



Course Catalog

2018-2019

GRADUATION & GRADE LEVEL REQUIREMENTS

CREDIT REQUIREMENTS

| | 10th Grade | 11th Grade | 12th Grade | Graduation |
|-----------------|------------|------------|------------|------------|
| Minimum Credits | 5 | 11 | 18 | 25 |

REQUIRED COURSES

| Minimum High School Graduation Requirements | | |
|---|---------|--|
| SUBJECT | CREDITS | COURSES |
| Language Arts | 4 | English I, II, III, IV (To include the content strands of reading, writing, speaking, listening, observing, inquiry, conventions, analysis, and using technology as a communication tool. Language arts shall be taken each year of high school.) |
| Social Studies | 3 | Credits to include the content strands of historical perspective, including U.S. History, Geography, Economics, Government and Civics, and Cultures and Societies. |
| Mathematics | 3 | Algebra I, Geometry and Algebra II (An integrated, applied, interdisciplinary or technical/occupational course that prepares a student for a career path based on the student's Individual Learning Plan 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 program of studies. Pre-Algebra shall not be counted as one of the three required Mathematics credits for high school graduation but may be counted as an elective. Mathematics shall be taken each year of high school. |
| Science | 3 | Credits shall incorporate lab-based scientific investigation experiences and include the content strands of biological science, physical science, earth and space science, and unifying concepts. |
| Health | 1/2 | Credit to include the content strands of individual well-being, consumer decision, personal wellness, mental wellness, and community services |
| Physical Education | 1/2 | Credit to include the content strands of personal wellness, psychomotor, and lifetime activity |
| Visual and Performing Arts | 1 | This credit is earned in accordance with the district's performance based credit opportunity. Students earn this credit through the successful completion of the physical education, English II and European/ AP World History credits. These courses will include curriculum and assessments in the content strands of arts, dance, music, theatre, and visual arts.(2019&2020) |
| Foreign Language | 0 | Spanish I & II are offered at Bracken County High School. Students who wish to learn a foreign language are encouraged to take these classes. |
| Electives | 10 | 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 Individual Learning Plan; and Demonstrated performance based competency in technology.) |
| Total | 25 | |

In addition to the required credits, each student must complete an Individual Learning Plan ILP

ACADEMIC POLICIES

Advanced Placement

Students in Advanced Placement courses must sit for the College Board AP exam in the spring. Students who do not take the exam will receive an unweighted grade for that course. The AP designation will be removed from the child's transcript as well if the exam is not taken. Deadline to drop AP courses is within 10 school days from the start of school each year.

Important Note: It is the student's responsibility to check with the college or university to which he/she plans to enroll about the acceptance of AP credit. AP Policies can be found on most college/university websites.

Dropping Courses

Students will be permitted schedule changes for all courses, except Advanced Placement, up to the fifth school day of each school year. *Students dropping college courses MUST notify the guidance counselor prior to dropping. Each college has their own academic calendar, and any tuition due will be the responsibility of that student and their parents.*

Dual Credit

Dual credit is awarded when a high school and a postsecondary institution give credit to a high school student for the same course. The object of dual credit courses is to offer high school students an opportunity to take affordable, high quality college courses. The letter grade assigned by the professor will be the same letter grade on the high school transcript. In order to qualify for dual credit enrollment the student MUST have a minimum ACT Reading score of 20 on file by July 15 of the school year prior. *Important Note: It is the student's responsibility to check with the college or university to which he/she plans to enroll about the acceptance and transferability of dual credit courses. There is no guarantee on the part of Bracken County High School that these courses will be accepted or transferred to other colleges/universities.*

Grading Scale:

A = 90-100

B = 80-89

C = 70-79

D = 60-69

Exams

All courses will administer a Semester One Exam as well as a Semester Two Exam. These exams will be counted as 1/7 of the semester grade with the exception of Biology, Algebra II, English 10, and US History. The final exam in these courses will be the state mandated EOC.

(If the state mandates End of Course Assessments they will count as 20% of the student's final grade for those courses.)



Transition Ready



BCHS Purpose: BCHS is committed to providing a creative and rigorous 21st century education that ensures all students are college/career ready.

To ensure all students meet our goal of graduating 100% of our students transition ready, BCHS has developed a structured RTI process that is an integral component of BCHS's standards-based instructional system. Interventions are embedded systematically into the operation of classes and of the school as a whole. BCHS has developed and implemented several layers of safety nets, including: in-class, in-school, extended school and special referral.

Tier I: By far the most important layer is the 'in class' layer. In-class safety nets comprise the set of practices and strategies that the regular classroom teacher adopts to ensure that all students continue to make progress. Teacher sees his or her mission as ensuring that all students experience success as learners and that all meet high standards. It requires on-going monitoring of progress and prompt action to follow-up with students who have fallen behind. It also requires the use of classroom strategies that enable students to be taught at their instructional level and receive additional time and assistance. These include individual conferencing, one-on-one coaching, assessment corrections, cooperative learning and small group instructional methods.

