

TATES CREEK HIGH SCHOOL

INTERNATIONAL BACCALAUREATE SCHOOL



International[®]
Baccalaureate

TCHS Fundamentals

As a result of our Positive Behavior Interventions System's (PBIS) work, the following fundamental structures are in place. All faculty members are expected to review this information regularly in their classroom. Further, all faculty members have committed to enforcing the *Guidelines for Success* and *CCRC (College & Career Ready Commodores)*

TCHS Guidelines For Success

We Are **CREEK**:

Connected
Responsible
Engaged
Exceptional
Kind

Are You a College & Career Ready Commodore?

- Are you using personal technology responsibly with faculty/staff permission?
- Are you dressed appropriately and professionally?
- Are you on time, prepared and following the 10-10 rule?
- Are you speaking and acting in a respectful manner?

INFINITE CAMPUS

Infinite Campus is the software package now used by the public schools in Kentucky for record keeping, grading and attendance purposes. Additional information will be provided on its access and usage for parents and students through mailings from Tates Creek High School and the Fayette County Public Schools "It's About Kids" office, web pages and parent portal email Parent.portal@fayette.kyschools.us

TCHS MISSION STATEMENT

The mission of TCHS is to prepare all Commodores for college and career success and for service as informed and active citizens with intercultural understanding and respect.

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Welcome to The Academies of Tates Creek High School- Home of the Commodores and the only International Baccalaureate Diploma Programme in Fayette County. Tates Creek High School, now entering year 55, is truly a community- a community of faculty, staff, administrators, students, parents and friends, that is committed to the continued success of our school and students. Our goal at TCHS is to prepare each and every student with the “skills and tools” that are necessary to become a successful, participatory citizen of the global society of the 21st century. We are dedicated to raising the academic bar for all students, to raising the rigor and relevance for all students and to reducing the achievement gap for all students. To achieve these goals we have a varied academic program that meets the needs for all of our students. This course directory will provide you with useful information as you select a program and/or courses that are most suitable for student success. Along with our academic goals and programs, we are also involved in a PBIS project that is committed to providing a “safe and civil” school where safety and learning are top priorities. Our TCHS “Guidelines for Success” help to provide the foundations for a safe and civil learning environment for all. Come discover the world; the world awaits you at Tates Creek High School!



**TATES CREEK HIGH SCHOOL
PTSA
HOME OF THE COMMODORES**

The Tates Creek High School PTSA would like to welcome all incoming freshmen and returning students to TCHS for the 2021-2022 school year. The high school years are so important for our children and their future. Please realize just because your children are new in high school, doesn't mean you should back away from parent involvement. They need us now more than ever. Please stay involved by joining the PTSA, communicating with your child's teachers, checking Infinite Campus and talking to your children about school. Everyone benefits from parent involvement!

The Tates Creek High School Parent Teacher Student Association (PTSA) is a non-profit organization that works to encourage parent, student and community involvement with the school. PTSA membership is only \$5.00 and everyone is encouraged to join to show support for Tates Creek. Throughout the year the PTSA sponsors the following events: Open House, Parent Newsletters, Spirit days, Red Ribbon Drug and Alcohol Awareness Week, Senior Awards Reception, Senior Inspiration Reception, Senior Breakfast, Reflections Cultural Arts Contest, Staff Appreciation Week and Student Character Awards. The PTSA also organizes parents and community volunteers to help the school with activities such as campus clean-up days, providing baked goods for receptions.

PTSA meetings are held the third Tuesday of each month, September through May, at 7:00 p.m. in the school media center. Everyone is invited to attend these meetings. Everyone at Tates Creek looks forward to working with you.

**FOR AS LITTLE AS \$5.00 PLEASE CONSIDER
JOINING TCHS PTSA.**

Thank you for your support of our students!

Tates Creek High School Professional Dress Policy

Students at TCHS are expected to dress professionally. The purpose of the dress code policy is to ensure that the dress and appearance of all students does not present health or safety hazards, and does not cause disruption of the educational process. We believe success is achieved through an enhanced learning environment, with a positive appearance and a good attitude.

Clothing guidelines:

1. Leggings, yoga pants, spandex, or other skin tight pants may not be worn UNLESS worn under a shirt/top that covers private areas and all undergarments.
2. Outermost pants must be worn at or above the hips.
3. Shorts, dresses and skirts must be at least "fingertip length." When arms are down by your side (in a relaxed posture), the fingertip should be touching material.
4. Shoulders, backs, cleavage and stomachs must be covered. This applies to both male and female students.
5. No spaghetti straps, tank tops, see-through or halter tops allowed. (There is no 3-finger rule)
6. Promotion of alcoholic beverages, tobacco products, gangs, violence, sexual reference or anything deemed obscene, racially offensive or illegal activities will not be allowed (including, but not limited to: clothing, tattoos, belts, jewelry, etc.)
7. Sleepwear/loungewear, blankets or clothes (including pajama pants) originally intended as sleepwear/loungewear and bedroom slippers will not be allowed.
8. Undergarments shall not be exposed.
9. Students may not have wallet chains, spiked jewelry including bracelets or necklaces.
10. Head coverings including, but not limited to, hats, earmuffs, caps, hoods, visors, bandanas, scarves, head wraps, or mesh head coverings for male and female students will not be allowed unless for religious purposes. This includes bandanas worn as headbands or in pockets.
11. The wearing of sunglasses will not be allowed.
12. Hair grooming devices may not be worn in the hair.
13. Holes may not be worn in clothing in areas where underwear is exposed and/or private areas of the body are exposed. Holes are permitted in pants at fingertip length or below.
14. Trench coats and long rain coats will not be allowed.
15. Clothing must be appropriately sized.

Steps for faculty and staff to follow to ensure students are in compliance:

1. At the beginning of first block, teachers are responsible for ensuring that students assigned to them are in compliance with the dress code.
2. If a student is out of compliance the teacher will quietly address the student and question if the student can correct the dress code violation immediately.
3. Following the 10/10 policy, students unable or unwilling to correct the dress code violation will be sent to the office and an administrator will work with the student to address the dress code violation. Administration will send student back to class with a note verifying they have been seen.
4. If an administrator sees the student out of dress code compliance after being told to fix, that student will receive a consequence.

*****While it is not possible to detail every clothing item that may not be appropriate, the administration has the right to make the final decision on any dress code issue not addressed above.***

*****Teachers uncomfortable with a student's dress have the option to send the student to an administrator.***

Approved by SBDM Council 06/09/14
Revised by SBDM Council 5/14/18
Reviewed by SBDM Council 11/12/18
Revised by SBDM Council 1/14/19

HIGH SCHOOL GRADUATION REQUIREMENTS

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 for Class of 2021 & 2022 4 for Class of 2023 and beyond	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 students 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.
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	History and appreciation of visual and performing arts or a performing arts course which incorporates such content (Credit to include the content strands of arts, dance, music, theatre, and visual arts or a standards-based specialized arts course based on the student's Individual Learning Plan.)
Foreign Language	0	Not required, but recommended if college bound
Electives	11 for Class of 2021 & 2022 10 for Class of 2023 and beyond	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 26	26	

INFORMATION FROM THE KENTUCKY COUNCIL ON POST SECONDARY EDUCATION

The Pre-College Curriculum

First-time freshmen under age 21 who enroll in a four-year degree program at a Kentucky public university must complete the 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.

Pre-College Curriculum

English/Language Arts – 4 credits required

- English I
- English II
- English III
- English IV

Mathematics – 4 credits required

- Algebra I
- Algebra II
- Geometry
- (see note regarding substitutions)
- 4 credits required starting with the 2019-2020 9th grade students

Science – 3 credits required

- Intro to Physics with Earth
- Intro to Chemistry with Earth
- Intro to Biology with Earth

Social Studies – 3 credits required

- U.S. History, Economics, Government,
- World Geography and World Civilization

Health – 1/2 credit required

Physical Education – 1/2 credit required

History and Appreciation of Visual, Performing Arts – 1 credit required

- History and appreciation of visual and performing arts or another arts course that incorporates such content

Foreign Language – 2 credits required or demonstrated competency

Electives – 9 credits required (3 rigorous)

Recommended strongly: 1 or more courses that develop computer literacy

TOTAL CREDITS: 17 required credits; 9 elective credits = 26 Total

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 course covers or exceeds the minimum required 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.

Electives in physical education and health are limited to one-half unit each.

Completing the Pre-college curriculum enables students to compete for the Kentucky Educational Excellence Scholarships (KEES).

PREPARATION FOR COLLEGE ADMISSION

9th-10th Grade

1. Design a College Preparatory Program of Study.
2. Maintain High Grade Point Average.

11th Grade

1. In October, take PSAT/NMSQT.
2. During the school year:
 - a. list college choices
 - b. write for admission packets
 - c. determine required college entrance tests and requirements
3. In January see your counselor for more information about
 - a. High school courses to take during your senior year
 - b. Summer Enrichment/College Credit Programs for juniors.
 - c. Early decision admission
4. In March (all juniors will take ACT), April or June
 - a. take the ACT, SAT and Achievement Tests
 - b. attend sessions with college representatives

NOTE: The ACT will suffice for in-state colleges, while the SAT and Achievement Tests are necessary for many out-of-state colleges.

12th Grade - Carry a full academic load throughout the entire year.

1. Final admission to some colleges is dependent on maintaining a strong academic standing in a full course schedule throughout the 12th grade.

September-December

1. Any person not taking entrance tests in the spring of the junior year should take the first test given in the fall.
1. Retakes should also be considered.
2. Finalize college applications by January 1 (check admissions deadline).
3. See high school counselor about:
 - a. Scholarships
 - b. Advanced Placement Tests
4. Attend sessions with college representatives of final choice.
5. Applying for FAFSA beginning October 1st.

NOTE: Admission requirements to out-of-state colleges and universities vary, but the following criteria are frequently used:

- Rank in class
- Grade Point Average (GPA)
- SAT, ACT and Achievement Scores
- Extracurricular Activities
- Recommendations
- A few schools may require an interview and some require a response to essay questions on the application for admission.

High School Grading Standards

A	90-100%	Superior
B	80-89%	Above Average
C	70-79%	Average
D	60-69%	Below Average
F	0-59%	Failure
I		Incomplete

The above grading standards shall be adhered to by all schools, except those participating in school-based decision making with specific grading policies.

Promotion to TATES CREEK

Freshman - Successful completion of grade 8 or equivalent

Sophomore - minimum of 6 credits

Junior - minimum of 12 credits

Senior - minimum of 18 credits (26 credits are needed to graduate)

Make-Up Credit

One semester credit (1/2 credit) is awarded to students in grades 9-12 upon successful completion of the one-semester course. Students who fail a semester course may earn credit by:

- A. repeating the course in summer school or during the regular term
- B. taking the course by correspondence from an accredited institution; PLATO and Odysseyware
(Note Board Policy on correspondence courses).
- C. taking an Adult Education evening course

High School Advanced, Advanced Placement & International Baccalaureate Courses

Accelerated courses, such as Advanced, Advanced Placement (AP) courses, Dual Credit, Articulated Credit, and International Baccalaureate (IB) Courses are available to students. These classes are designed for students who are seeking a rigorous course of study. Students should be willing to demonstrate the necessary task commitment to maintain satisfactory progress.

Identification and Placement.

Placement of students in Advanced Classes, Advanced Placement (AP), Dual Credit (DC), Articulated Credit, and International Baccalaureate (IB) courses is based on student/parent choice.

Differentiated Services for Students with Disabilities

For students with educational disabilities, an Admission and Release Committee (ARC) shall determine the placement in which a student will receive content instruction. Schools extend and modify curricula to enable students with disabilities to participate and progress in the general curriculum. Further information is available through the counseling office.

GIFTED AND TALENTED SERVICES

Gifted and Talented Categories

Fayette County Public Schools provide services to gifted and talented students in the following categories:

- General Intellectual Ability
- Creative Thinking
- Specific Academic Aptitude
- Leadership
- Visual and/or Performing Arts

Identification Grades 9-12

A school committee uses a minimum of three pieces of documentation to determine eligibility for gifted and talented services. In the categories of general intellectual ability and specific academic aptitude, at least one piece of documentation must include a 96th percentile on a norm-referenced assessment in the student's area of strength (i.e. standardized achievement test for specific academic aptitude or a full scale mental ability measure for the category of general intellectual ability).

Service Options

Service options vary to meet the individual needs of students. A school committee consisting of counselors, visual/performing arts teachers, and core content teachers develop Gifted/Talented Student Services Plans (GSSP) matched to students' needs, interests and abilities. Gifted/Talented Student Services Plans are developed and reported to parents annually. Service options may include:

- Cluster Grouping
- Special Counseling Sessions
- Advanced Courses
- Independent Studies
- Accelerated Clusters
- Advanced Placements
- Collaboration Between a Specialist and Teacher
- Mentorships
- Acceleration by Subject and/or Grade

For Additional Information

For more information about Fayette County Public Schools' gifted and talented services, contact the school's counselor or the Office for Gifted and Talented Education at 381-4741

TCHS CAREER ACADEMIES – 2021-2022

Career Academies:

- Academy of Design & Engineering
- Academy of Business, Entrepreneurship, & Education
- Academy of Medical & Emergency Services
- Academy of International Baccalaureate & Information Technology

ACADEMY COURSE SEQUENCE				
ACADEMY OF DESIGN & ENGINEERING				
Pathway	1st Course	2nd Course	3rd Course	Electives
Electrical & Electronics Engineering	Engineering I	Engineering II	Electrical & Electronics Engineering	Adv. Design Applications AP Computer Science Principles Co-op – Eng. & Tech
Mechanical Engineering	Engineering I	Engineering II	Mechanical Engineering	
Civil Engineering	Engineering I	Engineering II	Civil Engineering	
ACADEMY OF BUSINESS, ENTREPRENEURSHIP, & EDUCATION				
Pathway	1st Course	2nd Course	3rd Course	Electives
Teaching and Learning	The Learning Community	The Professional Educator	The Learner Centered Classroom	Collaborative Clinical Experience
Hospitality, Travel, Tourism & Recreation	Principles of Hospitality	Adv. Foods & Nutrition	Specialized Services in Hospitality	Principles of Entrepreneurship Co-op – Hospitality, Travel, Tourism & Recreation
Management & Entrepreneurship	Business & Marketing Essentials	Intro to Management OR IB Business Management	Principles of Entrepreneurship	Digital Literacy Financial Management Co-op - Business
Financial Services	Business & Marketing Essential	Personal Finance	Financial Services I	Financial Mgmt. Co-op - Business

ACADEMY OF MEDICAL & EMERGENCY SERVICES

Pathway	1st Course	2nd Course	3rd Course	Electives
Allied Health	Principles of Health Science	Medical Terminology & Emergency Procedures	Allied Health CoreSkills	Anatomy
Pre-Nursing	Principles of Health Science	Medical Terminology & Emergency Procedures	Medicaid Nurse Aide	Anatomy Co-op - Nursing
Law Enforcement	Introduction to Criminal Justice	Health and Well-being for Law Enforcement	Law Enforcement	Criminal Investigation

ACADEMY OF INTERNATIONAL BACCALAUREATE & INFORMATION TECHNOLOGY

Pathway	1st Course	2nd Course	3rd Course	Electives
Computer Programming	Digital Literacy	Introduction to Programming	AP Computer Science Principles	Co-op – Information Technology
Network Security	Digital Literacy	Computer Hardware & Software Maintenance	Introduction to Networking Concepts	Co-op – Information Technology
International Baccalaureate	Full Diploma		Certificate Track (3 or more IB courses)	

ACADEMIC INTERNSHIPS THROUGH EBCE

(Experience Based Career Education)

Academic Internships through EBCE is a program designed to utilize the entire community as a classroom. Seniors are provided opportunities to observe, study and apply academic skills in a variety of businesses and industries, as well as public and private agencies, in this year-long shadowing/internship/mentoring program.

