

# Middle School and High School Course Scheduling

J. Graham Brown School

2023-2024



Reasoned Minds / Educated Hearts

# Table of Contents

|                                                               |    |
|---------------------------------------------------------------|----|
| <a href="#"><u>Elective Requests and Class Scheduling</u></a> | 3  |
| <a href="#"><u>Career Pathways</u></a>                        | 4  |
| Computer Science (CS)                                         |    |
| Virtual Edmentum Career Pathways                              |    |
| <a href="#"><u>6th Grade Required Courses</u></a>             | 5  |
| 6th Grade Electives                                           | 6  |
| 7th Grade Required Courses                                    | 7  |
| 7th grade Electives                                           | 8  |
| 8th Grade Required Courses                                    | 9  |
| 8th Grade Electives                                           | 10 |
| High School Graduation Requirements                           | 12 |
| High School Required Course Descriptions                      | 13 |
| English                                                       | 13 |
| Math                                                          | 14 |
| Science                                                       | 15 |
| Social Studies                                                | 15 |
| Health and Physical Education                                 | 16 |
| Additional Requirements                                       | 16 |
| Electives                                                     | 21 |
| Printable Tracking Worksheet                                  | 31 |

## Elective Requests and Class Scheduling in Google Classroom

Students should join their grade's Google Classroom for scheduling information and to find directions on how to request classes. Enter the code for your grade to join your Google Classroom. Please also invite your supportive adult to the classroom so they can also receive information.

% '30 6th Grade Google Classroom Join Code: mt2b4u2

% '29 7th Grade Google Classroom Join Code: wjqmimm

% '28 8th Grade Google Classroom Join Code: hrc5xjg

% '27 Freshmen Google Classroom Join Code: qmkjn6y (updated 9/1/22)

% '26 Sophomore Google Classroom Join Code: xic7gbs (updated 9/1/22)

% '25 JuniorGoogle Classroom Join Code: w4uacld

% '24 Senior Google Classroom Join Code: avjcqjt

## Career Pathways

At the J. Graham Brown School, Career Pathways are a sequencing of academic and career/technical courses that ensure participating students finish high school with an opportunity for industry recognized licenses or certifications, prepared to pursue career-related postsecondary degrees, and equipped with industry-relevant skills identified through partnerships with postsecondary institutions, businesses, and employers. The J. Graham Brown School offers two Career Pathways: **Computer Science** and **Digital Design and Game Development**.

While students in each of these pathways will learn about and utilize various technologies, students with a variety of interests and goals should consider the incorporation of these technology-oriented pathways in pursuing their future goals. These pathways incorporate various non-technology based skills such as art, writing, story telling, business/management, and more. Students may begin the course sequence for either of these pathways as early as 7th grade.

### Computer Science (CS)

The Computer Science Pathway courses focus on computer theory, computing problems and solutions, and design of computer systems and user-interfaces. The coursework will include instruction in the principles of computational science, computer development and programming and applications to a variety of end use situations, with an emphasis in robotics.

Students in the Computer Science Pathway will complete the following courses.

- Digital Literacy 060112
- Computational Thinking 110251
- Project-Based Programming 110226
- AP Computer Science 110711 **OR** Information Technology Internship 110919

### Virtual Pathways via Edmentum

Opportunities for virtual learning via JCPS Edmentum exist and students can complete these classes during study hall. See the linked flier above.

# **6th Grade Required Courses**

## **English 6 Advanced or Honors**

Middle level English/Language Arts is designed to present a wide range of reading experiences with print and non-print for literacy informational persuasive and practical purposes. Students use writing-to-learn and writing-to-demonstrate-learning strategies as well as the writing process and criteria for effective writing to write in a variety of forms and for multiple audiences and purposes. Speaking, listening and observing skills are used to communicate information for a variety of authentic purposes, situations and audiences. The integration of Inquiry skills and technology with the other strands allows students to continue to discover and communicate ideas and information.

## **Math 6 Advanced or Honors**

This course is designed for the acceleration of middle school math curriculum for sixth graders and the course should be designed to prepare students to take high school mathematics in middle school. This course should contain a compacted curriculum (content is compressed, not skipped) that allows students to accelerate and should focus on the critical areas listed under Grades 6-8.

## **Integrated Science 6 Advanced or Honors**

In this course, students are engaged in experiences demonstrating structure and properties of matter, motion and forces, Earth in the Solar System, and Earth systems as described in KAS for Science. Students will learn these core ideas through the use of science and engineering practices (SEPs) and crosscutting concepts (CCCs). The SEPs are the tools students will use, and skills they develop, as they investigate the natural world, and develop solutions to problems. The CCCs are conceptual ways of thinking that cross the domains of science.

## **Developmental Civics 6 Advanced or Honors**

Middle school social studies uses four disciplinary strands of social studies (civics, economics, geography, and history) in an integrated program which focuses on a different grade-level theme each year. The focus of grade 6 is the emergence and development of River Valley Civilizations (Ancient Mesopotamia, Ancient Egypt, Ancient India, and Ancient China) and Classical Empires around the world between 3500 BCE-600 CE. Students examine the rise of social, cultural, and government structures that become the foundations of the modern world. Students evaluate how individuals and groups addressed local, regional, and global problems throughout the development of civilizations.

## **6th Grade Electives**

### **Band 1**

Students develop techniques for playing brass, woodwind, and percussion instruments as a means to studying and performing a variety of concert band literature styles. Critical analysis and problem solving, collaboration, and musical skills and understandings are developed through rehearsal and performance experiences. The course may include creating and performing students' own compositions. Band courses may be offered on multiple skill levels to accommodate student proficiency.

### **Orchestra 1**

Orchestra courses develop students' abilities to play string instruments, along with brass, woodwind, and percussion instruments, covering a variety of orchestral literature styles. Full orchestras include strings along with woodwind, brass, and percussion instruments. Critical analysis and problem solving, collaboration, and musical skills and understandings are developed through rehearsal and performance experiences. The course may include creating and performing students' own compositions. Orchestra courses are offered on multiple skill levels to accommodate proficiency and include instruction at novice, intermediate, or advanced levels.

### **Chorus 1**

Students develop vocal skills in the context of a large choral ensemble as a means to study and perform a variety of styles. Critical analysis and problem solving, collaboration, and musical skills and understandings are developed through rehearsal and performance experiences, and/or creating and performing students' own compositions.