Tier II: The intervention will be provided through a blended classroom with computer based instruction (Reading Plus for reading and Aleks for math) as the predominant means to meet the unique learning needs of each student.

Response to Intervention Identification Process: Students are initially identified based on CERT scores.

RTI Process: Once students have been identified as not meeting the school-designated reading &/or math benchmarks for each grade level, they will be scheduled into a reading &/or math intervention lab in addition to their regular class. The students will work in a blended classroom with the majority of instruction coming from the computer based programs Reading Plus &/or Aleks. Even though the intervention class is based on the student's instructional level, reading content covered will coincide as much as possible with the student's typical classes.

Transitioning out of Intervention: Students may transition out of intervention one of two ways.

1. Meet the reading &/or math ACT benchmark
2. Meet a college/career readiness benchmark on one of the CERT assessments given during the fall, winter, and spring.

ENGLISH

ENGLISH 9

The course is designed to present a wide range of reading experiences with print and non-print materials that have literacy, information, 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. In addition, students continue to integrate inquiry skills and technology to communicate ideas. Overall, students will gain a greater appreciation for literature by studying their works as well as learning and applying vocabulary and grammar essential in the study of English language and literature.

ENGLISH 9 ADVANCED

Advanced English 1 will focus on the same skills as the Standard English 1 class; however, much emphasis will be placed on preparing students for higher level classes. Throughout the year, students will be expected to complete more independent reading and writing assignments as well as engage in project-based learning experiences. Students who decide to take this class need to be self-motivated and are willing to challenge themselves to think creatively.

*It is highly recommended that students taking this course have met benchmark on the 8th grade English and Reading CERT test.

ENGLISH 10

English 10 will focus on World Literature both fiction and non-fiction. Students will build on their knowledge of literary genres with an emphasis on analysis of how stylistic choices and rhetorical elements shape tone in argumentative texts, both print and non-print. Students deconstruct writing prompts and write a synthesis essay that incorporates perspectives from multiple sources. Students develop their independent learning skills as they respond to opportunities for self-evaluation. Students will continue to develop and apply vocabulary, grammar, and writing skills inherent in the study of English language and literature.

ENGLISH 10 ADVANCED

Advanced English 10 will focus on the same skills as the Standard English II class, however, much emphasis will be placed on preparing students for the AP English courses. Students will be expected to complete more independent writing assignments as well as engage in project-based learning experiences. A strong focus on argument and rhetoric pervades this course. **It is highly recommended that students taking this course have met benchmark for English and Reading on the CERT test.

ENGLISH 11

This course introduces the concept of the American Dream and how pursuit of individual dreams has formed the people and the country. Students will look at what it means to pursue the American Dream through the eyes of many different writers whose experiences and voices have helped shape our notion of the American Dream. You will also look at how writers and speakers persuade others to support their ideas and learn to present yourself through public speaking (*Springboard English Textual Power Level 6, Teacher's Edition, 2012*). Students will write a synthesis essay, an editorial, a satirical piece, and a persuasive speech. Throughout the year, students will work on skills needed to benchmark on the ACT English and Reading test as well as scoring proficient on the On-Demand Writing test.

AP ENGLISH LANGUAGE

An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. Students should expect a challenging course load that requires students to complete several independent assignments. The focus of this class is similar to first-year college composition class. Students will continue to develop their critical thinking skills as they read increasingly complex text and learn to move beyond the five- paragraph essay.

ENGLISH 12

This course is designed to enhance students' worldview through literary and nonfiction readings. Students will focus on reading through various critical perspectives. We will take our literary understanding of a worldview and apply that understanding to real world issues through the study of debate, argument, media, and documentary film. Students will spend time during the year analyzing ACT and Kyote tests, examining types of questions, as well as learning strategies to increase individual scores. The end goal of this class is to prepare students for college and career readiness by demonstrating proficiency in thinking, reading, writing, and communication. An alternative to English 12 is dual credit English 101 through Maysville Community & Technical College. If interested in dual credit, please refer to the dual credit options in this course catalog.

YEARBOOK

This hands-on course applies publishing and presentation concepts through the development of sophisticated business documents - namely the yearbook. Formatting, editing, page layout, and design concepts are taught. The mailable or useable copy standard is applied to all projects. Students **MUST** sell advertisements to businesses. The Internet permission slip needs to be signed before access to the Internet is allowed.

MATH

ALGEBRA I

Algebra I is required to graduate from high school. This course is designed to emphasize the study of multiple representations of linear and non-linear functions. It includes mathematical concepts for working with rational numbers, various expressions, analyzing and solving linear equations & inequalities, data analysis, probability, statistics, and polynomials. Students will use hands-on materials and calculators when needed in solving problems where the algebra concepts are applied. Students who complete Algebra I will take Geometry next.