By spending two or more hours every other day in the Academic Internship Program, a student can earn academic credit while shadowing a series of professionals to learn about career opportunities and planning for the future. Students select their own internship experiences from a list of over 500 established community sites. Each Academic Student Intern has a personalized learning program designed to meet his or her needs. With the guidance of the Academic Internship Advisor, each Student Intern examines personal interests/abilities/aptitudes and relates them to career opportunities in Lexington. An advisor/advisee relationship exists between the student and teacher. The personal insights gained from this one-on-one examination will be assessed through experiences with professionals in various occupations in our community.

Academic Student Interns are ambassadors to the community, representing Fayette County Public Schools as well as their respective high schools or technical schools. In addition to receiving academic credit and documented internship experiences on their transcripts, many students also receive letters of recommendation, networking contacts, scholarships, programs of study, job opportunities, and/or required volunteer hours for admission to selected college programs.

Learning is accomplished through carefully planned activities that combine academic learning, decision-making skills, and career awareness. Students may earn two credits upon successful completion of two semesters of EBCE.

Weighted Credit Option

Students may earn weighted credit in Academic Internships through EBCE by successfully completing additional requirements. Extra class requirements may include a community-based research paper or a community-based service learning project.

EBCE students may shadow professionals in a variety of career fields. These include:

Banking/Finance/Accounting Relations	Marketing/Advertising/Graphic Arts Culinary Arts/Performing Arts	Counseling/Psychology Media Medicine/Pharmacy/Dentistry
Education	Nursing	Engineering/Architecture Social
Services/Ministry	Fitness/Sports Administration	Technology
Interior Design	Veterinary Science	Law/Court Administration

NCAA ACADEMIC ELIGIBILITY REQUIREMENTS FOR DIVISION 1 SCHOOLS-ATHLETICS (Division I - 2009 and Later)

If you enroll in a Division I college in 2009 or later and want to participate in athletics or receive an athletic scholarship during your first year, you must:

- Graduate from high school;
- Complete these 16 core courses:
 - o 4 years of English
 - o 3 years of math (algebra 1 or higher)
 - o 2 years of natural or physical science (including one year of lab science if offered by your high school)
 - o 1 extra year of English, math or natural or physical science
 - o 2 years of social science
 - o 4 years of extra core courses (from any category above, or foreign language, non-doctrinal religion or philosophy);
- Earn a minimum required 2.3 grade-point average in your core courses; and
- Earn a combined SAT or ACT sum score that matches your core-course grade-point average and test score sliding scale on this page (for example, a 2.400 core-course grade-point average needs a 860 SAT).

Note: Computer science courses can be used as core courses only if your high school grants graduation credit in math or natural or physical science for them, and if the courses appear on your high school's core-course list as a math or science course. Contact the NCAA Initial-Eligibility Clearinghouse (Phone: 877-262-1492 or Email: www.ncaaclearinghouse.net) for information for Division I for 2009 and later. New Core GPA/Test Score Index (to be used with 14 core courses)

ELIGIBILITY POLICY (9-12) FOR STUDENT PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES

<https://bit.ly/TCathletics>

The Fayette County Public Schools provide a wide variety of stimulating and worthwhile extracurricular activities which are intended to enrich and extend the educational experiences of students.

Students are urged to take an active part in as many extracurricular activities as their time, interest and ability will permit. Parents should guide their child (children) in maintaining high standards of scholarship, attendance and conduct which are expected of all students who take part in such activities.

Representing one's school in extra-curricular activities is a privilege and with this privilege there are academic requirements.

Policy

Students should be aware of individual school SBDM policies which define eligibility and participation requirements for extra-curricular activities. Each school has the authority to set higher standards for eligibility. Please check the Tates Creek High School SBDM policy. It is available in the main office.

ATHLETIC PROGRAMS/CLUBS

Tates Creek High Schools offers the following athletic programs:

Archery	Cross Country	Swimming and Diving
Baseball	Esports	Tennis
Basketball	Football	Track and Field
Bass Fishing	Golf	Volleyball
Bowling	Soccer	Wrestling
Cheerleading	Softball	

TATES CREEK HIGH SCHOOL OFFERS A WIDE VARIETY OF EXTRA/CO-CURRICULAR ACTIVITIES AND PROGRAMS

Academic Team	KYA (Kentucky Youth Assembly)
Beta Club	Lacrosse
Black Achievers	Latin Club
#CreekReadsBookClub	Marching Band
Color Guard	National Honor Society
Dance Team	Photography Club
DECA	Prom Steering Committee
Drama Club	Skills USA
Educators Rising	Step Team
Environmental Coalition	Student Council
FBLA (Future Business Leaders of America)	STLP
FCCLA (Family, Careers, and Community Leaders of America)	Trout Club
Gamers & Chess Club	TSA (Technology Student Association)
Girls Who Code	Yearbook
HOSA	Young Democrats
HERO Club	Young Republicans



THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME AT TATES CREEK HIGH SCHOOL

The International Baccalaureate Diploma Programme (IB) at Tates Creek High School is a rigorous, internationally recognized, college preparatory program. Our students develop strong critical thinking, research and analytical writing skills along with being involved in extracurriculars. In addition, IB students complete four years of a world language. The Pre-Diploma Programme offered to freshmen and sophomores is designed to prepare our students to move forward into the IB Diploma Programme for juniors and seniors. Our IB teachers are formally trained by the IB organization, and our students are taught to international standards.

PRE-DIPLOMA PROGRAMME (9th and 10th grades)

The following courses have been specifically developed and designed for those students who will be pursuing an International Baccalaureate Diploma at grades 11 and 12. The Pre-Diploma Programme is an advanced course of study for students in grades 9 and 10. In grades 9 and 10, students will be taking courses that prepare them for the International Baccalaureate Diploma Programme while also meeting the requirements for graduation from Tates Creek High School, Fayette County Public Schools, and the Commonwealth of Kentucky. The courses have been categorized to match the requirements of The International Baccalaureate Diploma Programme. The following chart provides an overview of the curriculum for 9th and 10th grade Pre-Diploma Programme students.

- Group 1: Language A1 – Native Language (English)
- Group 2: Foreign Language – French, Spanish, Latin, Chinese
- Group 3: Individuals and Societies
- Group 4: Sciences
- Group 5: Mathematics
- Group 6: The Arts and Electives (Student Choice)

For Grade 9 school year, students will take one course from Group 1 (Advanced English 1), one course from Group 2, one course from Group 3 (AP US Government and Politics), one course from Group 4 (Advanced Introduction to Physics with Earth Science), one course from Group 5; one course from Group 6 (Health and Physical Education) and then they will be able to select TWO electives from the courses offered and opened to grade 9 from the Tates Creek High School General course directory.

For grade 10 school year, students will select one course from Group 1 (Advanced English 2); one course from Group 2; one course from Group 3 (Advanced World History); two courses from Group 4 (Advanced Introduction to Chemistry with Earth Science AND Advanced Introduction to Biology with Earth Science); one course from Group 5, one course from Group 6 (Advanced Visual and Performing Arts) and ONE elective from the Tates Creek High School general course directory.

	PRE-DIPLOMA FRESHMEN	PRE-DIPLOMA SOPHOMORES
<u>Group 1</u> Language	Advanced English 1	Advanced English 2
<u>Group 2</u> World Languages	Advanced Spanish I/II, II, or II/III Advanced French I/II, II, or II/III or Latin I or Mandarin I	Advanced Spanish III or II/III Advanced French III or II/III or Latin II or Mandarin II
<u>Group 3</u> Individuals and Societies	AP U.S. Government	Advanced World History
<u>Group 4</u> Sciences	Advanced Introduction to Physics with Earth Science	Advanced Introduction to Chemistry with Earth Science AND Advanced Introduction to Biology with Earth Science
<u>Group 5</u> Mathematics	Algebra I, General or Advanced Geometry, or Advanced Algebra 2	General or Advanced Geometry, General or Advanced Algebra II or Advanced Pre-Calculus
<u>Group 6</u> The Arts and Electives	Health and Physical Education	Advanced Visual and Performing Arts
Elective	Freshman Seminar	See Group 4
Elective	Student Choice	Student Choice

Possible electives at the freshman and sophomore level include Art, Band, Orchestra, Chorus, Family and Consumer Science, Drama and Business classes.

GROUP 1: LANGUAGE

ADVANCED ENGLISH I

Advanced English I has two primary focuses: (1) to foster student literacy through reading, writing, speaking, viewing and listening skills as defined by the National Common Core College/Career Readiness standards; (2) to engage students in high order thinking skills which will prepare them for success in the IB Diploma Programme. The reading curriculum includes a genre study of long fiction, short fiction, non-fiction, drama, poetry, and technical reading. The works and authors studied reflect a diverse world view and include Harper Lee, Lorraine Hansberry, Elie Wiesel, Langston Hughes, and William Shakespeare. The writing curriculum will focus on research and analytical writing, writing to inform, and writing to develop an argument. Students in this class should expect to have regular outside reading and writing homework, tasks which require their participation in class discussion, and projects which require peer collaboration and creative problem-solving.

ADVANCED ENGLISH II

The Tates Creek High School English II – Advanced/Pre-Diploma course is a rigorous study of literature and the writing process, focusing on multiple genres and perspectives. Students will read and write to analyze and evaluate writers’ techniques, application of literary elements, and themes. Texts chosen for the English II – Advanced/Pre-Diploma course represent a wide variety of genres, styles and cultures. Although many of the works focus on the American perspective, students will be challenged to evaluate how writers of many cultures use language to affect readers. Students will draw comparisons between and among texts, using inquiry-based learning and research to arrive at conclusions. The wide range of texts and writing styles will allow students to prepare for the International Baccalaureate Diploma Programme. Assessment will measure student ability to communicate ideas and interpretations of literature in a variety of contexts. The course will focus on application of writing processes to communicate and support original interpretations of the texts. Students will be assessed according to IB and Kentucky State standards, using oral commentary and presentations in addition to creative and analytical writing assignments. Students will complete a variety of analytical and comparative literary papers.

GROUP 2: WORLD LANGUAGE

French II, I/II, II/III, III; Spanish II, I/II, II/III, III; Latin I, II

FRENCH I/II (ADVANCED) 9th Grade

This fast-paced course is designed for the student who: intends to pursue the IB Diploma or Diploma Courses Language B SL or HL in grade 11, embraces a strong work ethic, is motivated to communicate in French, exercises self-discipline and is interested in learning. Course Objectives include: to teach sequential skills and processes via whole language communicative approach, to expose students to international perspectives, to foster cognitive growth in language through differentiated learning (Knowledge and Comprehension) and to instill IB goals of humanitarianism.

FRENCH II/III (ADVANCED) 10th Grade

This fast-paced course is designed for the student who: intends to pursue the IB Diploma or Diploma Courses Language B SL or HL in grade 11, continually embraces a strong work ethic, is able to communicate in French at an advanced novice level, exercises self-discipline, is interested in learning and has successfully completed Honors French I/II. Course Objectives include: to refine spoken language, to increase listening and reading comprehension, to accelerate vocabulary acquisition, to develop individual writing style, to continue international perspectives, to continue to foster cognitive growth in language through differentiated learning (Application and Analysis) and to further instill IB goals of humanitarianism.

ADVANCED FRENCH III (ADVANCED) 10th Grade

This course is designed for the student who: completed French I and II, or Advanced French I/II, continually embraces a strong work ethic, is able to communicate in French at an advanced novice level, exercises self-discipline and is interested in learning. Course Objectives include: to refine spoken language, to increase listening and reading comprehension, to accelerate vocabulary acquisition, to develop individual writing style and to continue international perspectives and development of critical thinking skills.

LATIN I

Students begin their study with a deductive, reading-based approach that teaches them Latin through an engaging story line that follows the daily life and adventures of a typical first century Roman family. In addition to learning basic grammar, vocabulary, and work study, students will learn aspects of culture, read about various myths and legends key to Roman culture, connect to the historical events that shaped the Roman Empire, and acquire knowledge of daily life from the edges of the Empire. Students will also be introduced to a variety of reading selections by great Roman authors like Catullus, Horace and Ovid. **This course will also provide the initial prerequisites and preparation for students who plan to pursue admission to the International Baccalaureate Programme.

LATIN II

Students will review Latin I material and continue learning new vocabulary and grammar concepts and emphasizing word study through the storyline of a first century Roman family in the reading-based approach. Students will gain insight into the culture by exploring public entertainment and ceremonies, an integral part of typical Roman life. Students will also meet figures from legend and history and continue their experience in Latin literature by reading in the original select pieces by famous Roman authors. **Successful completion of this course will serve to fully prepare students who opt to pursue admission to the International Baccalaureate Programme.

MANDARIN CHINESE I: Introductory Chinese 一—

This introductory course is designed for beginners without any previous knowledge of Chinese language. In this course, we are going to focus on the practical use of each of the primary language skills: listening, speaking, reading and writing. Chinese characters and the Romanization system pinyin will be introduced. Students will be able to conduct simple conversation about themselves, their family, food, shopping, job professions, and the weather. In addition, students will be able to learn how to read and write Chinese characters. Chinese culture and art will be introduced through language experience as well as hands-on activities such as Chinese brush painting, calligraphy and crafts. In addition, Chinese folk art and musical instruments will also be introduced. The ultimate goal of this course is to prepare students for real life experience in China or similar situations.

Authentic materials as well as textbooks designed for non-native speakers will be used in this course. Furthermore, contemporary real situation video, audio and visual materials will also be used to ensure that students get maximum exposure to authentic Chinese language and culture.

Assessment will include written and oral evaluations, projects and presentations. Students are encouraged to present their speaking skills through conversations with the instructor on the one-on-one base; written exams will evaluate students' proper usage of grammar and sentence structures; Reading exams will focus on vocabularies and comprehension as well as the ability to understand in context. **This course will also provide the initial prerequisites and preparation for students who plan to pursue admission to the International Baccalaureate Programme.

MANDARIN CHINESE II: Intermediate Chinese 二

This intermediate course is for students who have taken Introductory Chinese for one year. We are going to continue to focus on the practical use of the language: speaking, listening, reading and writing (includes essay writing and Chinese character writing). Students will be able to express themselves in areas including daily routine, hobbies, clothing, school life, shopping, food and more. Students will be able to write in longer length and more depth essays in the above-mentioned areas. Chinese culture and art will be introduced through language experience as well as hands-on activities in wider range and more depth. The ultimate aim of this course is to prepare students for real life experience in China or similar situations.

Authentic materials as well as textbooks designed for non-native speakers will be used in this course. Furthermore, contemporary real situation video, audio and visual materials will also be used to ensure that students get maximum exposure to authentic Chinese language and culture.

Assessment will include written and oral evaluations, projects and presentations. Students are encouraged to present their speaking skills through conversations with the instructor on the one-on-one base; written exams will evaluate students' proper usage of grammar and sentence structures; Reading exams will focus on vocabularies and comprehension as well as the ability to understand in context. **This course will also provide the initial prerequisites and preparation for students who plan to pursue admission to the International Baccalaureate Programme.

Mandarin Chinese III: Intermediate Chinese 三

This intermediate course is for students who have taken and successfully passed Introductory Chinese and Chinese II. In this course we are going to continue to focus on the practical use of the language: speaking, listening, reading and writing (includes essay writing and Chinese character writing). Students will be able to express themselves in greater depth in areas including travel, clothing, school life, shopping, and health and commenting on an event, a book or a movie and more. Students will be able to write in longer length and more depth essays in the above-mentioned areas. Chinese culture and art will be introduced through language experience as well as hands-on activities in wider range and more depth. The ultimate aim of this course is to prepare students for real life experience in China or similar situations and to prepare students for more vigorous course work for IB Chinese SL in the following year.

Authentic materials as well as textbooks designed for non-native speakers will be used in this course. Furthermore, contemporary real situation video, audio and visual materials will also be used. Direct contacts with native Chinese students in China and other American students who are learning Chinese in the US will be established via pen pals and communications over the internet to ensure that students get maximum exposure to authentic Chinese language and culture.