### **Theatre 1**

Middle School Acting/Performance 1 (Grade 6) is the middle school introductory course intended to promote students' experience and skill development in one or more aspects of theatrical production, concentrating on acting and performance skills. Although introductory in nature, the course focuses on exploring fundamental techniques. Students are introduced to different types of theatrical craft and traditions from varied social/historical contexts and participate in publicly staged productions. The elements, purposes, post-secondary opportunities and careers in theatre are addressed.

### **Visual Art 6**

Visual Arts 1 (Grade 6) provides students with the knowledge and opportunities to explore a variety of art processes and to create individual works of art. The course addresses the art elements and principles of design, language, media, and processes used to produce various kinds of visual arts. As students advance, they are encouraged to develop their own creative styles. Although the focus of this course is mostly on the production of art, study of the structures, purposes, history/cultures, and processes are included. Career opportunities in visual arts are also explored.

### **Physical Education 6**

This course is designed to give students the opportunity to learn through a comprehensive sequentially planned Physical Education program in accordance with the Kentucky Academic Standards for Middle School (6th Grade) Physical Education. The emphasis of this course is to provide students with the skills, knowledge, attitude and confidence to be active for a lifetime. Students will have the opportunity to develop skills in fitness/conditioning activities, individual/team sports, and recreational activities. Students will learn to define, describe and identify how physical education contributes to optimal development of physical, mental, emotional, and social health.

### **Computer Lit 1**

This course provides students with an introductory knowledge of computers and current computer uses. Students will use a variety of computer applications for digital collaboration and communication, and they will develop familiarity and experience with computers, software, and computer systems. This course emphasizes robotics and coding.

## 7th Grade Required Courses

### **English 7 Advanced or Honors**

Middle level English/Language Arts is designed to present a wide range of reading experiences with print and non-print for literacy, informational, persuasive, and practical purposes. Students use writing-to-learn and writing-to-demonstrate-learning strategies as well as the writing process and criteria for effective writing to write in a variety of forms and for multiple audiences and purposes. Speaking, listening, and observing skills are used to communicate information for a variety of authentic purposes, situations, and audiences. The integration of inquiry skills and technology with the other strands allows students to continue to discover and communicate ideas and information.

### **Math 7 Advanced or Honors**

This course is designed for the acceleration of middle school math curriculum for seventh graders and is designed to prepare students to take Algebra I in 8th grade. This course should contain a compacted curriculum (content is compressed, not skipped) that allows students to accelerate and will focus on the critical areas listed under Grades 6-8

### **Integrated Science 7 Advanced or Honors**

In this course, students are engaged in experiences that demonstrate structure and function, ecosystem interactions, forces and fields, and energy transfer as described in KAS for Science. Students will learn these core ideas through the use of science and engineering practices (SEPs) and crosscutting concepts (CCCs). The SEPs are the tools students will use, and skills they develop, as they investigate the natural world, and develop solutions to problems. The CCCs are conceptual ways of thinking that cross the domains of science.

### **Growth and Expansion of Civilizations 7 Advanced or Honors**

Middle school social studies uses four disciplinary strands of social studies (civics, economics, geography, and history) in an integrated program which focuses on a different grade-level theme each year. The focus of grade 7 is the examination of how movement and migration impacted interactions between expanding civilizations through conquest and trade in Afro-Eurasia (North Africa, Sub-Saharan Africa, Asia, and Europe) and the Americas from 600-1600. Students evaluate the impact of growth and expansion on civilizations, driving societies to look beyond their borders. Students analyze the political, geographic, and social impact of the expansion of empires to understand how the interactions of the early modern world establish the foundations of modern society. Students evaluate how individuals and groups addressed local, regional, and global problems throughout the growth and expansion of civilizations.

### **Digital Literacy - High School Credit (CS Pathways or DDGD Pathway Course)**

Students will use a computer and application software including word processing, presentation, database, spreadsheets, internet, and email to prepare elementary documents and reports. The impact of computers on society and ethical issues are presented. Grades of B or better will be on the student's high school transcript and factored into their high school grade point average.

## 7th grade Electives

### **Band 2**

Students develop techniques for playing brass, woodwind, and percussion instruments as a means to studying and performing a variety of concert band literature styles. Critical analysis and problem solving, collaboration, and musical skills and understandings are developed through rehearsal and performance experiences. The course may include creating and performing students' own compositions. Band courses may be offered on multiple skill levels to accommodate student proficiency.

### **Orchestra 2**

Orchestra courses develop students' abilities to play string instruments, along with brass, woodwind, and percussion instruments, covering a variety of orchestral literature styles. Full orchestras include strings along with woodwind, brass, and percussion instruments. Critical analysis and problem solving, collaboration, and musical skills and understandings are developed through rehearsal and performance experiences. The course may include creating and performing students' own compositions. Orchestra courses are offered on multiple skill levels to accommodate proficiency and include instruction at novice, intermediate, or advanced levels.

### **Chorus 2**

Students develop vocal skills in the context of a large choral ensemble as a means to study and perform a variety of styles. Critical analysis and problem solving, collaboration, and musical skills and understandings are developed through rehearsal and performance experiences, and/or creating and performing students' own compositions.

### **Theatre 2**

Middle School Acting/Performance 2 (Grade 7) is the middle school intermediate course intended to continue students' experience and skill development in one or more aspects of theatrical production, concentrating on acting and performance skills. The course focuses on extending and refining technique, expanding students' exposure to different types of theatrical craft and traditions from varied social/historical contexts, and increasing their participation in publicly staged productions. The elements, purposes, post-secondary opportunities and careers in theatre continue to be addressed.

### **Visual Art 7**

Visual Arts 2 (Grade 7) is a continuation of Visual Arts 1 (Grade 6) and provides students with the knowledge and opportunities to explore a variety of visual art processes and to create individual works of art. The course addresses the art elements and principles of design, language, media, and processes used to produce various kinds of visual arts. As students advance, they are encouraged to develop their own creative styles. Although the focus of this course is mostly on the creation/production of art, the study and analysis of a diversity of major artists, art movements, and styles are included. Career opportunities in visual arts are also discussed and explored.

### **Physical Education 7**

This course is designed to give students the opportunity to learn through a comprehensive sequentially planned Physical Education program in accordance with the Kentucky Academic Standards for Middle School (7th Grade) Physical Education. The emphasis of this course is to provide students with the skills, knowledge, attitude and confidence to be active for a lifetime. Students will have the opportunity to develop skills in fitness/conditioning activities, individual/team sports, and recreational activities. Students will learn to explain and summarize how physical education contributes to optimal development of physical, mental, emotional, and social health.