GEOMETRY

Geometry is required to graduate from high school. This course is designed to emphasize the study of the properties and applications of common geometric figures in two and three dimensions. It includes the study of transformations and right triangle trigonometry. Inductive and deductive thinking skills are used in problem solving situations, and applications to the real world are stressed. It also emphasizes writing proofs to solve (prove) properties of geometric figures. Students who complete Geometry will take Algebra II next.

Prerequisite: Algebra I

ALGEBRA II

Algebra II is required to graduate from high school. This course is designed to build on algebraic and geometric concepts. It develops advanced algebra skills such as systems of equations, advanced polynomials, imaginary and complex numbers, quadratics, and concepts and includes the study of trigonometric functions. It also introduces matrices and their properties. The content of this course are important for students' success on both the ACT and college mathematics entrance exams. Students who are successful in Algebra II should take Pre-Calculus next.

Prerequisites: Algebra I and Geometry

PRE-CALCULUS

This course is designed for students to attain the concepts necessary to be successful in a Calculus course, an AP Calculus course or a College Math course. Pre-Calculus will further explore concepts learned in Algebra II. This class is encouraged for any student planning to attend college after high school graduation.

Prerequisites: Algebra I, Geometry, and Algebra II

CALCULUS

This course is intended for students excelled in math who wish to further their studies in mathematics at a college level. Throughout this course you will learn to analyze functions, graphs, and limits, understand the concepts of derivatives. Interpret integrals, and gain knowledge of the fundamental theorem of calculus, and the techniques and applications of anti differentiation.

Prerequisites: Pre-Calculus

COLLEGE & CAREER READINESS MATH (Seniors)

This course is designed for students who need additional time and help with mathematical strategies. This course uses hands-on activities and experiments with graphing calculators to support the study of the concepts addressed in the relevant statements in the High School Mathematics Program of Studies for a high school. This course can be individualized to enhance a student's college or career readiness. This is a REQUIREMENT for any senior who has not scored at least 19 on the mathematics portion of the ACT by the first day of their senior year.

COLLEGE & CAREER READINESS MATH (Juniors)

This course is designed for students who need additional time and help with mathematical strategies. This course uses hands-on activities and experiments with graphing calculators to support the study of the concepts addressed in the relevant statements in the High School Mathematics Program of Studies for a high school. This course can be individualized to enhance a student's college readiness on the ACT. This course could serve as a mathematics elective for high school graduation, but not as one of the three required credits for high school graduation: Algebra 1, Geometry or Algebra 2. Juniors taking Algebra 2 could take this course as an elective.

MATHEMATICS CONCEPTS

This course is designed to be taken after completion of Algebra 1, Geometry and Algebra 2. Topics include probability and statistics, extension of algebra and geometry concepts, and discrete mathematics. This course could serve as a mathematics elective for high school graduation, but not as one of the three required credits for high school graduation: Algebra 1, Geometry or Algebra 2.

SCIENCE

INTEGRATED SCIENCE

This course is designed to cover a wide variety of scientific topics important for a high school education. Topics covered in this course include: Earth and energy resources, the physics of motion, electricity, chemical structure and bonding, the formation of the universe, and other similar topics.

BIOLOGY

Biology is the study of life. The major purpose of this lab based course is to provide understanding of the basic biological concepts: the diversity of organisms; the cell; heredity; matter, energy, and organization of living systems; evolution of living systems; physiology; the biosphere and interdependence of abiotic and biotic factors. Focus is on active student participation in laboratory investigations and the development of critical thinking skills. The use of the science practices describes the behaviors students will engage in as they investigate the natural world. The use of the engineering practices describe behaviors students will use as they design and build models and systems.

CHEMISTRY

The concepts that will be covered in Chemistry are matter & energy, scientific measurements & calculations, atomic structure and chemical bonding, naming compounds & writing chemical formulas, chemical equations and reactions, and properties of solutions.

AGRISCIENCE

An interdisciplinary course that counts for science credit for high school graduation. Introduces the scientific agricultural approach to animal science and selection, and plant and land science. Laboratory experiences related to basic and current technology will be part of the program. Students must be in the Ag Pathway to take this course. *Prerequisite: Principles of Agriculture*

AP BIOLOGY

AP Biology is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. It aims to provide students with the conceptual framework, factual knowledge and analytical skills necessary to deal critically with the rapidly changing science of biology. The two main goals of AP Biology are to help students develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process. The ongoing information explosion in biology makes these goals even more challenging. Primary emphasis in an Advanced Placement Biology course should be on developing an understanding of concepts rather

than on memorizing terms and technical details. Essential to this conceptual understanding are the following: a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology; and application of biological knowledge and critical thinking to environmental and social concerns. AP Biology is representative of the topics covered by the AP exam.