Assessment will include written and oral evaluations, projects and presentations. Students are encouraged to present their speaking skills through conversations with the instructor on a one-on-one basis; written exams will evaluate student's proper usage of grammar and sentence structures; Reading exams will focus on vocabularies and comprehension as well as the ability to understand in context.

SPANISH I/II (ADVANCED) 9th Grade

This fast-paced course is designed for the student who: intends to pursue the IB Diploma or Diploma Courses, language B SL or HL in grade 11, embraces a strong work ethic, is motivated to communicate in Spanish, exercises self-discipline and is interested in learning. Course Objectives include: to teach sequential skills and processes via whole language communicative approach, to expose students to international perspectives, to foster cognitive growth in language through differentiated learning (Knowledge and Comprehension) and to instill IB goals of humanitarianism.

SPANISH II/III (ADVANCED) 10th Grade

This fast-paced course is designed for the student who: intends to pursue the IB Diploma or Diploma Courses, language B SL or HL in grade 11, continually embraces a strong work ethic, is able to communicate in Spanish at an advanced novice level, exercises self-discipline, is interested in learning and has successfully completed Advanced Spanish I/II. Course Objectives include: to refine spoken language, to increase listening and reading comprehension, to accelerate vocabulary acquisition, to develop individual writing style, to continue international perspectives, to continue to foster cognitive growth in language through differentiated learning (Application and Analysis) and to further instill IB goals of humanitarianism.

GROUP 3: INDIVIDUALS AND SOCIETIES

AP U.S. GOVERNMENT - Pre-IB

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

ADVANCED WORLD HISTORY – Pre-IB

The course of study for World History at Bates Creek High School is the period of modern history, roughly 1500 to the present. The course is divided in to six units; World Religions (the Renaissance and Reformation in Europe, as well as the Islamic world); The Age of Discovery (European contact with the Americas, China and Japan); The Age of Reason (the Scientific Revolution and the Enlightenment); The Age of Revolutions (the American and French Revolutions as well as the Industrial Revolution); Two Centuries of Conflict (World War One through World Two); and The 20th Century and Beyond (The Cold War 1947-1992). This course emphasizes an understanding of the broader concepts in recent history and their impact on the modern world. The course requires primary investigation through documents and authorship of a historical research paper.

GROUP 4: SCIENCES

ADVANCED INTRO. TO PHYSICS WITH EARTH SCIENCE

Students develop a conceptual understanding of physics and Earth/space science content, as outlined in the Kentucky Academic Standards for Science, through the use of the science and engineering practices. They experience physics and Earth/space science concepts such as motions and forces, conservation of energy and the increase in disorder, interactions of energy and matter, and energy in the Earth system. Students will learn these core ideas 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.

ADVANCED INTRO. TO CHEMISTRY WITH EARTH SCIENCE

Students develop a conceptual understanding of Chemistry and Earth/Space Science, as outlined in the Kentucky Academic Standards for Science, through the use of the science and engineering practices. They experience chemistry and Earth/space science concepts such as the structure of atoms, structure and properties of matter, chemical reactions, geochemical cycles, and formation and ongoing changes of the universe. The use of the science practices describes the behaviors students will engage in as they investigate the natural world. 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.

PREREQUISITE: Successful completion of Introduction to Physics with Earth Science

ADVANCED INTRO. TO BIOLOGY WITH EARTH SCIENCE

Students develop a conceptual understanding of Biology and Earth/Space Science. They experience biology and Earth/space science concepts, as outlined in the Kentucky Academic Standards for Science, such as structure and function of cells; molecular basis of heredity; biological change; changes in the Earth system; interdependence of organisms; matter, energy and organization in living systems; and the 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 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.

PREREQUISITE: Successful completion of Introduction to Physics with Earth Science

GROUP 5: MATHEMATICS

ALGEBRA I

The objective for this course is to develop skills in algebraic manipulation, and to give students an understanding of algebra by emphasizing concepts, structure and applications. Students will also be introduced to the mathematical language notation of the International Baccalaureate Programme. The content will include, but not be limited to, the following:

- Introduction to Algebra
- Working with Real Numbers
- Solving Equations and Problems
- Polynomials
- Factoring
- Rational and Irrational Numbers
- Introduction to Functions
- Systems of Linear Equations
- Inequalities
- Quadratic Functions
- Exponential Functions
- Radicals

GEOMETRY

Emphasis is placed on discovery and realistic applications of geometric relationships and principles. Topics will include constructions, inductive and deductive reasoning, points, lines, planes, angles, triangles, planar figures, similarity and congruence, circles, geometric solids, area, volume, locus, coordinate geometry, and transformation. Credit earned in this course will satisfy one of the three mathematics credits required for Kentucky's pre-college admission.

PREREQUISITE: Algebra I.

ADVANCED GEOMETRY

One of the objectives of this course is to help students appreciate the power of logic as a tool for understanding the world around them. Students will continue to use the mathematical language and notation of the International Baccalaureate Programme. The content will include, but not be limited to, the following:

- Introduction to Geometry
- Basic Concepts and Proofs
- Congruent Triangles
- Lines in the Plane
- Parallel Lines and Related Figures
- Lines and Planes in Space
- Polygons
- Similar Polygons
- The Pythagorean Theorem
- Circles
- Area
- Surface Area and Volume
- Extended Coordinate Geometry

ADVANCED ALGEBRA II

In addition to expanding on the concepts in Algebra I and Geometry, emphasis will be placed on preparation for study of higher mathematics. Students will continue to use the mathematical language and notation of the International Baccalaureate Programme. The content will include, but not be limited to, the following:

- Review of Algebra
- Functions and Relations
- Linear Functions
- Systems of Linear Equations and Inequalities
- Quadratic Functions and Complex Numbers
- Exponential and Logarithmic Functions
- Rational Algebraic Functions
- Irrational Algebraic Functions
- Quadratic Relations and Systems
- Higher Degree Functions and Complex Numbers
- Sequences and Series
- Operations with Matrices
- Exploration of Functions

ADVANCED PRE-CALCULUS

In addition to expanding on the concepts in Algebra I, Geometry and Algebra II, emphasis will be placed on preparation for study of higher mathematics. Students will continue to use the mathematical language and notation of the International Baccalaureate Programme. The content will include, but will not be limited to, the following:

- Review of Algebra
- Functions and Their Graphs
- Polynomial and Rational Functions
- Trigonometry
- Additional Topics in Trigonometry
- Polar and Parametric Equations
- Topics in Analytic Geometry
- Exponential and Logarithmic Functions

GROUP 6: THE ARTS AND ELECTIVES

ADVANCED VISUAL AND PERFORMING ARTS

Humanities is a survey of the accumulated works of great minds and creative artists as reflected in visual arts, dance, drama, and music. The student will develop an awareness of the elements and principles for the four art areas, and use the vocabulary specific to that art form to express personal reactions to works of art. The student will also view diverse styles and recognize how the arts of a time period or a specific culture illustrate the values of that time period or culture. Recognizing that the arts play a major role in creating and defining cultures and building civilizations, students will appreciate the arts as tools for understanding human experiences. Additionally, students will practice alternative ways of thinking in the self-expressive art projects they create.

INTERNATIONAL BACCALAUREATE PROGRAM FOR JUNIORS AND SENIORS

FULL DIPLOMA PROGRAMME (Option One)

Students may opt in to the Full Diploma IB Program at the beginning of the Junior year. This is a two year college preparatory program and to ensure academic success students must have completed the following prerequisites: completion of Algebra I, Algebra II and Geometry and completion of a world language at the following levels: Spanish 3 or 2-3, French 3 or 2-3, Chinese 2, Latin 2.

The following course selections have been developed to meet the criteria for students in grades 11 and 12 who are pursuing an International Baccalaureate Diploma. Students who complete the requirements of The International Baccalaureate Diploma Programme also meet the requirements to receive a diploma from Tates Creek High School, Fayette County Public Schools, and the Commonwealth of Kentucky.

To receive an International Baccalaureate Diploma, students must:

- complete the full two (2) year prescribed International Baccalaureate Diploma Programme of Study (see chart)
- take all parts of the exams for each of the six (6) required IB groups
- achieve at least twenty-four (24) points from external/internal assessments
- complete Theory of Knowledge (TOK) and the Extended Essay (EE) requirements
- average at least a score of three (3) on Standard Level (SL) exams and at least a score of four (4) on 3 Higher Level (HL) exams
- complete and submit all Internal Assessments and Oral Components
- complete and document the required components of Creativity, Activity and Service (CAS) activities over an 18 month period beginning junior year and concluding by March of senior year.

Students in The International Baccalaureate Diploma Programme must select a course from each of the six (6) groups, in addition to TOK and the Seminar classes. In grades 11 and 12 students will be able to make ONE elective selection (student choice) each year from the Tates Creek High School General course directory.

	IB JUNIORS	IB SENIORS
<u>Group 1</u> Language	English HL	English HL
<u>Group 2</u> World Languages	French SL, Latin SL, Spanish HL/SL, Mandarin Ab Initio 1, Mandarin SL 1	French SL, Latin SL, Spanish HL/SL, Mandarin Ab Initio 2, Mandarin SL 2
<u>Group 3</u> Individuals and Societies	History of the Americas HL, OR Psychology SL OR Business Management SL	History of the Americas HL, OR Psychology SL OR Business Management SL
<u>Group 4</u> Sciences	Biology HL OR Physics SL OR Chemistry SL	Biology HL OR Physics SL OR Chemistry SL
<u>Group 5</u> Mathematics	IB Mathematics Applications & Interpretation 1 SL OR IB Mathematics Analysis & Approaches 1 SL	IB Mathematics Applications & Interpretation 2 SL OR IB Mathematics Analysis & Approaches 2 SL
<u>Group 6</u> The Arts and Electives	Theater Arts HL/SL OR Elective from Groups 2, 3, or 4 OR Music SL	Theater Arts HL/SL OR Elective from Groups 2, 3, or 4 OR Music SL
<u>Theory of Knowledge</u>	1 st Semester Jr. IB Seminar 2 nd Semester Only	1 st Semester Only 2 nd Semester Sr. IB Seminar
Elective	Student Choice	Student Choice

IB COURSE (Option Two)

The IB Course option is available for Juniors and Seniors wishing to select rigorous, college level courses of study without completion of the Full Diploma Programme. An IB Course student may design their own program of study and/or take less than six IB classes. It is advised that selection of individual IB classes be based upon the student's area of academic strength. ***Note that all IB courses are two years in length with the exception of IB Psychology SL, IB Business Management SL and IB Music SL which are one year IB classes.* IB Course students are expected to take the end of course IB exams for each class.

IB FEES (Both Options)

IB fees are applicable to both Full Diploma and Diploma Courses students. The fees cover the registration, exams and postage as all participants are registered with the International Baccalaureate Organization and exams are sent around the world for scoring. Assistance is available for students on waivers.

GROUP 1: LANGUAGE

LANGUAGE A1 – ENGLISH HL

Offered at the higher level, the Language A1 course promotes an appreciation of literature from the student's culture and those of other societies. The course is designed to develop student powers of expression, both oral and written, by emphasizing and developing a variety of skills for critical analysis. Students read thirteen works chosen from a broad list of prescribed authors representing different literary genres and different cultures. Some works are read in translation from the original language to English. Oral and written examinations are used to assess student individual language skills, his or her ability to critically analyze and comment upon familiar and unfamiliar text. Focus is on personal and independent response to literature.

The IB assessments for this class are two written examinations papers (60%), one literary essay (20%), an oral commentary (10%) and oral presentation (10%). Class assignments focus on preparation for success on the IB assessments, therefore are modeled from these.

GROUP 2: WORLD LANGUAGE

FRENCH B SL – 11TH GRADE

This course is designed for the student who intends to pursue a more advanced study of the French language and Francophone culture. Strong emphasis will be placed on proficiency in Listening, Speaking, Reading and Writing in combination with grammatical accuracy. Students will learn the skills necessary to communicate their thoughts, ideas and philosophies in a variety of real-world contexts on a variety of topics. They will explore contemporary social, political, and economic issues in both everyday life and Francophone cultures with an open mind to ideas different than their own. Authentic materials will include newspapers, magazines, literary works, recording and films from European, African, Caribbean, Asian, and North American sources. Past IB exams will be used to familiarize students with assessment formats. Assessments will include oral presentations, written essays, and projects which focus on community interaction and a global perspective.

FRENCH B SL -12TH GRADE

This course is the continuation of the French B SL curriculum that was started during the junior year. Rigorous practice in all forms of proficiency will be expected from the student. As students prepare for the IB Assessments in the spring, they will use the target language to express themselves orally and in writing on a wide variety of international, social and cultural topics. Attention to Francophone cultures from around the world will be of paramount importance. At the end of the year, students will be prepared to take the IB Assessments for French B SL.

IB Latin (SL)

- **IB Latin (SL, Year 1)**
- **IB Latin (SL, Year 2)**

IB Latin is offered at the standard level as a two year curriculum. The course involves a continued in-depth introduction to the language, literature, and culture of ancient Rome. The course also involves studying the historical development and wider cultural achievements of ancient Roman society. Surviving texts are studied in the original language, and linguistic skills are at the heart of the course. Additional texts are set for study in translation, but the foundation of the course remains the acquisition of language skills. The focus and rationale for all assessments inside the classroom will be to prepare the students to successfully complete the assessments for IB Latin (SL)

CHINESE AB INITIO YEAR ONE AND TWO

This two year course is designed for the IB student who intends to pursue an advanced study of Chinese and has zero or very limited knowledge of Chinese prior to taking the course. This course will focus on the practical use of the language: listening, speaking, reading and writing (includes essay writing and Chinese character writing). Chinese culture and art will be introduced through language experience as well as hands-on activities such as Chinese brush painting, calligraphy and crafts. Course materials include various textbooks for non-native speakers, audio and video resources, short newspaper and magazine articles and other related materials. The ultimate aim of this course is to prepare students for real life experience in China or similar situations and to prepare students for the IB AB Initio Exams. Assessment will include two major parts: listening and speaking; reading and writing. Students will be evaluated on their proficiency through written exams, oral and listening presentations and projects that integrate targeted language and its culture.

IB CHINESE LANGUAGE B (SL/HL, YEAR ONE)

This course is offered to the IB students who have successfully completed three years of study of Chinese prior to their junior year. This course will focus on listening, speaking, reading and writing Chinese in intermediate to advanced level. It is taught primarily in targeted language and the pace is fast and vigorous. Students will be required to understand and use a range of vocabulary in common usage and apply their language skill to a range of real-life situations and contexts in a generally clear, coherent and convincing way. In all the aspects of listening, reading, writing and speaking, students are able to demonstrate an awareness of, and sensitivity to, some elements of Chinese history, philosophy and traditional and contemporary Chinese culture.

Authentic materials for both spoken and written Chinese in both printed and audio/visual forms will be used in teaching to ensure that students get the necessary exposure to the authentic and original language. Teaching will strongly emphasize training students' ability to copy with unfamiliar situations and to encourage students to own the language, not just to study the language.

Assessments will include both oral and written presentations. Oral and listening assessment will focus on student's ability to speak the language spontaneously; written assessment will focus on correct usage of vocabularies, grammar and sentence structures in different types of writing; reading assessment will focus on comprehension, speed in reading and ability to infer and understand the meanings according to context.

IB CHINESE LANGUAGE B (SL/HL, YEAR TWO)

This course is for students who want to pursue Chinese language at an advanced level. It will continue focusing on each of the four primary language skills: Listening, speaking, reading and writing. It is taught exclusively in targeted language and the pace is fast and vigorous. Students are encouraged to develop an understanding of and sensitivity to subtleties of the spoken language, reading authentic texts and writing. In addition, students are expected to apply their language skill to a wide range of real-life situations and contexts. Students will learn to write in a range of types of text and communicate effectively by writing according to the audience and type of text.