### **Computer Lit 2**

This course provides students with an introductory knowledge of computers and current computer uses. Students will use a variety of computer applications for digital collaboration and communication, and they will develop familiarity and experience with computers, software, and computer systems. This course emphasizes robotics and coding.

## 8th Grade Required Courses

### **English 8 Advanced or Honors**

Middle level English/Language Arts is designed to present a wide range of reading experiences with print and non-print text for literary, informational, persuasive, and practical purposes. Students use writing-to-learn and writing-to-demonstrate learning strategies as well as the writing process and criteria for effective writing to write in a variety of forms and for multiple audiences and purposes. Speaking, listening, and observing skills are used to communicate information for a variety of authentic purposes, situations, and audiences. The integration of inquiry skills and technology with the other strands allows students to continue to discover and communicate ideas and information.

### **Math 8 Honors**

This Honors course is designed so the student accomplishes the critical areas for 8th Grade Mathematics according to the Kentucky Core Academic Standards: This course should primarily focus on the three critical areas for grade 8 that build a foundation for algebraic fluency, assist students with making connections to geometry and prepare students for success in the high school mathematics graduation requirements: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

**OR**

### **Algebra 1 Honors (teacher recommendation)**

This course will focus primarily on HS Algebra 1 content: represent relationships mathematically, develop fluency in writing, interpreting expressions and equations, translating between various forms of linear equations and inequalities using them to solve problems including system of equations, master the solution of linear equations, apply related solution techniques and the laws of exponents to solve simple exponential equations, understand functions definition and notation, contrast linear and exponential functions using the familiar tools of tables, graphs, and symbols, use graphical representations and knowledge of the context to make judgments about the appropriateness of linear models, perform arithmetic operations on polynomials, solve systems of equations, represent and solve equations and inequalities, interpret functions and use function notation, construct and compare linear and exponential models and solve related problems, factor quadratic and cubic expressions (seeing structure), solve quadratic equations to lay foundational work for quadratic functions and explore non-linear relationships. This course should be designed to meet the high school graduation credit for Algebra 1 and to build a solid foundation for students to be successful in HS Geometry and Algebra 2. Grades of B or better will be on the student's high school transcript and factored into their high school grade point average.

### **Integrated Science 8 Advanced or Honors**

In this course, students are engaged in experiences that demonstrate human impact on the environment and ecosystems, climate change, and natural selection and adaptation as described in KAS for Science. Students will learn these core ideas through the use of science and engineering practices (SEPs) and crosscutting concepts (CCCs). The SEPs are the tools students will use, and skills they develop, as they investigate the natural world, and develop solutions to problems. The CCCs are conceptual ways of thinking that cross the domains of science.

### **US History 8 Advanced or Honors**

Middle school social studies uses four disciplinary strands of social studies (civics, economics, geography, and history) in an integrated program which focuses on a different grade-level theme each year. The focus of grade 8 is the investigation of how conflict and compromise impacted the founding and development of the United States. By considering multiple perspectives, students will recognize the impact of diversity in the United States, forging a deep understanding of the Founding Generation, the independent American spirit, and uniquely American traditions. Students explore the interconnections of politics, geography, and economics in the United States from the Colonial Era, Revolutionary Period, Early Republic, Westward Expansion, Civil War, and Reconstruction. Students evaluate how individuals and groups addressed local, regional and global problems concerning the development of the United States.

## 8th Grade Electives

### **Band 3**

Students develop techniques for playing brass, woodwind, and percussion instruments as a means to studying and performing a variety of concert band literature styles. Critical analysis and problem solving, collaboration, and musical skills and understandings are developed through rehearsal and performance experiences. The course may include creating and performing students' own compositions. Band courses may be offered on multiple skill levels to accommodate student proficiency.

### **Orchestra 3**

Orchestra courses develop students' abilities to play string instruments, along with brass, woodwind, and percussion instruments, covering a variety of orchestral literature styles. Full orchestras include strings along with woodwind, brass, and percussion instruments. Critical analysis and problem solving, collaboration, and musical skills and understandings are developed through rehearsal and performance experiences. The course may include creating and performing students' own compositions. Orchestra courses are offered on multiple skill levels to accommodate proficiency and include instruction at novice, intermediate, or advanced levels.

### **Chorus 3**

Students develop vocal skills in the context of a large choral ensemble as a means to study and perform a variety of styles. Critical analysis and problem solving, collaboration, and musical skills and understandings are developed through rehearsal and performance experiences, and/or creating and performing students' own compositions.

### **Theatre 3**

Middle School Acting/Performance 3 (Grade 8) is the middle school advanced course intended to continue students' experience and skill development in one or more aspects of theatrical production, concentrating on acting and performance skills. The course focuses on extending and refining technique, expanding students' exposure to different types of theatrical craft and traditions from varied social/historical contexts, and increasing their participation in publicly staged productions. The elements, purposes, post-secondary opportunities and careers in theatre continue to be addressed.

### **Visual Art 8**

Visual Arts 3 (Grade 8) is a continuation of Visual Arts 2 (Grade 7) and provides students with the knowledge and opportunities to explore a variety of visual art processes and to create individual works of art. The course addresses the art elements and principles of design, language, media, and processes used to produce various kinds of visual arts. As students advance, they are encouraged to develop their own creative styles. Although the focus of this course is mostly on the creation/production of art, the study and analysis of a diversity of artists, art movements, and styles are included. Career opportunities in visual arts are also discussed and explored.

### **Computer Lit 3**

This course provides students with an introductory knowledge of computers and current computer uses. Students will use a variety of computer applications for digital collaboration and communication, and they will develop familiarity and experience with computers, software, and computer systems. This course emphasizes robotics and coding.

**~8th grade electives continued on the next page.**

## 8th Grade Electives for High School Credit

For students who choose to accelerate their education, the following courses when completed with a B or better will be on a student's high school transcript and calculated into their high school grade point average.

### **Physical Education (.5 High School Credit)**

This course is designed to give students the opportunity to learn through a comprehensive sequentially planned Physical Education program in accordance with the Kentucky Academic Standards for Middle School (8th Grade) Physical Education. The emphasis of this course is to provide students with the skills, knowledge, attitude and confidence to be active for a lifetime. Students will have the opportunity to develop skills in fitness/conditioning activities, individual/team sports, and recreational activities. Students will learn to analyze and translate how physical education contributes to optimal development of physical, mental, emotional, and social health.

