable to have the student perhaps work back a couple of weeks if the enrollment was at the beginning of the year; however, requiring a student to recover months of work when not enrolled serves as a punishment of sorts.  A teacher could work with the student individually to ensure exposure/learning of key academic standards that were missed during a time of no enrollment *without attaching a grade to that work.*