Prerequisites: Integrated Science I & Biology with C or better average in both

HUMAN ANATOMY & PHYSIOLOGY

Human Anatomy and Physiology is a lab based course that investigates the structure and function of the human body. Topics covered will include the basic organization of the body; biochemical composition; and major body systems along with the impact of diseases on certain systems. Students will engage in many topics and competencies related to truly understanding the structure and function of the human body. Working from the topics of basic anatomical terminology to the biochemical composition of the human body, all the way into great detail of each of the major systems of the body, students will learn through reading materials, unit worksheets, group work, projects, and labs. Students will be responsible for the proper use of lab equipment, lab reports, and projects assigned throughout each unit. One of the goals of the course is to prepare students with the skills necessary to be successful in future science courses in college.

SOCIAL STUDIES

INTRODUCTION TO SOCIAL STUDIES

Survey of the Social Sciences is an interdisciplinary study that introduces the student to the social sciences, with special emphasis on geography, government, civics, world cultures, psychology, sociology and economics. In this course, the student explores the world through a geographic perspective and examines political and economic systems. Course work focuses on real-life issues and the development of critical thinking skills. This course will provide students with an overview of the many important aspects associated with the social sciences including geography, economics, and government. Introduction to Social Studies is a social studies course required for graduation from BCHS.

WORLD CIVILIZATION

This course provides students with an understanding of how world civilization has evolved during the last six hundred years. Topics of focus are the Age of Exploration, the Age of Revolution, World Conflicts, and Twentieth Century Issues. Students will be called upon to think as geographers, economists, historians, and political scientists as they explore and integrate these topics. Also, the students will develop and expand their knowledge on world cultures and in the process gain an appreciation for their differences and similarities of each culture.

AP WORLD HISTORY

This course focuses on developing students' understanding of the world history from approximately 8000 BCE to the present. This college-level course has students investigate the content of world history for significant events, individuals, developments, and processes in six historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources,

making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides five themes (interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; development and transformation of social structures) that students explore throughout the course in order to make connections among historical developments in different times and places encompassing the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania. College credit is earned with successful completion of AP exam.

Prerequisites: Successful completion of Intro to Social Studies

U.S.HISTORY

This course will focus on the history of the United States and its effect on today's society. United States History is an overview of the history from Reconstruction through current events; American and world affairs. This course focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and the development of students' abilities to think conceptually about U.S. history.

Contemporary US History

Contemporary U. S. History is a study of local, state and national government operations; economic issues; citizenship responsibilities; current events and historical origins; problem solving techniques.

FOREIGN LANGUAGE

SPANISH I

Prepares students to: perform interpersonal, interpretive and presentational communicative tasks within the novice range on the ACTFL Proficiency scale; interpret, exchange, and present information, concepts and ideas both within the classroom and beyond on a variety of topics including connections to other subject areas; and understand the relationship among the products, practices and perspectives of other cultures. In addition, students develop insight into their own language and culture.

SPANISH II

Prepares students to: perform interpersonal, interpretive and presentational communicative tasks within the novice high to intermediate low range on the ACTFL Proficiency scale; interpret, exchange, and present information, concepts and ideas both within the classroom and beyond on a variety of topics including connections to other subject areas; and understand the relationship among the products, practices and perspectives of other cultures. In addition, students develop insight into their own language and culture.

Agriculture Career Pathways

| | Odd Year Courses | Even Year Courses |
|---|--|---|
| 1 | Principles of Agriculture & Technology | Principles of Agriculture & Technology |
| 2 | Agriscience | Agriscience |
| 3 | Ag Employability | Ag Employability |
| 4 | Wildlife Resources | Environmental Science |
| 5 | Landscape Management | Greenhouse |
| 6 | Dual Credit Murray State University (Animal Science & Vet Science) | Dual Credit Murray State University (Plant Science & Ag Communications) |

| | |
|--|----------------------|
| <u>Classes that count in all pathways</u> Principles of Agriculture & Technology Greenhouse Agriscience Agriculture Employability Murray State University Racer Academy | |
| <u>Environmental Science & Natural Resources</u> | <u>Horticulture</u> |
| Wildlife Resources | Landscape Management |
| Environmental Science | |

AGRICULTURE EDUCATION Courses

PRINCIPLES OF AGRICULTURE & TECHNOLOGY- *Every year/ 9th graders*

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

AGRISCIENCE- *Every year*

An interdisciplinary course that counts for science credit for high school graduation. Introduces the scientific agricultural approach to animal science and selection, and plant and land science. Laboratory experiences related to basic and current technology will be part of the program. Students must be in the Ag Pathway to take this course. **Prerequisite: Principles of Ag**

AGRICULTURAL EMPLOYABILITY SKILLS- *Every year, 12th grade only*

Agricultural employability skills provides opportunities to develop skills in: job searching, preparing resumes, writing letters of application, job interviews, attitude at work, communicating effectively, human relations and accepting responsibilities. Content may be enhanced with appropriate computer applications. Leadership development will be provided through FFA. Each student will be expected to have a supervised agricultural experience program. **Prerequisite: Principles of Ag**