### **Health (.5 High School Credit)**

This course is designed to give students the opportunity to learn through a comprehensive sequentially planned Health Education program in accordance with the Kentucky Academic Standards for High School Health Education. The emphasis of this course is to teach students the ability to access, understand, appraise, apply and advocate for health information and services in order to maintain or enhance one's own health and the health of others.

### **American Sign Language (1 High School Credit)**

American Sign Language High School Introductory Course: It engages learners in the target language with activities to acquire the language necessary to communicate at a survival level (interpret, exchange, and present information, concepts, and ideas, both within the classroom and beyond, on familiar topics, including connections to other subject areas). Cultural aspects are typically included in order to understand the relationship among the products, practices, and perspectives of the target language's culture(s). In addition, learners develop insight into their own language and culture.

### **Spanish 1 (1 High School Credit)**

High School Introductory Course: It engages learners in the target language with activities to acquire the language necessary to communicate at a survival level (interpret, exchange, and present information, concepts, and ideas, both within the classroom and beyond, on familiar topics, including connections to other subject areas), within the Novice range of proficiency on the ACTFL Proficiency Scale. Cultural aspects are typically included in order to understand the relationship among the products, practices, and perspectives of the target language's culture(s). In addition, learners develop insight into their own language and culture.

## High School Graduation Requirements

All high school graduates must obtain a minimum of 22 total credits earned from the following disciplines. For more detailed information on graduation requirements set by the Kentucky Department of Education and Jefferson County Public Schools, please refer to the following resource.

[High School Student Progression Promotion and Grading Handbook \(SPP&G\)](#)

### English/Language Arts

Four (4) credits required

- English I Honors **OR** English I Advanced
- English II Honors **OR** English II AP Seminar
- English III Honors **OR** English III Advanced English w/AP Research **OR** English at JCTC\*
- English IV Honors **OR** English IV Adv. **OR** AP Literature **OR** English at JCTC/UofL/Bellarmino, etc\* **OR** African American Literature

\*Graduation requirements off campus senior year must be attempted during the Fall semester. Unsuccessful completion will result in a reassignment to an in-person course at Brown AND eschool to recover the missed credit.

\*Courses may have fees associated with them. KHEAA dual credit scholarship will pay for TUITION ONLY for two courses junior and senior year. Additional fees may apply and may not be covered by Free/Reduced Status. Other opportunities to seek funding are available, but not guaranteed.

### Mathematics

Four (4) credits required from the courses listed below. It must meet the content standards in the state's KAS and prepare a student for a career path based on the student's Individual Learning Plan (ILP).

- Algebra I (required)
- Geometry (required)
- Algebra II

Choose 1:

- Math Concepts and Personal Finance
- Math Concepts/JCTC Contemporary Math\* (@Brown and asynchronously online)
- Pre Calculus (@ Brown)
- AP Statistics
- Dual Credit @ JCTC/UofL/Bellarmino\*

\*Graduation requirements off campus senior year must be attempted during the Fall semester. Unsuccessful completion will result in a reassignment to an in-person course at Brown AND eschool to recover the missed credit during the spring semester.

\*Courses may have fees associated with them. KHEAA dual credit scholarship will pay for TUITION ONLY for two courses junior and senior year. Additional fees may apply and may not be covered by Free/Reduced Status. Other opportunities to seek funding are available, but not guaranteed.

## Science

Three (3) credits required. Each required course incorporates lab-based, scientific investigation experiences and includes the content standards of biological science, physical science, earth and space science, and unifying concepts.

- Physics with Earth/Space Science
- Biology with Earth/Space Science
- Chemistry 1

## Social Studies

Three (3) credits required. To include content standards of U.S. history, economics, government, world geography, and world civilizations. AP courses require teacher approval.

- Civics **OR** AP Government and Politics (includes standards for economics and government)
- World History **OR** AP World History **OR** World Civ at JCTC/UofL/Bellarmino\* (includes standards for history and geography)
- US History **OR** AP US History **OR** US History at JCTC/UofL/Bellarmino\* (includes standards for history and geography)

\*Graduation requirements off campus senior year must be attempted during the Fall semester. Unsuccessful completion will result in a reassignment to an in-person course at Brown AND eschool to recover the missed credit during the spring semester.

\*Courses may have fees associated with them. KHEAA dual credit scholarship will pay for TUITION ONLY for two courses. Additional fees may apply and may not be covered by Free/Reduced Status. Other opportunities to seek funding are available, but not guaranteed.

## Additional Requirements

One half credit (1/2) must be earned in both Health Education and Physical Education

- Health Education (½ credit)
- Physical Education (½ credit)

One (1) credit in Humanities **OR** three (3) credits of the SAME visual/performing art class

- History and Appreciation of Visual and Performing Arts (HAVPA online only)
- **OR** any three (3) High School Arts courses that incorporate such content
  - Visual Arts-VA 1, VA 2, VA 3, Ceramics 1 and/or 2, VA 4 Murals
  - Theatre Arts-1, 2, 3, & 4
  - Band-1, 2, 3, & 4
  - Choral Music-1, 2, 3, & 4
  - Orchestra-1, 2, 3, & 4

## Brown School Requirements/Electives

Six (6) credits must be earned in electives courses.

Required: One (1) credit in Pathways to Careers (Junior Seminar).

Recommended: Academic or Career—A four-course sequence of electives connected to the student's academic or career interest goals as listed on the ILP such as Computer Programming.

Recommended: World Language—Two world language credits are recommended for college-bound students.

# High School Required Course Descriptions

## English

### **Freshman English**

#### **Freshman English I Honors/Advanced**

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

### **Sophomore English**

#### **Sophomore English II Honors/Advanced**

Course Required for Graduation. The courses are designed to present a wide range of reading experiences with print and non-print materials that have literary, informational, persuasive, and practical purposes. The courses also require students to use the writing process and criteria for effective writing to demonstrate their abilities to write in a variety of forms and for multiple audiences and purposes. Students use writing-to-learn and writing-to-demonstrate-learning strategies to make sense of their reading and thinking experiences. Speaking, listening, and observing skills are used to communicate information for a variety of authentic purposes. In addition, students continue to integrate inquiry skills and technology to communicate ideas. Course adheres to Kentucky Core Academic Standards requirements. Students taking this course are required to take the state exam for English 2.