Authentic materials for both spoken and written Chinese in both printed and audio/visual forms will be used in teaching to ensure that students get the necessary exposure to the authentic and original language. Teaching will continue to strongly emphasize training students' ability to copy with unfamiliar situations and to encourage students to own the language, not just to study the language.

Assessments will include both oral and written presentations. Oral and listening assessment will focus on student's ability to speak the language spontaneously and to communicate in targeted language a wide range of cultural-related topics effectively; written assessment will focus on correct usage of a much larger vocabularies, grammar patterns and more varieties of sentence structures; reading assessment will focus on comprehension, speed in reading and ability to infer and understand a wide variety of original texts.

IB SPANISH LANGUAGE B (SL, YEAR 1)

IB SPANISH LANGUAGE B (HL, YEAR 1)

These intense, fast-paced courses are designed for the student who: has successfully completed the prerequisite Advanced courses I/II, II/III, or the equivalent, enjoys a Spanish immersion atmosphere, is competent in all four learning skills and continues to fit the IB learner profile. Course Objectives include: continuous development of proficiency through rigorous interaction, cognitive development in the domains of Analysis, Synthesis, and Evaluation, mastery of mood, tense and authentic language and in-depth content on a broad range of culturally relevant topics and global issues.

IB SPANISH LANGUAGE B (SL, YEAR 2)

IB SPANISH LANGUAGE B (HL, YEAR 2)

These intense, fast-paced courses are designed for the student who: has successfully completed the 11th grade IB Spanish B (Standard or Higher level) Year 1, continues to fit the IB learner profile and intends to excel in the IB Year 2 assessments. Course Objectives include: in depth studies of contemporary, social, political, and economic issues in everyday life in the U.S. and Hispanic countries, internalization of Spanish language, individual growth in regard to internationalism and humanitarianism and intense preparation for the Internal and External assessments (February and May).

GROUP 3: INDIVIDUALS AND SOCIETIES

HISTORY OF THE AMERICAS HL

History of the Americas is a two-year course during the junior and senior years focusing on the political, social, economic, diplomatic, and intellectual/cultural themes of the History of the Americas. Students will gain an exposure of 20th century world history to comprehend the international perspective and to gain a better understanding of their place in the world. Critical thinking skills, analytical writing skills and developing the ability to communicate a cause will be the focus of this two year course. The scope of the junior year is the history of the United States from its independence to the conclusion of World War I. The senior year begins with the inter-war period and continues through the Cold War focusing on the United States through a global lens. Completion of the Internal Assessment, the Historical Investigation paper, will take place during the junior year. This is a research-based document exploring a historical question.

The common thread of both years will be: The Move to Global War; Causes and effects of 20th century; The Cold War: Superpower tensions and Rivalries (20th century); United States' Civil War: Causes, course and effects (1840-1877); Emergence of the Americas in global affairs (1880-1929) and The Mexican Revolution (1884-1940). In addition, students will receive preparation to successfully complete the IB History of the Americas exam given in May of their senior year.

PSYCHOLOGY (SL)

Psychology is defined as the scientific study of behavior and mental processes. In this scientific study, information is collected and studied through observation, survey, correlational studies, clinical studies, and the experimental method. These methods have been used in the development of the biological level of analysis, the cognitive level of analysis, and the sociocultural level of analysis. These three levels of analysis are the central focus of this course.

The course will also include a unit on Abnormal Psychology that looks at the historical and cultural complexities of defining “normal” behavior and how the Diagnostic and Statistical Manual of Mental Disorders (DSM) categorizes abnormal behavior. At the Standard Level (SL), Psychology is assessed through two written examination papers which constitute 75% of the final grade. Students will be responsible for replicating a research study using an appropriate method for gathering and analyzing information. Students will then draw conclusions about their experiment and present their findings to the class. The research studies make up the remaining 25% of the final grade and are internally assessed by the teacher and externally moderated by the IBO.

BUSINESS MANAGEMENT SL

Business and Management SL is the rigorous and critical study of the ways in which individuals and groups interact in a dynamic and involved organizational environment. This course is designed to provide an understanding of business principles, practices, and skills. Business and Management SL focuses its teaching and research on five broad topics considered fundamental for successful leaders and organizations: (I) Business Organizations and Environment (II) Human Resource Management (III) Finance and Accounting (IV) Marketing and (V) Operations Management. In addition, the following six concepts underpin the business management course topics: Change, Culture, Ethics, Globalization, Innovation, and Strategy. The overall objective of this course is to help prepare students to become productive employees, effective managers, wise consumers, well-informed citizens, and successful leaders and entrepreneurs.

At the standard level, the course is assessed through two examination papers which constitute 75% of the final grade. In addition, students are required to complete a written commentary of 1500 words. The paper constitutes the remaining 25% of the grade and is internally assessed by the teacher and externally moderated by the IBO.

GROUP 4: SCIENCES

BIOLOGY HL

Offered at the higher level (HL), Biology HL is designed to give students a secure knowledge of a body of facts and, at the same time, a broad understanding of the field of biology. The core of the Biology program consists of study in six (6) required topics: Cell biology, molecular biology, genetics, ecology, evolution and biodiversity, and human physiology. Higher level students must complete additional study in nucleic acids, metabolism, cell respiration, and photosynthesis, plant biology, genetics and evolution, and animal physiology. Optional course topics (of which only one is chosen for instruction and assessment) include Option A: Neurobiology and Behavior, Option B: Biotechnology and Bioinformatics, Option C: Ecology and Conservation, and Option D: Human Physiology.

Biology HL is assessed through one (1) multiple choice examination and two (2) written examination papers, which constitute 80% of the final grade. Students must also complete an independently designed and conducted internal assessment (IA) laboratory investigation on a topic of their choice that constitutes 20% of the IB final grade. This IA laboratory investigation is also externally moderated by the IBO. In addition, students must participate and report upon a multidisciplinary Group 4 project during their senior year.

PHYSICS SL

Offered at the standard level, Physics is designed to introduce students to the laws of physics, the experimental skills required in physics, and the social and historical aspects of physics as an evolving body of human knowledge about nature. The core of Physics consists of study in eight (8) topics; measurement and uncertainties; mechanics; thermal physics; waves; electricity and magnetism; circular motion and gravitation; atomic, nuclear and particle physics; energy production. In addition, one of four optional topics must be covered; this topic will be astrophysics. Laboratory investigations will be an integral component to developing and testing the concepts.

Physics is assessed through three (3) written examination papers, which constitute 80% of the final IB score. In addition, students must participate and report upon a multidisciplinary project and complete a scientific investigation of their own design. This work constitutes the remaining 20% of the IB score. This work is internally assessed by the teacher according to IB standards; the individual investigation will be externally moderated by the IBO.

CHEMISTRY SL

Chemistry SL is a college-level course. Students will study the following IB core curriculum topics in depth: Quantitative chemistry, atomic structure, periodicity, bonding, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, organic chemistry and measurement and data processing. One additional IB Optional topic such as materials science, biochemistry, energy, or medicinal chemistry will be studied over the two year program. The course will emphasize an analytical approach to solving chemistry problems. The IB Chemistry SL exam will be taken at the end of the second year. Students enrolling in Chemistry SL should have strong Algebra 2 skills.

Chemistry is assessed through three (3) written examination papers, which constitute 80% of the final IB score. In addition, students must participate and report upon a multidisciplinary project and complete a comprehensive portfolio of laboratory investigations. This work constitutes the remaining 20% of the IB score. This work is internally assessed by the teacher and externally moderated by the IBO.

GROUP 5: MATHEMATICS

IB MATHEMATICS APPLICATIONS AND INTERPRETATION SL (1 & 2)

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modeling. To give this understanding a firm base, this course includes topics that are traditionally part of a pre-university mathematics course. Topics for this course, across two years, include Number & Algebra, Functions, Geometry & Trigonometry, Statistics & Probability, and Calculus. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalizations. Students should expect to develop strong technology skills and will be intellectually equipped to appreciate the links between the theoretical and the practical concepts in mathematics. This course also includes an internally assessed exploration, which allows students to develop independence in mathematical learning.

PREREQUISITE: Algebra 2

IB MATHEMATICS ANALYSIS AND APPROACHES SL (1 & 2)

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent, and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. IB Mathematics Analysis and Approaches SL has a strong emphasis on the ability to construct, communicate, and justify correct mathematical arguments. Students should expect to develop insight into mathematical form and structure and should be intellectually equipped to appreciate the links between concepts in different topic areas. Topics taught in this course, across two years, include Number & Algebra, Functions, Geometry & Trigonometry, Statistics & Probability, and Calculus. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. This course includes an internally assessed exploration, which allows students to develop independence in mathematical learning as well.

PREREQUISITE: Advanced Algebra 2

GROUP 6: THE ARTS AND ELECTIVES

IB THEATRE ARTS (HL/SL)

The program of studies will enable Theatre Arts students to experience and understand the nature of theatre as individual artists, as members of an ensemble, as a critical audience and as citizens of a global community. This understanding will be a result of both intellectual and experiential pursuits. Students will engage in a variety of activities and experiences integrated through the mind, senses and body, leading to an understanding of theatrical forms from different cultures as well as their own. Through extensive and persistent research, exposure to a variety of work, theatrical traditions, performance, production and reflection, students will gain an understanding of the value of theatre and its ability to illuminate the world we inhabit. Ultimately, students will generate an informed and insightful understanding of themselves through self-criticism and evaluation as well as their potential to impact the world through the artistry of theatre. Five areas of theatrical study will provide focus for Theatre Arts students: Performance Skills, World Theatre Studies, Practical Play Analysis, Theatre Production Skills and Individual Projects.

Coursework for both SL and HL students share the same goals and performance standards. Both SL and HL students will complete two years of study. *It is highly recommended that both SL and HL students take Drama Activities in preparation for the IB Theatre Arts Courses.* Both SL and HL students will complete a Research Presentation over a world tradition, demonstrating their ability to research an unfamiliar theatrical tradition and apply new knowledge to practical performance and production concerns. Students will also create a Director's Notebook, envisioning a play of their choosing for the stage. Both SL and HL students will complete a Collaborative project which requires them to research a theatrical company that utilizes a collaborative process in creating new work and use that process in devising their own original work. In addition, HL students will study a theatrical theorist and apply aspects of a specific theory to the development and performance of a solo piece of theatre.

MUSIC: IB MUSIC (SL)

International Baccalaureate Music is designed for students with a strong interest in music. The course is designed to promote greater awareness and understanding of both the power and variety of musical experiences. Topics include a study of music in western society, international music, basic musical literacy, and music theory. This study of music is concerned with elements of music, and the music of numerous cultures and eras. Both worldwide and historical perspectives are required of students, as well as a commitment to creating and performing music. Students will complete a Musical Investigation and group performance in addition to sitting for the IB Music Exam at the end of course completion.

THEORY OF KNOWLEDGE

The Theory of Knowledge (TOK) course engages students in interdisciplinary thinking about the basis of knowledge claims, problems associated with constructing knowledge, and the different perspectives through which knowledge claims are filtered. The course focuses on the Ways of Knowing (emotion, perception, reason, language), the Areas of Knowledge (ethics, the arts, history, mathematics, human sciences, and natural sciences) and such linking concepts as truth, bias, objectivity, and evidence. Theory of Knowledge has two formal assessments in the IB Programme; coursework focuses on preparing students for their TOK Presentation and TOK Essay.

As a result of their TOK experience, students will be able to celebrate and respect diversity as well as understand its impact on knowledge, scholarship in general, and on the world in which they live. Students will recognize the basis for their personal knowledge and how it compares to that of others. They will better understand how to respond to strengths and limitations inherent in knowledge as they relate to all areas of learning in the classroom and beyond.

JUNIOR IB SEMINAR

Junior IB Seminar is offered during the fall semester of junior year. Junior IB Seminar helps students develop their Extended Essay and improve their research skills and public speaking skills. This student-driven seminar will also afford class time for students to work on CAS reflections, conduct peer tutoring sessions, and pursue other topics of interest and importance to the students in their junior year such as the Historical Investigation, Oral Commentaries, and other IB activities.

SENIOR IB SEMINAR

Senior IB Seminar is offered during spring semester of the senior year. Senior IB Seminar prepares students for the IB exams and the transition to more independent living in life after high school. Students will go on field trips and hear guest speakers with information about insurance, financial planning, buying a home/car, and other topics of importance to the student. Time will also be available to students to continue doing research, complete college applications, work on CAS hours, and conduct peer tutoring sessions.

COURSE DESCRIPTIONS

The course descriptions are written to clarify course content and along with the different course numbers should assist counselors and teachers in the appropriate placement of students.

It should be noted that some descriptions are general for all ability levels, and cover the entire school year, while others are still based on a semester of eighteen (18) weeks.

Fayette County Public Schools does not discriminate on the basis of race, color, national origin, age, religion, creed, marital status, sex, or handicap in employment, educational programs, or activities as set forth in Title IX, Title VI and Section 504.

All courses are 1 credit, unless otherwise noted. To be eligible for Co-op courses, students must have successfully completed three courses within that pathway or be currently enrolled in the third.

ACADEMY OF DESIGN & ENGINEERING:

ENGINEERING 1

This course applies the skills, concepts, and principles of engineering. This class uses a project-based learning approach to apply engineering concepts to real problems. Students will learn how to use professional design software (AutoCAD) to create, test, and report on products while building critical thinking and team-working skills. Students will learn how to use some power tools to build and test prototypes.

ENGINEERING 2

A project and research-based course that extends the learning experiences where students focus on mechanical, electrical, fluid and thermal systems allowing in depth exploration in selected disciplines of engineering areas such as manufacturing, power/energy/transportation, bio-medical, robotics, hydraulics, electricity/electronics, communications, construction systems, alternative energy, computer aided design and problem solving.

ELECTRICITY/ELECTRONICS ENGINEERING

This course focuses on lab activities in the areas of basic DC and AC circuits, circuit components, codes, testing, electromagnetism and inductance, capacitance, power supplies, power generation and distribution, amplification, digital circuits, and computer fundamentals. Students will learn the safe use of the tools, test instruments, equipment and supplies used in this course plus information on career opportunities in this field. Topics include electron theory, Ohm's Law, insulators, conductors, electronic components, oscillators, and electronic fabrication, etc.

CIVIL ENGINEERING

This is an introduction to residential and light commercial building construction and design. Students will learn basic sketching, architectural drafting skills with an emphasis on computer aided drafting. In this class, students will design a structure relevant to today's modern architecture and create models of their designs with various materials and tools. Students will experience and solve many problems in designing or building structures with regards to environment and community impact and limitations from town planning, urban design and landscape architecture to furniture and objects.

MECHANICAL ENGINEERING

This course provides students with the necessary knowledge to apply the use of sensors, actuators, electrical equipment and microprocessors for the design and building of robotic systems. Student activities include electronic applications, engineering technologies, environmental and motion physics, manufacturing, programming, simulation and modeling, and critical thinking skills. Students are encouraged to participate in the Kentucky Technology Student Association.

ADV. DESIGN APPLICATIONS

Credits: 1-3

This course focuses on how engineers and technicians apply their creativity, resourcefulness, mathematical, technical and scientific knowledge and skills to solve authentic design problems. This course is a dual credit course offered by Eastern Kentucky University (EKU).

AP COMPUTER SCIENCE

AP Computer Science is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science course curriculum is compatible with many CS1 courses in colleges and universities.

CO-OP – ENGINEERING AND TECHNOLOGY

Credits: 1-3

Cooperative education is a paid educational program consisting of in school instruction combined with the program related on-the-job work experience in a business or industrial establishment. These are planned experiences supervised by the school and the employer to ensure that each phase contributes to the students Individual Learning Plan (ILP).

INTRO. TO MEDIA ARTS

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.

ARTICULATED & DUAL CREDIT

College credit can be earned through core courses and Career & Technical courses in this Academy. Please see your counselor for more information.