GREENHOUSE TECHNOLOGY- *Even years only*

Greenhouse Technology provides instruction in greenhouse structures and greenhouse environment regulations. Plant growth and development and propagation are included as well as production and maintenance of bedding and container produced plants. Fundamental principles of vegetable production and commercial production of vegetable crops as well as marketing of horticulture products may be included. Content may be enhanced with appropriate technology. Leadership development will be provided through FFA. Each student will be expected to have a supervised agricultural experience program. **Prerequisite: Principles of Ag**

LANDSCAPE MANAGEMENT- *Odd years only*

This course combines landscaping and turf management curriculum. The material includes identification of landscape plants and their characteristics, site evaluation, site design, calculation of materials needed, costs for bidding, and installing landscape plans. Landscape plant maintenance will also be presented. Selection, culture and management of turf species used for lawns, golf courses, athletic fields and erosion control may also be included. Content may be enhanced by utilizing appropriate technology. Leadership development will be provided through FFA. Each student will be expected to have a supervised agricultural experience program. **Prerequisite: Principles of Ag**

ENVIRONMENTAL SCIENCE- *Even years only*

This course is an intermediate scientific study of environmental technology. It is designed to develop an awareness of environmental concerns related to air, water, soil, land use management, waste management, and their interrelationship with the biological ecosystem. Soil formation, conservation and evaluation material will also be included. Content will be enhanced with appropriate computer applications, scientific laboratory activities, field experimentation, community development projects, and occupational development. Leadership development will be provided through FFA. Each student will be expected to have an agricultural experience program. **Prerequisite: Principles of Ag**

WILDLIFE RESOURCES- *Odd years only*

Develops an awareness of wildlife industry resources. The course includes: a study of ecology and ecosystems, wildlife habitat, population dynamics, management techniques that deal with wildlife in all areas and the regulations that affect the wildlife industry. Content may be enhanced with appropriate applied scientific laboratory activities and computer applications. Leadership development will be provided through FFA. Each student will be expected to have a supervised agricultural experience program. **Prerequisite: Principles of Ag**

THE ARTS

ARTS & HUMANITIES

The Arts and Humanities class explores the relationship of the arts to history, society, and culture. In this course, we will examine the basic components of visual art, theater, dance, and music and learn about great artworks that have defined different eras and cultures throughout history. Our goal is to establish an understanding of the universal significance of the arts, the purpose of art, and the reason why art is a necessary and enriching part of life. Beginning with the Class of 2021 students will meet the A/H requirement through completion of English 10, World Civilization, and Health /PE.

****STUDENTS IN THE CLASS OF 2019 and 2020 CAN FULFILL THIS REQUIREMENT BY SUCCESSFUL COMPLETION A OF DUAL CREDIT HUMANITIES COURSE SUCH AS HUM 120 OR MUS 100. STUDENT MUST HAVE ACT READING SCORE OF 20 OR HIGHER TO QUALIFY FOR ALL DUAL CREDIT COURSES.**

ART I

Art I is designed to expose students to the fundamental elements and principles of two-dimensional (2D) and three-dimensional (3D) art and design. 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. Advanced students extend and refine knowledge in the creative process. They are encouraged to develop their own artistic styles. The course may emphasize either drawing or painting or combine both.

ART II

Students develop the knowledge and explore an art form, to create individual works of art, and provide a discussion and exploration of career opportunities in the art world. Students examine the language, materials, media, and processes of a particular art form and the elements of art and principles of design supporting a work of art. Advanced instruction encourages the 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.

ART III

Art Portfolio courses are for students who desire to pursue art studies after high school. Students will create work that clearly demonstrates new technical skills, increasing conceptual thinking and reflecting their personal interests. Individual critiques and planned group activities will help each student achieve at a competitive level. 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 - Two Dimensional Design Portfolio

Two Dimensional courses are designed for students with a professional or

academic interest in two-dimensional art. These courses focus on a variety of concepts and approaches in Drawing, and 2-D Design, enabling the students to demonstrate a range of abilities and versatility with media, technique, problem solving, and scope. Such conceptual variety can be demonstrated through either the use of one or the use of several media. Students refine their skills and create artistic works to submit via a portfolio to the College Board for evaluation.

Intro to Media Arts/Graphic Design

This course is an introduction to and survey of the creative and conceptual aspects of designing media arts experiences and products, including techniques, genres and styles from various and combined media and forms, including moving image, sound, interactive, spatial and/or interactive design. (Grades 10-11)

BAND

Course develops techniques for playing brass, woodwind, and percussion instruments, and covers a variety of non-specified band literature styles (concert, marching, symphonic, and modern styles). Completion of two years of high school band fulfills Arts & Humanities requirement for the Class of 2019 and 2020.