OR

#### **Sophomore English II AP Seminar/Advanced**

AP Seminar is a foundation course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework students practice reading and analyzing articles, research studies and foundational literary and philosophical texts; listening to and viewing speeches broadcasts and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays and design and deliver oral and visual presentations both individually and as part of a team. Ultimately this course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. Other components of this course will fulfill requirements for English II credit and adhere to the Kentucky Academic Standards requirements. If your school is interested in offering the AP Seminar Course which is a part of the AP Capstone Program you must first apply and be accepted by the AP College Board. Students taking this course for English 2 credit are required to take the state exam for English 2.

### **Junior English**

#### **Junior English III Honors/Advanced**

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

OR

## **Junior English III AP Research**

**English III:** Course Required for Graduation. English 3 course to prepare students for International Baccalaureate. The courses are designed to present a wide range of reading experiences with print and non-print materials that have literary informational persuasive and practical purposes. The courses also require students to use the writing process and criteria for effective writing to demonstrate their abilities to write in a variety of forms and for multiple audiences and purposes. Students use writing-to-learn and writing-to-demonstrate-learning strategies to make sense of their reading and thinking experiences. Speaking, listening and observing skills are used to communicate information for a variety of authentic purposes. In addition students continue to integrate inquiry skills and technology to communicate ideas. Course adheres to Kentucky Academic Standards requirements.

**Research:** The AP Cambridge Capstone Research Project, taken in the 11th or 12th grade, is an independent mentored project culminating in a 4,500- to 5,000-word academic paper. It enables students to develop practical skills in research methodology and in managing a sustained piece of academic work. Students are evaluated on their ability to design, plan and manage a research project; collect and analyze information; evaluate and make reasoned judgments; and communicate their findings and conclusions.

**Prerequisite: AP Seminar**

**OR**

## **English JCTC Writing (or other approved JCTC English course)**

Focuses on academic writing. 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. Students in this course are eligible for the state Dual Credit Scholarship if the student has not exceeded his/her annual or cumulative credit limit.

## **Senior English**

### **Senior English IV Honors**

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

**OR**

### **Senior English IV AP Literature**

Advanced Placement English Language and Composition is designed to help students become skilled readers of prose written in a variety of periods, disciplines and rhetorical contexts. The class will also prepare students to become skilled writers. Fulfills English credit requirements for graduation. Course adheres to Kentucky Academic Standards requirements and meets AP guidelines.

**OR**

## **African-American Literature (for English 4 credit) \*pending approval 2022-23 school year, not retroactive**

The contribution of the African American to literature is considered from a historical standpoint. The course introduces students to the history of African-American literature beginning with the distinctive tradition of African rhetoric including oral storytelling, spirituals, folktales and myths. Study will include an examination of the impact of the European slave trade and relocation of Africans to the Americas on that tradition. It continues through Reconstruction, the Harlem Renaissance, Civil Rights and Contemporary works.

**OR**

## **English JCTC Writing (or other approved JCTC English course)**

Emphasizes argumentative writing. Provides further instruction in drafting and systematically revising essays that express ideas in Standard English. Includes continued instruction and practice in reading critically, thinking logically, responding to texts, addressing specific audiences, and researching and documenting credible academic sources.

## **Math**

### **Algebra I**

This course focuses primarily on HS Algebra 1 content: represent relationships mathematically, develop fluency in writing, interpreting expressions and equations, translating between various forms of linear equations and inequalities using them to solve problems including system of equations, master the solution of linear equations, apply related solution techniques and the laws of exponents to solve simple exponential equations, understand functions definition and notation, contrast linear and exponential functions using the familiar tools of tables, graphs and symbols, use graphical representations and knowledge of the context to make judgments about the appropriateness of linear models, perform arithmetic operations on polynomials, solve systems of equations, represent and solve equations and inequalities, interpret functions and use function notation, construct and compare linear and exponential models and solve related problems, factor quadratic and cubic expressions (seeing structure), solve quadratic equations to lay foundational work for quadratic functions and explore non-linear relationships. This course should be designed to meet the high school graduation credit for Algebra 1 and to build a solid foundation for students to be successful in HS Geometry and Algebra 2.

### **Geometry**

This course should focus primarily on HS Geometry content: prove theorems and solve problems about triangles, quadrilaterals, and other polygons, apply reasoning to complete geometric constructions and explanations, establish triangle congruence criteria based on analyses of rigid motions and formal constructions, use similarity to solve problems and apply similarity in right triangles to understand right triangle trigonometry with particular attention to special right triangles and the Pythagorean theorem, develop the Law of Sines and Cosines from understanding relationships in right triangles, apply knowledge of two-dimensional shapes to consider the shapes of cross-sections and the result of rotating a two-dimensional object about a line, connect algebraic concepts to geometric concepts through the rectangular coordinate system, such as deriving the equation of a circle given the center and radius length using the distance formula or Pythagorean Theorem and prove basic theorems about circles, inscribed angle theorem and theorems about chords, secants, and tangents dealing with segment lengths and angle measures.

### **Algebra II**

This course should focus primarily on HS Algebra 2 content: draw on analogies between polynomial arithmetic and base-ten computation, focusing on properties of operations, connect multiplication of polynomials with polynomials of multi-digit integers and division of polynomials with long division of integers, identify zeros of polynomials and make connections between zeros of polynomials and solutions of polynomial equations, building on previous work with trigonometry ratios and circles, use coordinate geometry to extend trigonometry to model periodic phenomena, work with a variety of function families exploring the effects of transformations in order to generalize the effect regardless of the underlying function, analyze functions using different representations, build, interpret and compare functions including square root, cube root, piecewise and logarithmic functions, identify appropriate types of functions to model a situation, adjust parameters to improve the model, compare models by analyzing appropriateness of fit and make judgments about the domain over which a model is a good fit.

### **Pre-Calculus**

This course is designed for students to attain the concepts necessary to be successful in a Calculus course, an AP Calculus course or a College Calculus course. Objectives for this course should include, but are not limited to: solve equations and inequalities involving polynomial, rational, exponential, logarithmic and trigonometric functions, understand and apply the behavior and properties of polynomial, rational, exponential, logarithmic, and trigonometric functions, graph polynomial, rational, exponential, logarithmic, and trigonometric functions, use technology to solve and graph various types of equations and inequalities and prove trigonometric identities. Standards for this course may also include the (+) standards denoted in the Kentucky academic standards document.