ACADEMY OF BUSINESS, ENTREPRENEURSHIP, & EDUCATION

THE LEARNING COMMUNITY

In this course students develop an understanding of the various responsibilities and systems involved in the K-12 educational system. Specifically, students will acquire the knowledge of education through the perspectives of classroom, school, district, state, and federal

THE PROFESSIONAL EDUCATOR

In this course students will develop an understanding of how educators advance their profession within the classroom. Specifically, students will gain both the knowledge and skills to plan, deliver, and reflect on the process of teaching and learning.

THE LEARNER CENTERED CLASSROOM

This course will develop rising educators' awareness of their funds of knowledge, as well as their personal biases that develop from their life experiences. Using research-based methods, rising educators will develop methods to impact student equity based on culturally competent models as well as growth mindset methods.

COLLABORATIVE CLINICAL EXPERIENCE

Credit: 1-3

In this course, students will refine the required knowledge and skills to be an effective educator while also practicing the dispositions necessary for the educational profession. Specifically, students will gain an understanding of how teachers lead through individual and collaborative growth and reflection. Students participate in clinical experiences. This is a work-based learning experience where students should spend almost all their time in a classroom learning setting appropriate to their intended teaching discipline.

PRINCIPLES OF HOSPITALITY

This course is designed for students interested in careers in the hospitality industry. The instruction includes career awareness in the areas of recreation, travel/tourism, hotel/motel, and restaurant. This course is based on the family and consumer sciences core that includes communication skills, economics, food and beverage operations, promotion, selling, and product/service management. Leadership development will be provided through FCCLA activities and competitive events.

SPECIALIZED SERVICES IN HOSPITALITY

This course is designed to provide training in specialized services within the hospitality field. Job and career opportunities will be explored. Instruction will include skill development and practice. Shadowing and work experiences in a variety of commercial establishments such as hotels and motels will be included. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student

ADV. FOODS & NUTRITION

This course is designed to assist students in principles related to food preparation. Specific content addressed will include planning, serving, food presentation, special diets, and nutrition for the lifespan, serving, and food planning for entertainment services. An emphasis on careers related to food service and nutrition (i.e., catering, dietician, and other culinary careers). Lab instruction emphasizes the application process. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.

CO-OP – HOSPITALITY

Credits: 1-3

This course entails 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 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. Must have passed and completed or be currently enrolled in the third class in this pathway to be eligible for Co-op.

BUSINESS & MARKETING ESSENTIALS

This course is an introductory 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.

INTRO TO MANAGEMENT

Introduction to Management 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. 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 (Future Business Leaders of America) and/or DECA.

PRINCIPLES OF ENTREPRENEURSHIP

This course introduces students to a wide array of entrepreneurial concepts and skills, including the role of entrepreneurship in our economy, entrepreneurial discovery processes, ideation, and preliminary start-up venture planning. Students also develop an appreciation for marketing's pivotal role in the development and success of a new business. They become acquainted with channel management, pricing, product/service management, and promotion. Students conduct thorough market planning for their ventures: selecting target markets; conducting market, SWOT, and competitive analyses; forecasting sales; setting marketing goals and objectives; selecting marketing metrics; and setting a marketing budget. The capstone activity in the course is the development of detailed marketing plans for students' startup businesses. 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 (Future Business Leaders of America) and/or DECA.

PERSONAL FINANCE

The goal of the Personal Finance course is to help students to become financially responsible, conscientious members of society. To that end, this course develops student understanding and skills in areas such 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 (Future Business Leaders of America) and/or DECA.

FINANCIAL SERVICES 1

This practical course is designed to introduce the student to the basic concepts of personal finance and its increasingly important impact on consumers. Areas of study cover the basic principles needed for effective personal financial management and the practical applications of banking, budgeting, savings and investments, taxes, credit, insurance, economics, housing, retirement planning, and career opportunities. Students will also develop a keen understanding of consumer rights, protection and responsibilities related to the units of study. This course also involves operating a school bank. Students will be involved in all management functions of running a business – planning, marketing, and operating.

FINANCIAL MANAGEMENT

Financial Management 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.

DIGITAL LITERACY

The student will utilize computer applications and develop "touch" keyboarding skills, proper techniques, speed and accuracy in keyboarding for business, professional, and personal use. The student will become familiar with the use of the computer as a tool for both work-personal applications, and computer-related careers. Course content will include word processing, spreadsheets, graphing, desktop management and electronic communication. This course also meets the needs of college-bound students by fulfilling a requirement of many selective colleges. **NO PREREQUISITE.**

CO-OP – BUSINESS

Credits: 1-3

This course entails 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 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.

IB BUSINESS MANAGEMENT SL

Business and Management SL is the rigorous and critical study of the ways in which individuals and groups interact in a dynamic and involved organizational environment. This course is designed to provide an understanding of business principles, practices, and skills. Business and Management SL focuses its teaching and research on five broad topics considered fundamental for successful leaders and

organizations: (I) Business Organizations and Environment (II) Human Resource Management (III) Finance and Accounting (IV) Marketing and (V) Operations Management. In addition, the following six concepts underpin the business management course topics: Change, Culture, Ethics, Globalization, Innovation, and Strategy. The overall objective of this course is to help prepare students to become productive employees, effective managers, wise consumers, well-informed citizens, and successful leaders and entrepreneurs.

At the standard level, the course is assessed through two examination papers which constitute 75% of the final grade. In addition, students are required to complete a written commentary of 1500 words. The paper constitutes the remaining 25% of the grade and is internally assessed by the teacher and externally moderated by the IBO.

ARTICULATED & DUAL CREDIT

College credit can be earned through core courses and Career & Technical courses in this Academy. Please see your counselor for more information.

ACADEMY OF MEDICAL & EMERGENCY SERVICES

PRINCIPLES OF HEALTH SCIENCE

Principles of Health Science is an orientation and foundation for occupations and functions in any health care profession. The course includes broad health care core standards that specify the knowledge and skills needed by the vast majority of healthcare workers. The course focuses on exploring health career options, history of healthcare, ethical and legal responsibilities, leadership development, safety concepts, health care systems and processes and basic health care industry skills. This introductory course may be a prerequisite for additional courses in the Health Science program.

EMERGENCY PROCEDURES/ MEDICAL TERMINOLOGY

Emergency Procedures is a semester long course that will focus on potential emergency situations. It is designed to promote an understanding of standard precautions necessary for personal and professional health maintenance and infection control. Upon successful completion of the course, the student will demonstrate the necessary skills in First Aid and Cardiopulmonary Resuscitation (CPR) and will be given the opportunity to take the completion examination as outlined by the sponsoring agency.

Medical Terminology is semester long course that is designed to develop a working knowledge of language in all health science major areas. Students acquire word-building skills by learning prefixes, suffixes, roots and abbreviations. Students will learn correct pronunciation, spelling and application rules. By relating terms to body systems, students identify proper use of words in a medical environment. Knowledge of medical terminology enhances the student's ability to successfully secure employment or pursue advanced education in health care.

ALLIED HEALTH CORE SKILLS

Allied Health Core Skills is designed to provide knowledge, concepts and psychomotor skills necessary for gainful employment as an entry-level health care worker. Assisting students in selecting a career major, classroom instruction and educational objectives are combined with learning experiences, observations, and a work-based learning opportunity such as internship, shadowing, or clinical rotation. This course is designed for students not enrolled in the Medicaid Nurse Aide program.

MEDICAL NURSE AIDE

An instructional program that prepares individuals to perform routine nursing-related services to patients in hospitals or long-term care facilities under the training and supervision of an approved registered nurse. State Registry is available upon successful completion of state written and performance examinations. Prior to offering this course, the instructor and health science program must be approved for meeting state requirements set by the Cabinet for Health and Family Services.

ALLIED HEALTH INTERNSHIP

Credit: 1-3

The internship provides supervised on-the-job work experience related to the students' education objectives. Work-based learning is designed to complement the classroom instruction. Students will be required to follow program and agency requirements for attendance and health screenings. These may include but are not limited to: drug screens, TB (tuberculin) skin test, and immunization certificates. This course may be repeated to accommodate multiple experiences in a variety of health care settings.

ADVANCED HUMAN ANATOMY & PHYSIOLOGY

In depth study of the anatomical and physiological functioning of human body systems from the cellular level to the organism level. Examples may include but are not limited to the skeletal system, muscular system, respiratory system, nervous system, circulatory system, cellular metabolism etc. This course will include dissection as a course requirement. This course is designed for the college bound junior or senior who is interested in pursuing a career in health sciences or health related fields such as medicine, physical therapy, nursing, pharmacy, and so on. This course is an inquiry based, hands on approach to learning the systems of the human body and how they interrelate with one another and with the human body as a whole. The course will feature a variety of instructional methods with an emphasis on inquiry and refining laboratory and analytical skills. Students will use multiple resources to enhance classroom instruction, such as periodicals and a variety of online resources.

PREREQUISITE: Successful completion of Intro to Physics with Earth and Intro to Chemistry with Earth; have consent of current science teacher or consent of Advanced Human Anatomy and Physiology teacher.

Students who may suffer from allergies to animals such as cats or rabbits, or have allergic reactions to latex, should consult with the instructor prior to enrolling.

INTRODUCTION TO CRIMINAL JUSTICE

This course studies the history and philosophy of criminal justice, ethical considerations, definition of crime, the nature and impact of crime, an overview of the criminal justice system including law enforcement, corrections, and the court systems.

LAW ENFORCEMENT

This course trains students to evaluate the powers granted to the police and restrictions placed upon them by respective constitutions and their amendments. Specific topics of discussion will include search and seizure, arrests, interviews, interrogations, and confessions in the context of criminal prosecution. Activities include tactics, methods, and skills utilized in the law enforcement field. Skills will be obtained in basic disaster response.

CRIMINAL INVESTIGATION

This course studies the history and philosophy of criminal justice, ethical considerations, definition of crime, the nature and impact of crime, an overview of the criminal justice system including law enforcement, corrections, and the court systems.

ARTICULATED & DUAL CREDIT

College credit can be earned through core courses and Career & Technical courses in this Academy. Please see your counselor for more information.

ACADEMY OF INTERNATIONAL BACCALAUREATE & INFORMATION TECHNOLOGY

DIGITAL LITERACY

Provides an introduction to the computer and the convergence of technology as used in today's global environment. Introduces topics including computer hardware and software, file management, the Internet, e-mail, the social web, green computing, security and computer ethics. Presents basic use of application, programming, systems, and utility software. Basic keyboarding skills are strongly recommended.

INTRODUCTION TO PROGRAMMING

Focuses on the general writing and implementation of generic and atomized programs to drive operating systems. Includes software design, languages, and program writing, troubleshooting, etc. Introduces students to fundamental programming concepts using an industry-specific or emerging programming language. Includes data types, control structures, simple data structures, error-handling, modular programming, information and file processing, and uniqueness of the language used in the course.

AP COMPUTER SCIENCE PRINCIPLES

AP Computer Science Principles is designed to introduce students to the central ideas of computer science, to instill ideas and practices of computational thinking, and to have students engage in activities that show how computing changes the world. The course is rigorous and rich in computational content, includes computational and critical thinking skills, and engages students in the creative aspects of the field. Through both its content and pedagogy, this course aims to appeal to a broad audience.

COMPUTER HARDWARE & SOFTWARE MAINTENANCE

This course presents a practical view of computer hardware and client operating systems. It also covers computer hardware components; troubleshooting, repair, and maintenance; operating system interfaces and management tools; networking components; computer security; and operating procedures.

CO-OP INFORMATIONAL TECHNOLOGY

Credit 1-3

This course entails 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 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.

ARTICULATED & DUAL CREDIT

College credit can be earned through core courses and Career & Technical courses in this Academy. Please see your counselor for more information.

ART

ART I

A survey of several different art media. Learn the Elements of Art while developing your art skills. Travel to different cultures, see major artworks, learn to appreciate creatively, and explore while producing art projects.

DRAWING I

Grasp basic drawing skills and develop sensitivity through Elements of Art and Principles of Design. Analyze artistic products while increasing your abilities in a variety of 2-dimensional media.

PREREQUISITE: Art 1 or instructor approval.

DRAWING II

Understand and communicate through visual images while emerging with a technical understanding of advanced drawing skills. Travel to on-site locations to draw '*plein aire*' with a variety of new media.

PREREQUISITE: Drawing I.

PAINTING I

Exploration of various painting techniques in acrylic and watercolor using several different subjects from inanimate object still lifes, to fruit and flowers, and landscape. Prerequisite: Intro Art

PAINTING II

Continuation of exploring painting techniques in acrylic and watercolor using more complex subjects, as well as pursuing more personal expression through abstraction, collage and metaphorical compositions. Prerequisite: Painting I

BEGINNING POTTERY

Explore Culture Diversity through the media of clay! Learn construction methods involving skills in forming and finishing. Hand form, introduction to wheel throwing, design emphasis; all help the students to appreciate this 3-dimensional art form.

POTTERY II

Students who have developed the basic ceramic skills taught in Beginning Ceramics will develop those skills through the use of Design Principles. An introduction of wheel-formed pottery, throwing techniques and surface application will be included.

Both ceramic courses incorporate an emphasis on historical and contemporary ceramics through a multicultural approach. The use of personal concepts will be encouraged in all projects.

PREREQUISITE: Pottery 1

ARTS AND HUMANITIES

HISTORY & APPRECIATION OF VISUAL AND PERFORMING ARTS

Students will study the cultural and historical significance of art, music, dance, theatre and architecture. The course content includes a study of the evolution of these art forms and is designed to broaden student appreciation of the role of the arts in human culture. This course fulfills the graduation requirements for the Arts and Humanities as outlined in the Kentucky High School Program of Studies.

ADVANCED HISTORY & APPRECIATION OF VISUAL AND PERFORMING ARTS

Students will study on an advanced level cultural and historical significance of art, music, dance, theatre and architecture. The course content includes a study of the evolution of these art forms and is designed to broaden student appreciation of the role of the arts in human culture. This course fulfills the graduation requirements for the Arts and Humanities as outlined in the Kentucky High School Program of Studies.

WORLD LANGUAGES

Students planning to pursue an academic career after senior high school should become competent in a world language while in secondary school. A new mandate from the state requires that all college bound students take two years of the same world language in high school. Many colleges and/or universities have their own compulsory language requirements needed for graduation. Some universities will give college credit and/or place students in the proper level so they won't have to repeat skills they have already mastered. Two (2) years of the same world language is required to meet the state of Kentucky's pre-college curriculum.

FRENCH 1

Students will learn basic listening, speaking, reading and writing skills. They will also be introduced to French culture and career opportunities utilizing French language skills.

FRENCH 2

Students will continue improving listening, speaking, reading and writing skills. They will also learn about famous French people and do some extended readings on popular topics. Emphasis will be placed on grammatical structures and vocabulary development. **PREREQUISITE:** Successful completion of French I.

LATIN 1

Students will use a deductive, reading-based approach to learn Latin. In addition to learning basic grammar, vocabulary, and word study, students will learn aspects of culture, study myths and legends key to Roman culture, and connect to historical events that shaped the Roman Empire.

LATIN 2

Students will review Latin I material and continue learning new vocabulary and grammar concepts and emphasizing word study in this reading-based approach. Students will gain further insight into the culture, meet figures from legend and history, and experience Latin literature by reading select pieces of famous Roman authors in the original. **PREREQUISITE:** Successful completion of Latin I.

SPANISH 1

Students will learn basic listening, speaking, reading, and writing skills. They will also be introduced to Spanish culture and career opportunities utilizing Spanish language skills.

SPANISH 2

Students will continue improving listening, speaking, reading, and writing skills. They will learn about famous Spanish people and do some extended readings on popular topics. Emphasis will be placed on grammatical structures and vocabulary development. **PREREQUISITE:** Successful completion of Spanish I.

ADVANCED SPANISH III

This course is designed for the student who: completed Spanish I and II, or Advanced Spanish I/II, may pursue the IB Diploma Spanish ab Initio in grade 11, continually embraces a strong work ethic, is able to communicate in Spanish at an advanced novice level, exercises self-discipline and is interested in learning. Course Objectives include: to refine spoken language, to increase listening and reading comprehension, to accelerate vocabulary acquisition, to develop individual writing style, to continue international perspectives and development of critical thinking skills.