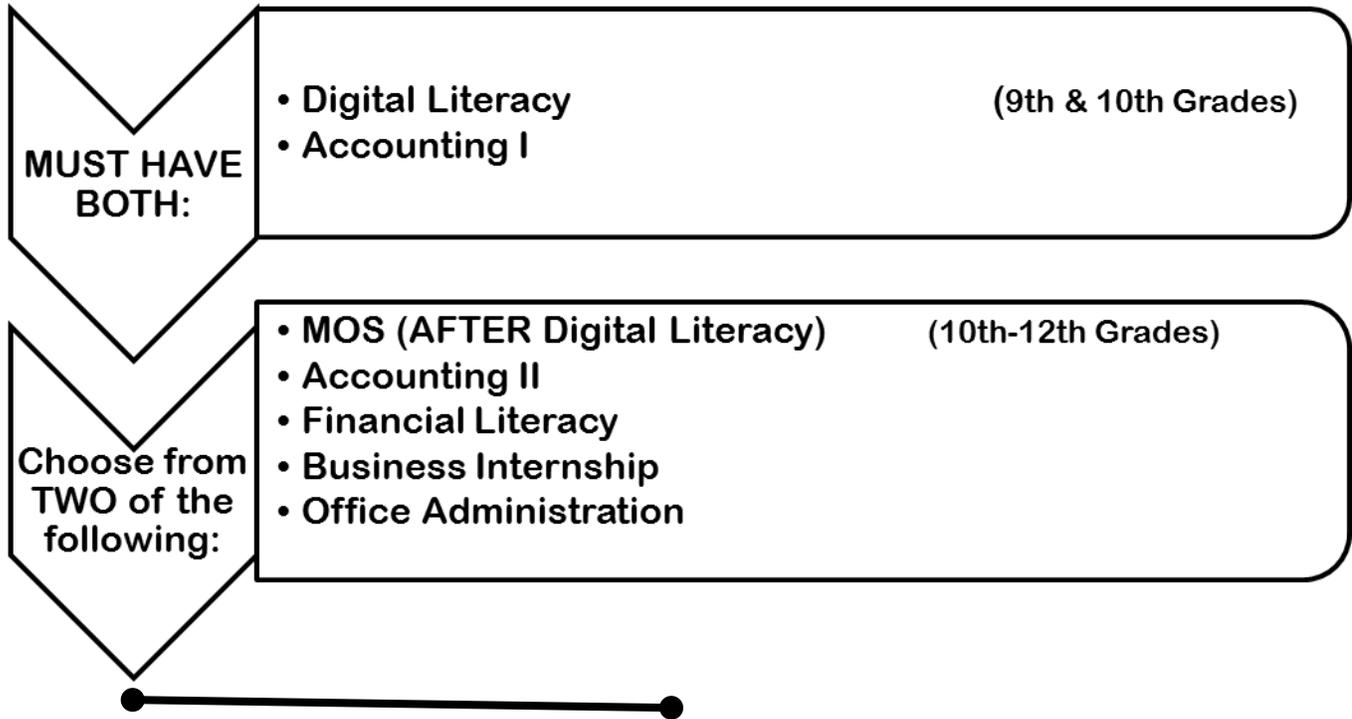
VOCAL ENSEMBLE

Students refine vocal techniques and the ability to sing parts in small ensembles such as madrigal groups. Course goals include the development of solo singing ability and emphasize one or several ensemble literature styles. Critical analysis and problem solving, collaboration, and musical skills and understandings are developed through rehearsal and performance experiences, and/or creating and performing students' own compositions. Completion of two years of high school vocal ensemble fulfills Arts & Humanities requirement for the Class of 2019 and 2020.

BUSINESS CAREER MAJORS

ACCOUNTING AND ADMINISTRATIVE SUPPORT

ACCOUNTING



ADMINISTRATIVE SUPPORT

MUST HAVE ALL THREE CLASSES:

- Digital Literacy (9th or 10th Grades)
- Accounting I (9th or 10th Grades)
OR Financial Literacy (10th-12th Grades)
- Office Administration (11th or 12th Grades)

Choose from one of the following:

- (10th-12th Grades)
- MOS (AFTER Digital Literacy)
- Accounting II
- Business Principles
- Financial Literacy
- Business Internship



E-COMMERCE PATHWAY:

| First Course | Second Course | 3rd/4th Course | 3rd/4th Course |
|------------------|---|---|-----------------------------------|
| Digital Literacy | Multimedia Publishing or Webpage Design | Webpage Design or Advanced Multimedia Publishing | Advanced Multimedia Publishing |

BUSINESS EDUCATION

DIGITAL LITERACY

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

- *FIRST COURSE IN ALL BUSINESS CAREER PATHWAYS*

BUSINESS PRINCIPLES

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

ACCOUNTING I - ACCOUNTING & FINANCE FOUNDATIONS

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

ACCOUNTING II – FINANCIAL ACCOUNTING

The accounting principles taught in this course include an in -depth study of accounting principles, procedures, and techniques used in keeping financial records for sole proprietorships, partnerships, and corporations. There is an emphasis on automated accounting. Topics include a more analytical approach to accounting.