### **AP Statistics**

Advanced Placement Statistics follows the College Board curriculum. This course includes graphical representations of data, measures of central tendency and variability, probability and probability distribution, sampling variability and distribution, normal distribution, inference for distributions, proportions, tables, and regressions

### **Math Concepts (.5 credit)**

This course is designed to be taken after completion of Algebra 1, Geometry and Algebra 2. Topics include probability and statistics, extension of algebra and geometry concepts, and discrete mathematics. This course could serve as a mathematics elective for high

school graduation, but not as one of the three required credits for high school graduation: Algebra 1, Geometry or Algebra 2 (class of 2012 and beyond).

### **Personal Finance (.5 credit)**

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

## **Science**

### **Conceptual Physics with Earth/Space 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. For this course, the suggested sequence is Introductory Physics with Earth/Space Science, Introductory Chemistry with Earth/Space Science, and Introductory Biology with Earth/Space Science.

### **Biology with Earth/Space 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. For this model the suggested sequence is Introductory Physics with Earth/Space Science, Introductory Chemistry with Earth/Space Science, and Introductory Biology with Earth/Space Science.

### **Chemistry 1 with Earth/Space Science**

Chemistry 1 is a course that includes study of atomic structure and theory, the chemical properties of matter, chemical reactions and energy changes. Laboratory techniques and their application in solving chemical problems are key elements integrated into this course. In addition, the student is given the opportunity to learn from detailed laboratory exercises, special projects and research. Science, technology and societal issues are integrated throughout the course.

## **Social Studies**

### **Civics**

Effective social studies education in the high school classroom challenges students to be prepared for responsible civic engagement in the future. The founders of the United States emphasized that the vitality and security of a democracy depends upon the education and willingness of its citizens to participate actively in society. Life in the American democratic republic is constantly changing; as a result, students must transition to life beyond high school with the content knowledge, skills and dispositions to adapt to the challenges and complexities of the ever-changing modern world in order to sustain democratic traditions. In social studies education in the high school classroom, students are compelled to revisit and develop further understanding of fundamental beliefs about society and the institutions of the United States to construct new social contexts and relationships. By developing discipline specific inquiry skills in high school, students apply their conceptual knowledge through questioning, investigating, using evidence and communicating conclusions so they are equipped with the knowledge and skills needed to be civically, economically, geographically and historically informed, engaged citizens.

The civics standards promote knowledge of the historical foundations and principles of American government toward the goal of productive civic engagement. Additionally, the standards focus on understanding the unique roles of local, state and national institutions. By developing inquiry skills in civics, students apply their conceptual knowledge through questioning, investigating, using evidence and communicating conclusions in order to gain knowledge and apply the skills needed to be engaged citizens.

The economics standards explore how people satisfy unlimited wants with scarce resources through the concepts of economic decision making. Students explore economic issues at both the micro and macroeconomic levels using graphs, charts and data to analyze, describe and explain economic concepts. By developing economic inquiry skills, students apply their conceptual knowledge through questioning, investigating, using evidence and communicating conclusions so they are equipped with the knowledge and skills needed to be economically informed, engaged citizens.

The geography standards emphasize patterns and processes at a variety of scales, from local to global. Within the geography standards, the interplay between human systems and the natural environment is evident. The standards promote the use of a variety of geographic methods and tools for spatial analysis. By developing inquiry skills in geography, students are able to apply their conceptual knowledge through questioning, investigating, using evidence and communicating conclusions so they are equipped with the knowledge and skills needed to be geographically informed, engaged citizens.

The United States history standards explore events, movements and ideas from 1877 to the present. Each concept standard is outlined with a specific time period to limit the scope and sequence of the topics covered through that standard. Beginning with analyzing the causes and consequences of the Industrialization of America, students explore the reasons for and responses to the move from rural to urban spaces and to the open West. As students study the United States' transition to a manufacturing economy and the movement of people, they are exposed to the conflicts and compromises within a diverse social and ethnic population that begin in 1890, through its role as a nation on the global stage in World War I. Beginning with the Great Depression of 1929, students further analyze the role of economic and political influences on what it means to be an American domestically and in World War II. Further conflicting ideologies, starting in 1945, challenge students to investigate competing viewpoints as demographics shift in America. As students continue their analysis of the collapse of the Cold War Order and Modern Challenges, students are encouraged to focus on the roles played by the United States in the modern world and their own place as a citizen within that context. By developing inquiry skills in history, students apply their conceptual knowledge through questioning, investigating, using evidence and communicating conclusions so they are equipped with the knowledge and skills needed to be engaged citizens.

**OR**

### **AP Government and Politics: US (teacher recommendation)**

Advanced Placement U.S. Government and Politics follows the College Board curriculum. This course gives the student an analytical perspective on government and politics in the United States. The course includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics. Topics such as Constitutional underpinnings of the U.S. government, political beliefs and behaviors, political parties, institutions of national government, public policy, and civil rights and civil liberties will be discussed. Prerequisite: Teacher approval

### **World History**

The world history standards engage students in historical thinking focused on the Pre-Modern era to the present. Each concept standard is outlined with a specific time period to limit the scope and sequence of the topics covered through that standard. Starting in the period 1300 through 1450, the Regional Transformation and Consolidation era develops many of the foundations of world history by requiring students to explore empires around the world and their early prominence on the world stage. The period 1450 through 1750, the Transregional and Global Interactions era, covers the global integration of ideas and movement by connecting major trends in world history like the Renaissance, Exploration and the Enlightenment. The next period, 1750 to 1900, covers the Political and Economics Revolutions era by developing many of the crucial concepts that lead to a need for more resources and the corresponding global competition. In the period 1900 to 1945, the standards cover Global Conflict through looking at the World Wars, other conflicts and how changes on the global scale attempted to prevent future conflicts. The final period, 1945 to the present, focuses on the Cold War, Decolonization and the Modern World while covering many of the changing cultural components of the present age. The standards are designed to develop students' knowledge of important social studies concepts (for example, people, places, events, ideas and documents) and their use of disciplinary thinking skills in world history. By developing inquiry skills in history, students apply their conceptual knowledge through questioning, investigating, using evidence and communicating conclusions so they are equipped with the knowledge and skills needed to be engaged citizens. The civics standards promote knowledge of the historical foundations and principles of American government toward the goal of productive civic engagement. Additionally, the standards focus on understanding the unique roles of local, state and national institutions. By developing inquiry skills in civics, students apply their conceptual knowledge through questioning, investigating, using evidence and communicating conclusions in order to gain knowledge and apply the skills needed to be engaged citizens.