MANDARIN CHINESE 1 & II

See course description on Page 18.

GENERAL ELECTIVES

FRESHMAN SEMINAR

Freshman Seminar (FS) is a required course for all 1st year freshman. FS helps acclimate students to high school, by providing essential graduation information. Students will learn strategies for effective time management, study skills, goal setting, organizational techniques, communication skills, and technological skills that will aid them on their path to graduation and a successful career path. FS students will embark on a self-discovery mission to uncover personal values, goals, and attributes that will shape decisions when choosing a career academy for the tenth grade. Each student will conduct career and college research to facilitate their career plan. Students will participate in work-based learning experiences that allow them to anticipate the requirements and necessities for their success in their desired field. They will attend a Career Expo in the fall and a college campus in the spring.

HEALTH/PHYSICAL EDUCATION

Health and Physical Education provides an opportunity for continuous development of each individual's physical, mental and social and emotional capabilities through a systematic and selective instructional program.

HEALTH EDUCATION I

Credit: 1/2

The course Health I will involve discussing the topics of mental health, drugs, alcohol and tobacco, sex education, sexually transmitted diseases, infectious diseases, safety and first aid, cardiopulmonary resuscitation (CPR), nutrition, consumer health and non-infectious diseases. **(Freshmen Only)**

PHYSICAL EDUCATION 1

Credit: 1/2

This course, Physical Education I, will involve the teaching of lifetime leisure sports, individual sports and team sports. Skills learned will be reinforced and advanced skills will be introduced. **(Freshmen Only)**

PHYSICAL EDUCATION 2

This course, Physical Education II, is designed for students who desire to develop advanced physical education skills. This is a wellness and fitness course involving aerobic and anaerobic activities and various life-time sports. **PREREQUISITE:** Physical Education I. **(Sophomores Only)**

PHYSICAL EDUCATION 3

This course, Physical Education III, is designed for students who desire to develop advanced physical education skills. This is a wellness and fitness course involving aerobic and anaerobic activities and various life-time sports. **PREREQUISITE:** Physical Education II. **(Juniors and Seniors Only)**

PHYSICAL EDUCATION 4

This course, Physical Education IV, is designed for students who desire to develop advanced physical education skills. This is a wellness and fitness course involving aerobic and anaerobic activities and various life-time sports. **PREREQUISITE:** Physical Education III. **(Seniors Only)**

CONDITIONING

Men's Conditioning:

Any male student who is a sophomore, junior or senior who passed freshman PE with a C or higher. This class delves into the five components of fitness: cardiovascular endurance, muscular endurance, muscular strength, flexibility and body composition. This class will use the weight room every class day.

Women's Conditioning:

Any female student who is a sophomore, junior or senior who passed freshman PE with a C or higher. This class delves into the five components of fitness: cardiovascular endurance, muscular endurance, muscular strength, flexibility and body composition. This class will use the weight room every class day.

LANGUAGE ARTS

In accordance with 704 KAR 3:305, four credits of English are required for high school graduation.

ENGLISH 1 or ADVANCED ENGLISH 1

The course integrates composition, literature and language studies, and incorporates abstract thinking, creative problem solving, and other higher-level reasoning skills. A critical study of literary style is also addressed.

ENGLISH 2 or ADVANCED ENGLISH 2

An integrated study of literature, composition, and language will also incorporate effective oral and written communication studies. Narrative, descriptive, and expository writing will be prepared, and vocabulary expanded. Discussion and problem solving will also be included.

PREREQUISITE: English I A & B

ENGLISH 3 or ADVANCED ENGLISH 3

American literature, composition, and language will be studied in an integrated process to develop better comprehension and application skills. Oral and written activities will be emphasized as a means of learning. Critical and analytical perspectives will be examined in relation to the material studied. Students will write arguments, informative/explanatory pieces, and narratives based on their study of foundational American works.

PREREQUISITE: English II A & B

ENGLISH 4 or ADVANCED ENGLISH 4

English and world literature, composition, and language will be studied in an integrated process. Writing to learn and flexibility in writing will be emphasized as students respond to literature, adjust purposes, and consider varied audiences. Abstract thinking and creative problem solving as well as analytical and critical perspectives will be incorporated into the course studies.

PREREQUISITE: English III A & B

ADVANCED ENGLISH

Advanced English I has two primary focuses: (1) to foster student literacy through reading, writing, speaking, viewing and listening skills as defined by the National Common Core College/Career Readiness standards; (2) to engage students in high order thinking skills which will prepare them for success in the IB Diploma Programme. The reading curriculum includes a genre study of long fiction, short fiction, non-fiction, drama, poetry, and technical reading. The works and authors studied reflect a diverse world view and include Harper Lee, Lorraine Hansberry, Elie Wiesel, Langston Hughes, and William Shakespeare. The writing curriculum will focus on research and analytical writing, writing to inform, and writing to develop an argument. Students in this class should expect to have regular outside reading and writing homework, tasks which require their participation in class discussion, and projects which require peer collaboration and creative problem-solving.

CREATIVE WRITING

This class is designed to be enjoyable to all students who are interested in writing in some form. It requires every student to come into class and participate: write, share, present, and listen. This is a community of creative minds geared to expanding everyone's own style and skill through personal reflections and interpretations, reading and writing short stories and poetry, writing movie and music reviews, constructing digital media projects such as music videos, websites or short clips, as well as selecting your own independent project to complete in class. Open to all students. **WARNING: WE WILL WRITE EVERYDAY!**

English IV Dual Credit Course Description

This course focuses on academic writing and provides instruction in drafting and revising essays that express ideas in Standard English, including reading critically, thinking logically, responding to texts, addressing specific audiences, researching and documenting sources. Includes review of grammar, mechanics, and usage. NOTES: (a) credit not available by special examination; (b) ENG 101 and ENG 102 may not be taken concurrently. **PREREQUISITE:** Appropriate writing placement score (ACT - 18 English score or COMPASS 70-100) or ENG 091; ENG 102 (Spring) may not be taken without ENG 101 (Fall) course credit.

ELECTIVE COURSES (Elective Credit Only - No Language Arts Credit)

DRAMA ACTIVITIES

Students will be introduced to the fundamental skills of the actor through participation in a variety of group and individual activities. Students will work with dramatic material and practice the skills necessary to interpret and prepare material for performance. Key skills include memorization, vocal production, movement for the stage, text analysis and interpretation, characterization, writing for the stage, and rehearsal methods. Students will also learn to critically view dramatic performances, write theatrical reviews and self-reflections, as well as original monologues. Although this course requires no previous experience in drama, students must be willing to memorize material and perform in front of their peers. **NO PREREQUISITE.**

ADVANCED ACTING AND PRODUCTION

This course offers the experienced theater student an opportunity to expand and refine their skills through practical theatre projects. Students will read and interact with dramatic material with an aim toward acting, designing, and producing this material for the stage. Students will be given opportunities to perform, direct, design, produce, and reflect.

PREREQUISITE: Advanced Drama or consent of instructor.

ADVANCED DRAMA

This course offers serious drama students an opportunity to refine their acting skills and broaden performance repertoires. It is designed for active participation.

PREREQUISITE: Drama Activities or consent of instructor

YEARBOOK PRACTICUM 1

(Can begin at level 1,2,3) (Only two units of credit may count toward graduation)

This series of partially sequential courses offers extended in-depth, journalistic experience in yearbook production. General language skills will be refined, and the techniques of yearbook production will be practiced with the yearbook as the final product. Students must apply to the instructor for admission to the course. Students enrolled in the Yearbook Practicum courses for more than one year may count two of the elective credits toward graduation. The final grade for the course will be awarded when the yearbook deadline is met.

MATHEMATICS

An ability to understand and use mathematics is critical to everyone's life. We believe that our students should graduate from high school with the skills needed for everyday living as well as with the preparation needed to meet future opportunities. Courses are offered to meet these needs. Students are required by the state to be enrolled in a mathematics course all four years of high school; three credits in mathematics are required for graduation. 4 credits will be required starting with the 2019 – 2020 9th grade students. **NOTE:** The Council on Higher Education requires that these three courses be Algebra 1, Geometry, and Algebra II for admission to any state college or community college.

ALGEBRA 1

This course is designed for students who are proficient in basic mathematics and have mastered pre-algebra skills. The objective of Algebra I is to develop skills in algebraic manipulation, and to give students an understanding of algebra by emphasizing concepts, structure and applications. Credit earned in this course will satisfy one of three mathematics credits required for Kentucky's pre-college admission.

ALGEBRA 2

In addition to expanding on the mathematical concepts of Algebra I and Geometry, emphasis will be placed on preparation for study of higher mathematics - abstract thinking skills, the function concept, and the algebraic solution of problems in various content areas. Credit earned in this course will satisfy one of the three mathematics credits required for Kentucky's pre-college admission.

PREREQUISITE: Algebra I and Geometry.

GEOMETRY

Emphasis is placed on discovery and realistic applications of geometric relationships and principles. Topics will include constructions, inductive and deductive reasoning, points, lines, planes, angles, triangles, planar figures, similarity and congruence, circles, geometric solids, area, volume, locus, coordinate geometry, and transformation. Credit earned in this course will satisfy one of the three mathematics credits required for Kentucky's pre-college admission.

PREREQUISITE: Algebra 1.

ADVANCED GEOMETRY

One of the objectives of this course is to help students appreciate the power of logic as a tool for understanding the world around them. Students will continue to use the mathematical language notation of the International Baccalaureate Programme. The content will include, but not be limited to, the following:

- Introduction to Geometry
- Basic Concepts and Proofs
- Congruent Triangles
- Lines in the Plane
- Parallel Lines and Related Figures
- Lines and Planes in Space
- Polygons

ADVANCED ALGEBRA 2

This course is designed for accelerated students with a high degree of proficiency in abstract mathematical ideas. This course includes skills and concepts of phase 03 Algebra II, but the topics are covered in greater depth and at a faster pace than the 03 Algebra II course. Enrolled students will be expected to earn at least a "B" in all coursework. Credit earned in this course will satisfy one of the three mathematics credits required for Kentucky's pre-college admission. **PREREQUISITE:** Algebra 1 and Advanced Geometry

ALGEBRA 3/TRIGONOMETRY

This course is intended for students who may be required to take a specialized calculus course in college. The course covers topics traditionally taught in trigonometry and analytic geometry plus additional functions, e.g., circular, polynomial and absolute value. Enrolled students will be expected to earn at least a "C" in all coursework.

PREREQUISITE: Geometry or Advanced Geometry; and Algebra 2 or Advanced Algebra 2.

ADVANCED PRE-CALCULUS

This course is intended for students who plan to take a regular calculus course in high school or college. The course covers topics traditionally taught in trigonometry and analytic geometry plus additional functions, e.g., circular, polynomial and absolute value. Enrolled students will be expected to earn at least a "B" in all coursework. Students intending to enroll in this course should have at least a "B" in all prior mathematics courses.

PREREQUISITE: Advanced Geometry and Advanced Algebra 2 or Honors Algebra 3/Trigonometry.

AP CALCULUS 1 AND 2

AP CALCULUS 1: Credit: 1

AP CALCULUS 2: Credit: 1

These are Advanced Placement courses covering the material usually taught in the differential and integral calculus. Students who complete the course may: 1) take the Advanced Placement Exam in calculus, or 2) take the University of Kentucky by-pass exam if they are also interested in earning college credit. Enrolled students will be expected to earn at least a “B” in all coursework. Students intending to enroll in this course should have at least a “B” in all prior mathematics courses.

PREREQUISITE: Pre-Calculus.

AP STATISTICS

The Advanced Placement Statistics course will include the study of distributions, relations in categorical data, mathematical modeling, random variables, probability, use and abuse of tests and statistical inference. Enrolled students will be expected to earn at least a “B” on all coursework. Students intending to enroll in this course should have at least a “B” in all prior mathematics courses.

PREREQUISITE: Algebra III or Advanced Algebra II

PROBABILITY AND STATISTICS

Course Description - 1 credit (Prerequisite: Algebra 2) Probability and Statistics is a “senior only” 4th year math course designed to introduce the methods used in the field of applied statistics. Emphasis is given to basic concepts and techniques for collecting and analyzing data, calculating probabilities, establishing mathematical models for making predictions, and conducting formal statistical inference based on sample data.

PREREQUISITE: Algebra II

COLLEGE AND CAREER READINESS MATHEMATICS (College Prep

Math) Grade Level: 12 only. This course is for students who need additional time and support to complete the mathematics requirements for graduation or who may not have attained the mathematics benchmark ACT score, set by the Council on Postsecondary Education. It addresses the KY high school core academic standards for mathematics and the ACT’s college readiness standards, with a strong emphasis on real world connections and/or connections with other disciplines of study. This course is recommended for seniors who scored less than 20 on the math portion of the ACT and who choose not to take a higher math course. This course will NOT be approved by the NCAA Clearinghouse, so athletes should not enroll in this course. 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 (class of 2012 and beyond).

DUAL CREDIT (MAT 150 / MAT 170)

The prerequisite for Dual Credit mathematics (offered at FCPS schools with the support of the University of Kentucky and BCTC) is a 22 on the math portion of the ACT or a qualifying score on COMPASS to receive credit from BCTC. Students who earn a 20 or 21 on the math portion of the ACT can still take the course, but they will not receive college credit. No athletes may enroll in this course if they are going to apply for athletic scholarships for college. MAT 150 is NOT approved by the NCAA Clearinghouse. The course descriptions of MAT 150 and MAT 170 are from the University of Kentucky:

MAT 150 COLLEGE ALGEBRA. (3)

Selected topics in algebra. Develops manipulative algebraic skills and mathematical reasoning required for further study in mathematics. Includes brief review of basic algebra, quadratic formula, systems of linear equations, introduction to functions and graphing. This course is not available for credit to persons who have received credit in any mathematics course of a higher number with the exceptions of MAT 112, 123, 162, 201 and 202. Credit not available on the basis of special examination. **PREREQUISITE:** Two years of high school algebra and a Math ACT score of 22 or above or a Math SAT score of 510 or above; or MAT 108R; or a grade of C or better in MAT 111; or appropriate score on the math placement test.

MAT 170 ELEMENTARY CALCULUS AND ITS APPLICATIONS. (3)

An introduction to differential and integral calculus, with applications to business and the biological and physical sciences. Not open to students who have credit in MAT 113 or MAT 137. Note: Math placement test recommended. **PREREQUISITE:** Math ACT score of 27 or above, or math SAT of 600 or above, or MAT 150, or appropriate math placement score, or consent of department.

MUSIC

CONCERT BAND

The Bates Creek Concert Band is the entry level concert ensemble available with the Bates Creek High School Bands. This band is comprised of woodwind and brass members who all meet during this class period and combine with percussion for a few after school rehearsals to complete the ensemble.

PREREQUISITE: Musical interest, aptitude, and permission of instrumental music teacher or audition. Satisfactory completion of this course may require participation in some rehearsals and performances outside the regular school day.

ADVANCED BAND AND THEORY (SYMPHONIC BAND)

This course is designed to provide you with an experience in band literature and fundamentals of music theory. Students electing this course are to understand that satisfactory completion of this course will require some out-of-school rehearsals and performances. (Weighted credit available in some sections.)

PREREQUISITE: All Band and Theory students should have two years playing experience or equivalent ability as determined by the instrumental teacher.

PERCUSSION

The Bates Creek Percussion Class is the ensemble available with the Bates Creek High School Band Percussionist. This class is comprised of percussion students who all meet during this class period and combine with woodwind and brass players for a few after school rehearsals to complete the ensemble.

PREREQUISITE: Musical interest, aptitude, and permission of instrumental music teacher or audition. Satisfactory completion of this course may require participation in some rehearsals and performances outside the regular school day.