MICROSOFT OFFICE SPECIALIST

This course is an extension of Computer and Technology Applications or Advanced Computer Applications, students will have the opportunity to increase their computer skills. Advanced functions and integration of Microsoft Word, Excel, Access, and PowerPoint will be taught. Students will work toward MOS Certification in one or more of these Microsoft areas. In addition students will utilize Internet access to complete various projects.

Prerequisite: Digital Literacy & permission of instructor

MULTIMEDIA PUBLISHING

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

PREREQUISITE: Digital Literacy

OFFICE ADMINISTRATION

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, assistant managers, etc. 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 upper-classmen only.

Prerequisite: MOS Class (and Accounting is suggested)

WEBPAGE DESIGN

Students analyze the structure of the worldwide web, apply basic principles of web documents and HTML, and develop multi-media web pages. Course content will include the understanding of hypertext and web structures. Equipment such as scanners, digital and video cameras, and sound recording devices will be utilized through hands-on instruction. Leadership development will be provided through FBLA.

Prerequisite: Digital Literacy

FINANCIAL LITERACY

This course is designed to provide students with the knowledge and skills to manage one's financial resources effectively for lifetime financial security. Topics include economics, money in the economy, budgeting, credit, consumer rights, investments and retirement planning. A correlation to the math content in the program of studies was used in developing this course to count as a 4th math elective if student is currently enrolled in a Business Pathway.

BUSINESS EDUCATION INTERNSHIP

Internship for CTE courses provide supervised work -site experience for high school students who are enrolled in a capstone course associated with their identified career pathway. Internship experiences consist of a combination of classroom instruction and field experiences.

**FAMILY AND CONSUMER SCIENCES CAREER PATHWAYS
2017-2018**

**CULINARY & FOOD SERVICES
CIP 12.0500.00**

PATHWAY DESCRIPTION: The Culinary & Food Service pathway addresses a skill set necessary for success in the culinary industry. The courses in this pathway will help students develop skills in early career ladder positions and promote continuing education at the post-secondary level preparing for careers associated with restaurants, institutional food service, hospitality and catering, as well as food and beverage operations.

| BEST PRACTICE COURSES | EXAMPLE ILP-RELATED CAREER TITLES |
|---|--|
| <p><i>Complete (3) THREE CREDITS:</i></p> <ul style="list-style-type: none"> • 200441 Foods & Nutrition • 200411 Culinary Arts I • 200412 Culinary Arts II <p><i>Choose (1) ONE CREDIT from the following:</i></p> <ul style="list-style-type: none"> • 200113 FACS Essentials AND/OR • 200161 FACS Essentials Health*OR • 200442 Advanced Foods & Nutrition** • 200478 Internship: Culinary Arts • 200409 Co-op: Culinary Arts <p>Note: (*) Indicates half-credit (.5) course Note: (**) Indicates course can be half-credit (.5) OR a full (1) credit course</p> | <p>Chef/Cook</p> <p>Baker</p> <p>Entrepreneur</p> <p>Food Inspector</p> <p>Butcher</p> |

FAMILY & CONSUMER SCIENCE

FACS ESSENTIALS

Introductory course in the Culinary pathway. This course provides an opportunity for acquiring basic life skills and guides students to explore and select specific areas for concentrated study. Emphasis is on creating a foundation for healthy lifestyles & nutrition, basic food preparation, family, employability skills, adolescent development, financial management, and establishing healthy relationship. Recommended for grades 9-10.

FOODS & NUTRITION

This course is designed to assist students in making critical decisions about food, which contributes to health and well-being. Laboratory & food preparation 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. Recommended for grades 9-11.

CULINARY I

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.

Recommended grades 10-12.

***Prerequisite: Foods & Nutrition**

CULINARY II

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. Food preparation, bakery operation, catering, model restaurant, laws and regulations, unions, safety, sanitation, receive, store and issue food are addressed. Recommended grades 11-12.

Prerequisite: Foods & Nutrition

HEALTH & PHYSICAL EDUCATION

PHYSICAL EDUCATION & HEALTH

This is a beginning level course in physical education. In this course the student will take a look at the history of many different sports, how to play the different sport/activity. The student will practice and analyze the various skills involved in the sport or activity. Brief warm-up, stretching, and cool down will be included during each class session. You will be expected to keep a written record of your workout throughout the year. Health is an overview of the main components of Health and Safety. This portion of the class focuses on the major components of Health, the nutritional requirements to maintain a healthy -lifestyle, the proper way to exercise, how to prevent violence, CPR and First Aide, and the effects of alcohol and tobacco. The students will learn about these areas through various activities using critical thinking skills and expression.

CONDITIONING PRINCIPLES

This course emphasizes improvement in flexibility, strength, and endurance. Weight training fundamentals are included with safety highlighted throughout the course.

Periodic assessments are made so students can see progress. **ELECTIVE COURSE ONLY**

FOUNDATIONS OF SPORT & EXERCISE

This course gives students who are involved in athletics a chance to condition in the off season and learn about different aspects of sports such as officiating, nutrition, rules, athletic training and careers associated with athletics.