The economics standards explore how people satisfy unlimited wants with scarce resources through the concepts of economic decision making. Students explore economic issues at both the micro and macroeconomic levels using graphs, charts and data to analyze, describe and explain economic concepts. By developing economic inquiry skills, students apply their conceptual knowledge

through questioning, investigating, using evidence and communicating conclusions so they are equipped with the knowledge and skills needed to be economically informed, engaged citizens.

The geography standards emphasize patterns and processes at a variety of scales, from local to global. Within the geography standards, the interplay between human systems and the natural environment is evident. The standards promote the use of a variety of geographic methods and tools for spatial analysis. By developing inquiry skills in geography, students are able to apply their conceptual knowledge through questioning, investigating, using evidence and communicating conclusions so they are equipped with the knowledge and skills needed to be geographically informed, engaged citizens.

**OR**

### **AP World History (teacher recommendation)**

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

### **US History**

The United States history standards explore events, movements and ideas from 1877 to the present. Each concept standard is outlined with a specific time period to limit the scope and sequence of the topics covered through that standard. Beginning with analyzing the causes and consequences of the Industrialization of America, students explore reasons for and responses to the move from rural to urban spaces and to the open West. As students study the United States' transition to a manufacturing economy and the movement of people, they are exposed to the conflicts and compromises within a diverse social and ethnic population that begin in 1890, through its role as a nation on the global stage in World War I. Beginning with the Great Depression of 1929, students further analyze the role of economic and political influences on what it means to be an American domestically and in World War II. Further conflicting ideologies, starting in 1945, challenge students to investigate competing viewpoints as demographics shift in America. As students continue their analysis of the collapse of the Cold War Order and Modern Challenges, students are encouraged to focus on the roles played by the United States in the modern world and their own place as a citizen within that context. By developing inquiry skills in history, students apply their conceptual knowledge through questioning, investigating, using evidence and communicating conclusions so they are equipped with the knowledge and skills needed to be engaged citizens. The civics standards promote knowledge of the historical foundations and principles of American government toward the goal of productive civic engagement. Additionally, the standards focus on understanding the unique roles of local, state and national institutions. By developing inquiry skills in civics, students apply their conceptual knowledge through questioning, investigating, using evidence and communicating conclusions in order to gain knowledge and apply the skills needed to be engaged citizens. The economics standards explore how people satisfy unlimited wants with scarce resources through the concepts of economic decision making. Students explore economic issues at both the micro and macroeconomic levels using graphs, charts and data to analyze, describe and explain economic concepts. By developing economic inquiry skills, students apply their conceptual knowledge through questioning, investigating, using evidence and communicating conclusions so they are equipped with the knowledge and skills needed to be economically informed, engaged citizens.

The geography standards emphasize patterns and processes at a variety of scales, from local to global. Within the geography standards, the interplay between human systems and the natural environment is evident. The standards promote the use of a variety of geographic methods and tools for spatial analysis. By developing inquiry skills in geography, students are able to apply their conceptual knowledge through questioning, investigating, using evidence and communicating conclusions so they are equipped with the knowledge and skills needed to be geographically informed, engaged citizens.

**OR**

### **AP US History (teacher recommendation)**

Advanced Placement United States History follows the College Board curriculum. This course is designed to allow students to examine United States history from the first European explorations of the Americas to the present. The course includes rigorous reading assignments, and requires students to analyze and interpret primary sources, including documentary material, maps, statistical tables, and pictorial and graphic evidence of historical events. Research and analytical writing are required. Prerequisite: None

## Health and Physical Education

### **Physical Education**

This course is designed to give students the opportunity to learn through a comprehensive sequentially planned Physical Education program in accordance with the Kentucky Academic Standards for High School (9th-12th Grade) Physical Education. The emphasis of this course is to provide students with the skills, knowledge, attitude and confidence to be active for a lifetime. Students will have the opportunity to develop skills in fitness/conditioning activities, individual/team sports and recreational activities. Students will learn how lifetime physical activity contributes to optimal physical, mental, emotional and social health.

### **Health**

This course is designed to give students the opportunity to learn through a comprehensive sequentially planned Health Education program in accordance with the Kentucky Academic Standards for High School Health Education. The emphasis of this course is to teach students the ability to access, understand, appraise, apply and advocate for health information and services in order to maintain or enhance one's own health and the health of others.

## Additional Requirements

### **Humanities Advanced (HAVPA)**

Advance Program: History and Appreciation of the Visual and Performing Arts (HAVPA) Survey is the required course for Advance Program students who are not specializing in one of the arts disciplines. The course follows the content of the HAVPA course but emphasizes advanced level critical thinking and communication skills. The intent of the course is to encourage an appreciation for the visual and performing arts for those students. Students are introduced to a survey of the significant works, artists, and movements that have shaped the arts world and have influenced or reflected various periods of history in the arts disciplines of dance, music, theatre, and visual arts. Course content emphasizes the sequential evolution of arts forms, techniques, symbols, and themes within those disciplines. The course covers the connections of the arts to cultural, social, political, and historical events throughout the world. Critical analysis of works from the arts disciplines as they communicate and express the history, needs, and ideals of society and individuals is included. The course provides for students to experience creating, performing/presenting/producing, responding, and connecting their own works as well as the works of others. This course meets the state graduation requirement for the History and Appreciation of the Visual and Performing Arts.

**Option:** Students that complete 3 courses in the same visual/performing arts course do not have to complete HAVPA unless completing the Advanced Program.

## Electives:

**World Language - It is highly recommended that college bound students take level 1 and level 2 of the same language.**

### **American Sign Language 1**

American Sign Language High School Introductory Course: It engages learners in the target language with activities to acquire the language necessary to communicate at a survival level (interpret, exchange, and present information, concepts, and ideas, both within the classroom and beyond, on familiar topics, including connections to other subject areas). Cultural aspects are typically included in order to understand the relationship among the products, practices, and perspectives of the target language's culture(s). In addition, learners develop insight into their own language and culture.

### **American Sign Language 2**

American Sign Language High School Intermediate Course:: It engages learners in the target language with activities to acquire the language necessary to communicate at a survival level (interpret, exchange, and present information, concepts, and ideas, both within the classroom and beyond, on familiar topics, including connections to other subject areas). Cultural aspects are typically included in order to understand the relationship among the products, practices, and perspectives of the target language's culture(s). In addition, learners develop insight into their own language and culture.