GENERAL ORCHESTRA

This course is designed to provide beginning instruction to students who do not have experience playing a stringed instrument or to students wanting to learn a second string instrument. Instruction focuses on rapid development of the beginning technique and music theory necessary to play beginning to intermediate level orchestra literature. Students electing this course are to understand that satisfactory completion of this course may require some out-of-school rehearsals and performances.

PREREQUISITE: There is no prerequisite for this course

INTERMEDIATE ORCHESTRA

This course is designed to provide the student with the technique and an understanding of music-theory necessary to perform intermediate level orchestral literature. Students electing this course are to understand that satisfactory completion of this course may require some out-of-school rehearsals and performances.

PREREQUISITE: All Intermediate Orchestra students should have at least three years playing experience or equivalent ability as determined by a playing audition for the orchestra teacher.

ADVANCED ORCHESTRA

This course is designed to provide the student with the technique and an understanding of music-theory necessary to perform advanced to professional level orchestral literature as well as solo and small ensemble literature. Students electing this course are to understand that satisfactory completion of this course may require some out-of-school rehearsals and performances.

PREREQUISITE: All Advanced Orchestra students should have at least three years playing experience or equivalent ability as determined by a playing audition for the orchestra teacher.

SOPRANO / ALTO CHORUS

This course is geared toward beginning singers and includes the development of choral and voice techniques through the study and performance of music from varying time periods and styles. You will also learn the basics of music theory and music notation. Students electing this course are to understand that there are some out-of-school rehearsals and performances required.

NO PREREQUISITE

TENOR / BASS CHORUS

This course is geared toward beginning singers and includes the development of choral and voice techniques through the study and performance of music from varying time periods and styles. You will also learn the basics of music theory and music notation. Students electing this course are to understand that there are some out-of-school rehearsals and performances required.

NO PREREQUISITE

ADVANCED CHORALE

(Men and Women combined)

This course is the top ensemble and includes the development of choral techniques through the study and performance of choral literature of various periods and styles with a performing group of select students proficient in reading music of medium difficulty to difficult. Instruction emphasizes advanced choral techniques which require accurate intonation, tone, production, diction and interpretation. Theory is taught in context of music learned for performance. Experiences include a cappella singing and opportunities for solo and ensemble participation. Students electing this course are to understand that satisfactory completion of this course will require out-of-school rehearsals and performances.

PREREQUISITE: Permission of the teacher and audition.

ADVANCED CHOIR THEORY (Women)

This course is a continuation of the beginning women's ensemble and includes the development of choral techniques through the study and performance of choral literature of various periods and styles with a performing group of select students proficient in reading music of medium difficulty. Instruction emphasizes advanced choral techniques which require accurate intonation, tone production, dictation and interpretation. Theory is taught in context of music learned for performance. Experiences include a cappella singing and opportunities for solo and ensemble participation. Students electing this course are to understand that satisfactory completion of this course will require out of school rehearsals and performances.

PREREQUISITE: Permission of teacher or audition.

BEGINNING GUITAR

(Juniors and seniors only)

This course is geared toward beginning guitar students. We will study how to read music and learn the basics of classical and modern guitar playing styles. Students electing this course are to understand that there will be some out-of-school rehearsals and performances required. There will be a limited number of school instruments to rent. Instrument needed: acoustic, nylon stringed classical style guitar.

MUSIC THEORY

Music Theory is designed to enhance music skills and basic music fundamentals. The essential aspects of melody, harmony, rhythm, and form are studied. Throughout the course of the year students will study basic notation, scales, key signatures, intervals, triads, cadences, non-chord tones, form, part-writing and analysis of a score. Individual creativity is nurtured through both rhythmic and melodic composition. This course is highly recommended for students in a musical ensemble.

SCIENCE

INTRO. TO PHYSICS WITH EARTH SCIENCE

Students develop a conceptual understanding of physics and Earth/space science content, as outlined in the Kentucky Academic Standards for Science, through the use of the science and engineering practices. They experience physics and Earth/space science concepts such as motions and forces, conservation of energy and the increase in disorder, interactions of energy and matter, and energy in the Earth system. Students will learn these core ideas 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.

INTRO. TO CHEMISTRY WITH EARTH SCIENCE

Students develop a conceptual understanding of Chemistry and Earth/Space Science, as outlined in the Kentucky Academic Standards for Science, through the use of the science and engineering practices. They experience chemistry and Earth/space science concepts such as the structure of atoms, structure and properties of matter, chemical reactions, geochemical cycles, and formation and ongoing changes of the universe. The use of the science practices describes the behaviors students will engage in as they investigate the natural world. 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.

PREREQUISITE: Successful completion of Introduction to Physics with Earth Science

INTRO. TO BIOLOGY WITH EARTH SCIENCE

Students develop a conceptual understanding of Biology and Earth/Space Science. They experience biology and Earth/space science concepts, as outlined in the Kentucky Academic Standards for Science, such as structure and function of cells; molecular basis of heredity; biological change; changes in the Earth system; interdependence of organisms; matter, energy and organization in living systems; and the 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 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.

PREREQUISITE: Successful completion of Introduction to Physics with Earth Science and Chemistry with Earth Science

PHYSICS

This course is designed to meet the minimum standards for students taking the pre-college curriculum. This course will emphasize Newtonian mechanics including kinematics, Newton's Laws, statics, dynamics, conservation laws (momentum and energy) and two-dimensional motion (projectiles and circular motion). Experiments are central to the course; students will design and conduct experiments on a regular basis.

Technology will also serve a central role in this course; students will use computers to assist in both data collection and analysis. Students will learn to utilize online components that are rapidly becoming standard in higher education. Additionally, students will strengthen their math skills by learning to apply algebra and geometry concepts to solve real-world problems. Any student planning to attend college should seriously consider this course. Students have the option of earning dual credit for PHY 151 (3 hours) and PHY 161 (1 hour) at Bluegrass Community and Technical College.

ADVANCED PHYSICS

This course will include the following topics: Newtonian mechanics (kinematics, Newton's Laws, statics and dynamics); Conservation Laws (momentum and energy); two-dimensional motion (projectiles and circular motion). Following successful completion of this course, students should have a strong understanding of Newtonian mechanics comparable to the first semester of a typical college physics course. This includes the ability to design and conduct experiments that lead to the development of these ideas. Once a conceptual framework has been constructed, students should be able to apply mathematics in order to solve complex physics problems. Examples include finding forces required to maintain equilibrium, predicting the location of an object by analyzing the forces on the object and performing accident-reconstruction analyses.

Since mathematics is the language of physics, students enrolling in this course should have a strong mathematics background. During this course students will use technology to assist them in data collection and analysis. They will also use advanced functions of graphing calculators in order to solve physics problems. Computer simulations, web tools, and computer presentations may also be used to enhance learning. Students enrolling in Honors Physics should have successfully completed Algebra, Algebra II, and Geometry. If students have not completed Pre-Calculus, they must take it concurrently. Students have the option of earning dual credit for PHY 201 (4 hours) and PHY 202 (1 hour) at Bluegrass Community and Technical College.

ADVANCED HUMAN ANATOMY & PHYSIOLOGY

In depth study of the anatomical and physiological functioning of human body systems from the cellular level to the organism level. Examples may include but are not limited to the skeletal system, muscular system, respiratory system, nervous system, circulatory system, cellular metabolism etc. This course will include dissection as a course requirement. This course is designed for the college bound junior or senior who is interested in pursuing a career in health sciences or health related fields such as medicine, physical therapy, nursing, pharmacy, and so on. This course is an inquiry based, hands on approach to learning the systems of the human body and how they interrelate with one another and with the human body as a whole. The course will feature a variety of instructional methods with an emphasis on inquiry and refining laboratory and analytical skills. Students will use multiple resources to enhance classroom instruction, such as periodicals and a variety of online resources.

PREREQUISITE: Successful completion of Intro to Physics with Earth and Intro to Chemistry with Earth; have consent of current science teacher or consent of Advanced Human Anatomy and Physiology teacher.

Students who may suffer from allergies to animals such as cats or rabbits, or have allergic reactions to latex, should consult with the instructor prior to enrolling.

CHEMISTRY I INTRODUCTORY

(No Freshmen)

Chemistry is the study of the structure, composition and behavior of matter. In this course, students will investigate the properties of matter, its interactions and factors affecting the interactions using a variety of means and technologies - labs, investigations, lectures, readings, discussions and group activities among them. The use of technology to collect and analyze data and to report findings will be integrated into the course. As a first course in chemistry, students will focus on a broad conceptual understanding of chemical principals. Topics may include (but are not limited to) measurements and tools of chemistry, atomic structure, periodic relationships, bonding and the formation of compounds, chemical nomenclature, chemical reactions, physical properties and changes, nuclear structure and reactions, and entropy and energy relationships in physical and chemical changes. Integration with earth and space science is possible in several areas - meteorology (energy transfer in physical changes, behavior of gases); geochemical cycles (bonding and formation of compounds); geological time scale (nuclear chemistry); and cosmology and stellar formation (structure and formation of atoms and elements). **PREREQUISITE:** Successful completion of Intro to Physics with Earth Science and Intro to Chemistry with Earth Science; completed or currently enrolled in Intro to Biology/Earth Science and have consent of current science teacher. Students considering this course should have taken and passed Algebra 1 with a "C" or better.

ADVANCED CHEMISTRY 1

(No Freshmen)

Chemistry is the study of the structure, composition and behavior of matter. In this course, students will investigate the properties of matter, its interactions and factors affecting the interactions using a variety of means and technologies - labs, investigations, lectures, readings, discussions and group activities among them. The use of technology to collect and analyze data and to report findings will be integrated into the course. As a first course in chemistry, students will focus on a broad conceptual and analytical understanding of many chemical principles and an in-depth view of some of these. Topics may include (but are not limited to) measurements and tools of chemistry, atomic structure, periodic relationships, bonding and the formation of compounds, chemical nomenclature, chemical reactions and mathematical relationships in reactions, physical properties and changes, nuclear structure and reactions, and entropy and energy relationships in physical and chemical changes. Integration with earth and space science is possible in several areas - meteorology (energy transfer in physical changes, behavior of gases); geochemical cycles (bonding and formation of compounds); geological time scale (nuclear chemistry); and cosmology and stellar formation (structure and formation of atoms and elements). Students considering a post high school career in the sciences should take this course. **PREREQUISITE:** Successful completion of Intro to Physics with Earth Science and Intro to Chemistry with Earth Science; completed or currently enrolled in Intro to Biology/Earth Science and have consent of current science teacher. Students considering this course should have taken and passed Algebra 1 with a "C" or better.

SOCIAL STUDIES

The overall goal of social studies education, especially at the high school level, is to help students become contributing, participating, and knowledgeable citizens. This program is designed to provide an integrated and comprehensive course of study so that students will experience the richness and complexity of the social studies. Three credits in social studies are required for high school graduation.

Schools can arrange the essential content for the Program of Studies within their three-credit requirement to best meet the needs. To demonstrate proficiency, students need to also understand the relationship among the content, skills and processes from the other Learning Goals. World Civilizations is required for admission to Kentucky public colleges.

WORLD HISTORY or ADVANCED WORLD HISTORY

The course of study for World Civilization at Tates Creek High School is the period of modern history, roughly 1500 to the present. The course is divided in to six units; World Religions (the Renaissance and Reformation in Europe, as well as the Islamic world); The Age of Discovery (European contact with the Americas, China and Japan); The Age of Reason (the Scientific Revolution and the Enlightenment); The Age of Revolutions (the American and French Revolutions as well as the Industrial Revolution); Two Centuries of Conflict (World War One through World Two); and The 20th Century and Beyond (The Cold War 1947-1992). This course emphasizes an understanding of the broader concepts in recent history and their impact on the modern world. The course requires primary investigation through documents and authorship of a historical research paper.

UNITED STATES HISTORY or ADVANCED US HISTORY

This course traces the historical, societal and political development of the United States from Reconstruction to the present. Students will become real-life problem solvers and critical thinkers as they study government at various levels, explore the contributions of various cultures to the development of the American experience, examine the transformation of the US economy, and analyze how geographic features have affected US development. Advanced United States History also offered at some individual schools. (Recommended at Grade 11)

CITIZENSHIP

This course emphasizes the major themes of government through topics that lead to an understanding of civic responsibility and support active citizenship and participation in a democracy. Knowledge about the structures of power, authority and governance, and their evolving functions in contemporary society, will be the focus of the course. The goal will be to develop a sense of civic responsibility so that students can become more effective citizens and problem solvers in the realm of local, state, and national government.

AP U.S. GOVERNMENT

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

STUDY HALL - OFFICE/TEACHER AIDE

Study Hall and Office/Teacher Aide provide out of regular class experiences for students.

STUDY HALL

Credit: 0

This area provides an opportunity for a student to study in a controlled supervised environment.

OFFICE/TEACHER AIDE

Credit: 0

This course is designed to provide office experiences for students. It may include such experiences as proper phone etiquette, typing duties, and bookkeeping.

OPPORTUNITY MIDDLE COLLEGE

Opportunity Middle College is a partnership between Fayette County Public Schools and Bluegrass Community Technical College (BCTC). Students have the opportunity to enroll in both college and high school courses that are taught at the Leestown campus of BCTC and can earn both high school and college credit for these courses. All students will receive a laptop computer for use while they are in the program. Students who will be a junior or senior next fall are eligible to apply. Students must submit PLAN or ACT scores along with a high school transcript to verify that they can successfully complete the compacted and rigorous early college curriculum. Low socioeconomic and first-generation college students receive priority in the selection process. Please see your high school counselor for an application and/or more information.

FAYETTE COUNTY TECHNICAL CENTERS

2021-2022

The Fayette County Technical Centers offer career and technical occupational training to high school students. All courses offered at Fayette County Technical Centers follow the **Kentucky Department of Education (KDE) Kentucky Tech Curriculum**. Students interested in receiving training in one of the technical programs should have a satisfactory scholastic standing, possess an average mechanical ability, and be able to follow written and verbal instructions. Acceptable standards of conduct, attendance, classroom work, and practical work are required for continuous enrollment. Students may earn up to four (4) elective credits for each year that they attend Eastside/Southside Technical Center. Students that take an academic class will receive one (1) academic credit and three (3) elective credits. **Students may attend Eastside/Southside Technical Center multiple years for more advanced training depending upon graduation requirements and scheduling needs.** Students who have achieved a level of acceptable work in a course may be allowed to participate in a work-based learning program, which allows students an opportunity to spend part of the school day working at a job in the community in a particular field of training.

CORE CONTENT COURSES AVAILABLE AT EASTSIDE ONLINE ONLY

CORE COURSES AVAILABLE AT SOUTHSIDE

All academic classes are advanced; however, the teacher will differentiate instruction as needed.

Advanced Geometry

Advanced Algebra 2

Advanced English 1

Advanced English 2

Advanced English 4

MATH AND ENGLISH COURSES AVAILABLE AT LOCUST TRACE

Health/PE

Spanish 1 & 2

Advanced HVA

Adv. World History

Adv. U.S. History

EASTSIDE CAMPUS INFORMATION TECHNOLOGY PROGRAMS

TRANSPORTATION

AUTOMOTIVE TECHNOLOGY

Students become knowledgeable in the various systems of automotive to develop skills in troubleshooting, performing preventive maintenance, and servicing and repairing automobiles. Areas of study meet National Institute for Automotive Service Excellence (ASE) and current industry specifications and include engines, electrical systems, automotive electronics, brake systems, and steering & suspension.

COLLISION REPAIR TECHNOLOGY

From repairing small dents to rebuilding the bodies of wrecked or damaged vehicles, this program meets National Institute for Automotive Service Excellence (ASE) and current industry specifications and standards. Students are taught the types of materials used in filler compounds, the colors and chemical make-up of paints, design and installation of trim, cost estimation and preparation for finish work. Students who complete this program are qualified to continue their education at the postsecondary level as well as for employment in shops and dealerships.