MASON CO. ATC PROGRAMS

AUTOMOTIVE TECHNOLOGY

Instruction in systems such as engines, fuel, on-board computers, transmissions, steering, suspension, and brakes is the basis of this program. Knowledge of the various systems is used to develop skills in troubleshooting, performing preventative maintenance, servicing, and repairing automobiles.

ELECTRICAL TECHNOLOGY

This program focuses on preparing students for entry level electrician position in industry and the building trades. Electrical Technology provides experiences in layout, assembly, installation, testing, maintenance of electrical circuits, apparatus, and residential wiring. Training involves electrical theory and electrical codes current in industry.

COLLISION REPAIR

This program is designed to teach skills of repairing collision damage to motor vehicles as well as minor restoration and refinishing of completed vehicles. Program activities include learning the art of metal finishing, sheet metal shrinking, welding, plastic filler application, sheet metal alignment and refinishing.

HEALTH SCIENCES

The Health Sciences program provides the secondary student with orientation, exploration, and preparation into the healthcare industry. Courses are sequenced to provide continuous student progress toward achievement of a certificate. The integration of mathematics, science, communication, and technical knowledge is a vital component of each course offering. The program is designed for students who desire entry-level training and/or plan to enroll in a post secondary program in one of many occupational areas in the health field.

MACHINE TOOL

This program introduces the student to machining fundamentals. The student begins by using basic machine tools including: the lathe, milling machine, drill press, power saw, and bench grinder. Machine terminology, Theory, math, part layout, and bench work using common measuring tools is included.

WELDING

This program prepares students for industry or other fields requiring welding. Welding students are presented with the knowledge to weld various types of metal using several methods and processes. Students are trained in layout, blueprint reading, work orders, job site safety, and estimating materials.

DUAL CREDIT OPTIONS

Murray State – Agriculture Classes

Murray State -- Student **MUST** have achieved a minimum of 18 Composite on the ACT as well as a minimum 3.0 GPA.

DUAL CREDIT AG

- Rotation of semester long offerings for juniors & seniors.
- Student **MUST** meet Murray State University requirements of: 18 ACT Composite AND 3.0 or higher GPA.
- Student is responsible for paying application fee to Murray State University as well as cost of textbooks.
- Instruction provided by high school agriculture instructor.

Fall 2017 – AGR 133 Field Applications in Ag

This course will teach students methods of solving many application problems that will be encountered in the field of agriculture using applied mathematical and logic skills. The emphasis will be to use practical mathematical skills already acquired from secondary education to address agricultural situations involving computations that are necessary for upper level courses in agriculture. Some knowledge of agricultural situations may be required.

Spring 2018 – AGR 100 Animal Science

This is a basic course in animal science including the importance and place of livestock in agriculture types, market classes, and grades of beef, sheep, and swine, origin and characteristics of breeds, and the judging of beef, sheep, and swine.

Fall 2018 – AGR 182 Intro to Pre-Vet Science

This course examines basic principles of veterinary science, including breeds, biology, veterinary tools, parasitology, office management, animal control, and basic clinical exam techniques for large and small animals. The purpose of this course is to provide upperclassmen agricultural education students, at the high school level, with an introduction to the basic principles of veterinary science. This requires students to understand the biology of both large and small breeds of animals, as well as specifics related to the area of veterinary medicine. This class will build a foundation for those high school students interested in the area of veterinary science while serving as a dual credit course to gain elective credit through Murray State University.

Spring 2019 – AGR 140 Plant Science

To make the student aware of the many different aspects in the field of horticulture and to show how knowledge of horticulture and horticulture practices can be utilized in everyday life.

MCTC -- On Campus & Online

MCTC -- Student MUST have achieved a minimum of 20 on the Reading section of the ACT to take online courses. Students taking courses at MCTC must have all ACT Benchmarks – English (18), Math (19), & Reading (20).

Online Options include the following:

COM 252 – Introduction to Interpersonal Communications

PSY 110 – General Psychology

SOC 101 – Introduction to Sociology

ENG 101 – Writing I (Fulfills the fourth year English requirement. Students must meet ACT Benchmarks in English, Math, and Reading to enroll in ENG 101.)

ENG 102 – Writing II

HIS 240 – History of Kentucky

HUM 120 – Introduction to Humanities (Fulfills Arts & Humanities Requirement for Class of 2018, 2019, and 2020)

MUS 100 – Intro to Music (Fulfills Arts & Humanities Requirement for Class of 2018, 2019, and 2020)

AHS 115 – Medical Terminology

GEN 140 – Development of Leadership

On Campus Options:

HIS 108 – History of the US through 1865

HIS 109 – History of the US since 1865

MAT 126 – Technical Algebra & Trig (Requires Math ACT of 18 or Higher)

MAT 150 – College Algebra (Requires Math ACT of 22 or Higher)

MAT 155 – Trigonometry (Requires Math ACT of 22 or Higher)

ENG 101 – Writing I

ENG 102 – Writing II