DIESEL TECHNOLOGY

Students in diesel technology learn to repair and maintain heavy trucks, heavy equipment and diesel engines. Students develop skills in troubleshooting, preventative maintenance, repair and servicing of all vehicles and equipment that utilizes diesel power. Instruction is focused on preparing students for postsecondary opportunities or career placement within this high-tech, high-demand career field.

INFORMATION TECHNOLOGY

DIGITAL DESIGN AND GAME

This course provides a broad and in-depth approach to computer programming through game design. Using comprehensive theory and hands-on experiences, students will gain the skills and knowledge required for the entire development process of gaming from concept to completion. Students will become proficient with such gaming programs as Alice, KODU, Scratch, RPG VX Maker, RPG IG Maker, and Gamemaker. They will be using desktops, laptops, Xbox 360's and Playstations. Opportunities may become available in programming languages (Ruby, Java, HTML, PHP, etc.), as well as, development of mobile applications for selected students. Prior knowledge of Microsoft Office and completion of Algebra is highly recommended.

COMMUNICATIONS

CINEMATOGRAPHY AND VIDEO PRODUCTION

Students enrolled in Eastside's Multimedia Production program learn what it takes to be successful in today's fast - paced multi-media world. There are more choices than ever to access news and information. Our students are learning it all: reporting and anchoring for TV, videography, editing, behind the scenes news production, podcasting, blogging, composing original music for newscasts, and storytelling through digital photography. Eastside students have access to the most up-to-date equipment. They will learn to use the same editing software used in academy award winning blockbusters. Our students have the creative freedom to explore storytelling and turn their vision into multi-media masterpieces

HOMELAND SECURITY

FIRE SCIENCE

This course is intended to prepare students to enter postsecondary programs in Homeland Security, enlistment in the United States military, or a postsecondary program or entry-level position in public service as a firefighter and emergency medical technician at the municipal, state, and federal levels. Course work requires demanding physical training that follows standards established for firefighting personnel. Course work also includes introduction to firefighting equipment and use, fire behavior and combustion, fire investigation, fire protection systems, and fire prevention. This program maintains entry and continuation standards that can be reviewed along with additional guidelines at <http://staff.fcps.net/tmanley/New%20Students.htm>. A mandatory orientation session is also held prior to the start of the new school year.

LAW ENFORCEMENT SERVICES

This course is intended to prepare students to enter postsecondary programs in Homeland Security, enlistment in the United States military, or a postsecondary program or entry-level position in law enforcement and emergency management at the municipal, state, and federal levels. Practical relationships between law enforcement, private security and national security will be explored. Extensive study and practical experience will occur in these three areas: emergency planning and response for various risks, threats, and hazards, and the integration and coordination of different public safety disciplines; federal, state, and local responsibilities; and the role of the private sector. Course work requires demanding physical training that follows standards established for law enforcement personnel. Students who successfully complete the program have the opportunity to earn up to six federal professional certifications. This program maintains entry and continuation standards that can be reviewed along with additional guidelines at <http://staff.fcps.net/tmanley/New%20Students.htm>. A mandatory orientation session is also held prior to the start of the new school year.

FLIGHT AND AERONAUTICS

Students enrolled in this course will receive training to earn a pilot's license and learn to master the flight and/or navigation of unmanned drones, commercial passenger and cargo planes. Student will also learn about agricultural, public service, and corporate aircraft flight systems, flight crew operations and procedures, radio communication, navigation procedures and systems, airway safety and traffic regulations, and government rules. The Aeronautics portion of the course will apply the mathematical and scientific principles to the design, development and operational evaluation of aircraft, space vehicles and their systems. Students will work toward earning a Remote Pilot and/or Private Pilot License.

LOCUST TRACE CAMPUS AGRICULTURE PROGRAM

Credits: 4

In addition to classroom space, Locust Trace has an 82-acre working farm, a veterinary clinic (open for public use), an equine barn with show arena, a livestock barn and community gardens. Agricultural career opportunities will be emphasized in all courses at Locust Trace. Leadership development will be provided through FFA, which offers many activities to support the curriculum and the development of leadership skills. Career development throughout enrollment from SAE (Supervised Agricultural Experience). Upon passing KOSSA exam and earning a "B" or higher in 3 courses within a pathway, students may receive up to 6 hours of articulated college credit with UK, EKV, WKU, Morehead State University and Murray State University. This is in addition to dual credit offerings available for upper-level students. Students will choose one pathway, but some crossover should be expected.

AGRIBUSINESS SYSTEMS

The Agribusiness Systems pathway will prepare individuals for a variety of careers in agribusiness. Students will learn and apply skills such as finance, management practices, marketing, economics, tax accounting, business principles, inventory, and personnel management applicable to the agricultural industry. Core courses in this pathway include Ag Sales and Marketing, Agribusiness/Farm Management, Agriscience, Ag Employability Skills and Ag Communications.

AG POWER, STRUCTURAL AND TECHNICAL SYSTEMS

In the Ag Power, Structural and Technical Systems pathway, students will learn a variety of skills utilized in the agriculture industry including small engine mechanics, farm maintenance, equipment operation, safety and emergency procedures, carpentry, welding, basic electricity, basic plumbing, equipment restoration, alternate energy sources and sustainable agriculture practices. All of these mechanical and engineering skills required to maintain a basic farming operation are covered in courses such as Ag. Construction Skills, Small Power and Equipment, Ag. Power and Machinery and Ag. Structures and Designs.

ANIMAL SCIENCE SYSTEMS

The Animal Science Systems pathway develops knowledge and skills pertaining to identification, selection, nutrition, reproduction, genetics, health management and marketing of multiple species of small and large animals. Students in this pathway gain real-world experience working with a variety of different animals residing on Locust Trace's 82-acre facility. Students in this pathway will choose from among 4 pathway options: Animal Science, Equine Science, Veterinary Assistant and Pre-Veterinary. Examples of courses in this pathway include Veterinary Assisting, Equine Care and Management, Animal Science, Veterinary Science, Agriscience.

ENVIRONMENTAL SCIENCE/NATURAL RESOURCE SYSTEMS

This pathway focuses on the studies and activities relating to the natural environment, its conservation, use and improvement. The pathway includes instruction in subjects such as climate, air, soil, water, land, fish and wildlife and plant resources; in the basic principles of environmental science and natural resources management; and the recreational and economic uses of renewable and nonrenewable natural resources. Courses in this pathway include: Aquaculture, Plant & Land Science, Wildlife Resources, Environmental Science & Technology and Agriscience.

FOOD SCIENCE AND PROCESSING SYSTEMS

This pathway focuses on the converting of raw agricultural products into processed forms suitable for direct human consumption as well as the storage of such products. Includes instructions in applicable aspects of the agricultural science, human physiology and nutrition, food chemistry, food additives, food preparation, and packaging, food storage and shipment and related aspects of human health and safety including toxicology and pathology. Courses in this pathway include Food Science & Technology, Food Processing, Distribution and Marketing, Animal Science, Aquaculture and Agriscience.

HORTICULTURE AND PLANT SCIENCE SYSTEMS

The Horticulture and Plant Science Systems pathway provides an introduction to the growth of all types of plants, both edible and decorative. Edible plant topics will include nutrition, food preparation, consumption trends, production, processing and transporting. Decorative plant topics will include floral design including the use of silk, dried and fresh flowers as well as practical applications of horticulture principles in both landscaping and sports turf management. Core courses in this pathway include Greenhouse Technology, Landscaping, Sports Turf and Field Management, Nursery/Orchard Technology and Floriculture/Floral Design.

SOUTHSIDE CAMPUS CONSTRUCTION TECHNOLOGY PROGRAMS

CARPENTRY

The carpentry program teaches students to perform to national construction industry standards. Students are recommended to have a strong background in mathematics as they will study math in the classroom and also in the lab. Students are provided with hands-on carpentry experiences.

ELECTRICITY TECHNOLOGY

Students in the program will have the opportunity to study and practice residential wiring, industrial electricity, and programmable logic controllers (PLCs). Students will learn how to install wiring, conduit, service motors, and much more. Numerous fields of specialization are open to highly skilled electricians and the pay is very good.

SOUTHSIDE CAMPUS MANUFACTURING TECHNOLOGY PROGRAMS

INTEGRATED PRODUCTION TECHNOLOGIES

Integrated Production Technologies engages students in using innovative industry driven technologies to imagine and design new and improved products. IPT has a total of four courses which will allow students to apply what they learn in physics, chemistry, and biology to real-world projects using emerging, innovative materials. IPT students have the option to enroll in an academic course at Southside

ELECTRONICS TECHNOLOGY

The program consists of class and lab activities using a modular approach to electronic circuitry. Students will be focused on Integrated Electronics with emphasis being placed upon home and industrial engineering and installation of security, theater, audio and surveillance systems.

WELDING TECHNOLOGY

The welding course is designed to develop basic manipulative skills and knowledge in each of the following techniques: Oxygen-acetylene cutting, welding and brazing; shielded metal arc welding, gas metal arc welding, and metal fabrication are taught relevant to the demands of industry. Students will spend much of their time on live work projects to develop fabrication skills.

SOUTHSIDE CAMPUS HEALTH SCIENCE PROGRAMS

MEDICAL HEALTH SCIENCES (Students will take at Tates Creek)

These programs are oriented toward students with a desire to pursue a career in an allied health care and are geared to allow the student to study the role of the chosen career and to gain experience in that health care setting. The program is open to juniors and seniors who have a sincere interest in health care careers. During the second semester of the Medical Health Sciences Course, the student chooses a discipline to study and enters a clinical experience in that health care setting. Enrollment in these programs requires two full class periods, which means that an academic course offering will not be available at the technical center campus for Medical Studies students. Returning seniors wishing to pursue nurse aide certification are encouraged to return to take the Medicaid Nurse Aide curriculum and will have the opportunity to enroll in Nurse Aide 2nd semester. Students are encouraged to join and participate in HOSA and also have the option of joining SkillsUSA if they are a HOSA member

NURSE AIDE

The Nurse Aide Training and Competency Evaluation program is designed to provide both classroom instruction and clinical practice that will assist the student in gaining knowledge and skills essential to the provisions of nurse aide services. Students will also earn certifications in First Aid and CPR. Leadership activities are promoted and taught through our student organization HOSA, which is an integral part of the program. This program is open to seniors only who have a sincere interest in becoming a Nurse Aid; students cannot enroll in an academic course. This is a course that all RN's must complete. Students are recommended to have completed a year of study in the Medical Health Sciences course prior to entrance in the Medicaid Nurse Aid program. Enrollment in this program requires two full class periods, which means that an academic course offering will not be available at the technical center campus for Medicaid Nurse Aid students. Students are also encouraged to join SkillsUSA if they are a HOSA member. This provides them with additional leadership opportunities. This course is offered only 1st semester. 2nd semester will be open to 12th grade Medical Science students and accepted through student application.

SOUTHSIDE CAMPUS HUMAN SERVICES PROGRAM

CULINARY ARTS

Students who aspire to become a chef should take advantage of this program offering at Southside Technical Center. Training provided in this area will prepare those students for post-secondary opportunities at area universities as they pursue an associate's degree or chef certifications. Students should be juniors or seniors because of the program requirements. Enrollment in this program requires two full class periods, which means students cannot enroll in an academic course.

VIRTUAL/ONLINE COURSES

High school students (and middle school students per paragraph one below) may also earn, a maximum of three (3) units of academic credit to be applied toward graduation requirements by completing online courses offered through agencies approved by the Board, such as the Kentucky Virtual High School (KVHS). Credit from an online or virtual course may be earned only in the following circumstances: The course is not offered at the high school, and the Principal, with agreement from the student's teachers and parents/guardians, determines the student requires a differentiated or accelerated learning environment. This may include middle school students. Although the course is offered at the high school, the student will not be able to take it due to an unavoidable scheduling conflict that would keep the student from meeting graduation requirements.

The course will serve as a supplement to extended homebound instruction. Unless otherwise approved by the principal/designee, students taking such courses must be enrolled in the district and take the courses during the regular school day at the school site. The district, in cases of students who are expelled or homebound, may grant exceptions. As determined by school/council policy, students applying for permission to take a virtual course shall complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in an online learning environment.

In addition, the express approval of the principal/designee shall be obtained before the student enrolls in a virtual course. The school must receive an official record of the final grade before credit toward graduation will be recognized. Provided one of the three circumstances apply and KVHS courses are part of the student's regular school day coursework and within the budgetary parameters, the tuition fee and other costs for approved virtual/online courses shall be borne by the District for students enrolled full-time from funds that have been allocated to the school. The Superintendent shall determine, within the budget adopted by the Board, whether additional funding shall be granted, based on supporting data provided by the principal. If none of the three circumstances applies, the student may still enroll in a course. However, the parent or guardian is responsible for all expenses including the course, textbooks, and any other associated costs or materials. In such cases, the student's counselor still must approve the course in order for the student to receive credit for it.

SCHOLARSHIPS

Kentucky Educational Excellence Scholarship (KEES) (A Reward for Good Grades and ACT/SAT Scores)

Kentucky high school students have a great opportunity to make their education pay with the Kentucky Educational Excellence Scholarship (KEES). KEES is an exciting program administered by the Kentucky Higher Education Assistance Authority (KHEAA) Students who try to get the most from high school by studying hard and making good grades (C+ and above) can earn scholarships for college or technical school. The better students do in high school, the more they will earn toward college scholarships. Students who continue to make good grades in college can retain their scholarships. Students who complete their college studies have a better opportunity to achieve their career goals and improve their standard of living. Education really does pay!

Students will be eligible for scholarships based on their grade point average (GPA) for each year of high school and bonus awards based on their highest ACT score. For additional information visit the Kentucky Higher Education website.

IB/AP courses are weighted 25% higher than general or advanced courses in calculating KEES awards.

<http://www.kheaa.com/website/kheaa/kees?main=1>

SUMMER SCHOOL

Please check with your school's counseling office for details after Spring Break.

IF YOU NEED ASSISTANCE, PLEASE LET US KNOW.

IT'S ABOUT KIDS!!

Dr. Emmanuel Caulk, Superintendent of Schools
Mr. James McMillin, Director of High School
Mr. Jack Hayes, Director of School Improvement & Innovation

TCHS ADMINISTRATION

(859) 381-3620
FAX (859) 381-3635

Dr. Marty Mills	Principal
Mr. Chris Long	Academy Principal
Mr. Justin Cheatham	Academy Principal
Mrs. Meredith Bordas	Academy Principal
Dr. Kevin Crosby	Academy Principal
Mr. Matt Ward	Academy Principal
Mrs. Amanda Wickersham	Academy Coach

ACE PRE- DIPLOMA AND INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMMES

Mr. John Hatfield	IB Coordinator (859) 381-3623
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SCHOOL SOCIAL WORKER

Mrs. Temicula Allen	(859)381-3620 Ext. 1117
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YOUTH SERVICES CENTER

Ms. Mykila Christopher	(859) 381-3620 Ext. 1606 (859) 273-1039
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GUIDANCE DEPARTMENT

	(859) 381-3639
Stephanie Bruce	Ext 1443
Megan Majors	Ext 1444
Angela Davis	Ext 1139
Larry Waldrop	Ext 1445
Amy Fields	Ext 1446
Winone Oliver	Ext 1448
Clarissa Johnson, Secretary	(859) 381-3639
Debbie Gilley, Registrar	(859) 381-3640
Selena Mitchell, Attendance Clerk	(859) 381-3637
Counseling Office FAX	(859) 381-0197

The Board of Education of Fayette County does not discriminate on the basis of sex in the educational programs or activities that it operates, and is required by Title IX of the Educational Amendments of 1972 (P.L. 91-318), not to discriminate in such a manner; further, the Board of Education does not discriminate on the basis of disabling condition, in treatment, admission or access to, or employment in, its programs or activities as required by the Rehabilitation Act of 1973 (P.L. 93-112), as amended, Section 504; nor does the Board of Education discriminate on the basis of race, color, national origin, religion, age, creed, political affiliation, or marital status, in the educational programs, or activities it operates."

*Discover Your Place in the
World...The World Awaits...*