### **American Sign Language 3**

American Sign Language High School Advanced Course: It engages learners in the target language with activities to acquire the language necessary to communicate at a survival level (interpret, exchange, and present information, concepts, and ideas, both within the classroom and beyond, on familiar topics, including connections to other subject areas). Cultural aspects are typically included in order to understand the relationship among the products, practices, and perspectives of the target language's culture(s). In addition, learners develop insight into their own language and culture.

### **Spanish 1**

High School Introductory Course: It engages learners in the target language with activities to acquire the language necessary to communicate at a survival level (interpret, exchange, and present information, concepts, and ideas, both within the classroom and beyond, on familiar topics, including connections to other subject areas), within the Novice range of proficiency on the ACTFL Proficiency Scale. Cultural aspects are typically included in order to understand the relationship among the products, practices, and perspectives of the target language's culture(s). In addition, learners develop insight into their own language and culture.

### **Spanish 2**

High School Intermediate Course: It engages learners in the target language with activities to acquire the language necessary to communicate and the skills necessary to perform interpersonal, interpretive and presentational communicative tasks, transitioning from a survival to functional level; interpret, exchange, and present information, concepts, and ideas, both within the classroom and beyond, on a variety of familiar topics, including connections to other subject areas, within the Intermediate range of proficiency on the ACTFL Proficiency Scale; and understand the relationship among the products, practices, and perspectives of the target language's culture(s). In addition, learners develop insight into their own language and culture.

### **Spanish 3**

High School Intermediate Course: It engages learners in the target language with activities to acquire language skills necessary to perform real-world interpersonal, interpretive and presentational communicative tasks at a functional level; interpret, exchange, and present information, concepts, and ideas, both within the classroom and beyond, on a variety of topics, including connections to other subject areas; and understand the relationship among the products, practices, and perspectives of the target language's culture(s). In addition, learners develop insight into their own language and culture.

### **Spanish 4**

High School Advanced Course: It engages learners in the target language with activities to acquire language skills necessary to perform real-world interpersonal, interpretive and presentational communicative tasks at a functional to competent level; interpret, exchange, and present information, concepts, and ideas, both within the classroom and beyond, on a variety of topics, including connections to other subject areas; and understand the relationship among the products, practices, and perspectives of the target language's culture(s). In addition, learners develop insight into their own language and culture.

### **Performing Arts (Music):**

#### **Band 1**

Prerequisite; Prior band instruction in middle school, teacher recommendation &/or audition and a desire for band participation. This course emphasizes individual and group technical training (skills) with emphasis placed on creating and performing. Students will develop skills that will prepare them to participate in solo and ensemble, all state and all county band auditions, school concerts/activities and district/state large ensemble performances. The student electing this class should understand that all extra rehearsals and performances are required in agreement with District guidelines. (The number of commitments may vary by school; however, the director should give as much advance information as possible concerning these performances and extra rehearsals.) Performances include local concerts during each semester and a judged appearance at the KMEA Festival in March.

#### **Band 2**

Prerequisite; Successful completion of Band 1, with band teacher recommendation &/or audition and a desire for band participation. This course emphasizes individual and group technical training (skills) with emphasis placed on creating and performing. Students will develop skills that will prepare them to participate in solo and ensemble, all state and all county band auditions, school concerts/activities and district/state large ensemble performances. The student electing this class should understand that all extra

rehearsals and performances are required in agreement with District guidelines. (The number of commitments may vary by school; however, the director should give as much advance information as possible concerning these performances and extra rehearsals.) Performances include local concerts during each semester and a judged appearance at the KMEA Festival in March.

### **Band 3**

Prerequisite; Successful completion of Band 2, with band teacher recommendation &/or audition and a desire for band participation. This course emphasizes individual and group technical training (skills) with emphasis placed on creating and performing. Students will develop skills that will prepare them to participate in solo and ensemble, all state and all county band auditions, school concerts/activities and district/state large ensemble performances. The student electing this class should understand that all extra rehearsals and performances are required in agreement with District guidelines. (The number of commitments may vary by school; however, the director should give as much advance information as possible concerning these performances and extra rehearsals.) Performances include local concerts during each semester and a judged appearance at the KMEA Festival in March.

### **Band 4**

Prerequisite; Successful completion of Band 3, with band teacher recommendation &/or audition and a desire for band participation. This course emphasizes individual and group technical training (skills) with emphasis placed on creating and performing. Students will develop skills that will prepare them to participate in solo and ensemble, all state and all county band auditions, school concerts/activities and district/state large ensemble performances. The student electing this class should understand that all extra rehearsals and performances are required in agreement with District guidelines. (The number of commitments may vary by school; however, the director should give as much advance information as possible concerning these performances and extra rehearsals.) Performances include local concerts during each semester and a judged appearance at the KMEA Festival in March.

### **Choir 1**

Prerequisites: Prior choral experience in middle school teacher recommendation and/or audition; and a desire for choral participation. This course includes the development of basic tone production and choral techniques through singing choral literature and builds on previous vocal music experiences. This course is designed to develop and showcase female voices. It includes supplementary materials related to general music education to develop the musicianship of the student. Critical analysis and problem solving, collaboration, and musical skills and understandings are developed through rehearsal and performance experiences, and/or creating and performing students' own compositions. The student selected for this class understands that all extra rehearsals and performances are required in agreement with District guidelines. (The number of commitments varies and directors should give advance information concerning performances and extra rehearsals.) Performances include local concerts during each trimester and a judged appearance at the KMEA Festival in March.

### **Choir 2**

Prerequisites: a desire for choral participation. This course is an introductory chorus class for students who wish to develop their technical skills but have little or no instruction in choral singing. This course includes development of choral techniques through singing choral literature written for mixed voices and the development of basic tone production and choral techniques. The course contributes to the development of the musicianship of the student through the use of supplementary materials related to general music education. Critical analysis and problem solving, collaboration, and musical skills and understandings are developed through rehearsal and performance experiences, and/or creating and performing students' own compositions. The student selected for this class understands that all extra rehearsals and performances are required in agreement with District guidelines. (The number of commitments varies and directors should give advance information concerning performances and extra rehearsals.)

### **Choir 3**

Prerequisites: a desire for choral participation. This course is an introductory chorus class for students who wish to develop their technical skills but have little or no instruction in choral singing. This course includes development of choral techniques through singing choral literature written for mixed voices and the development of basic tone production and choral techniques. The course contributes to the development of the musicianship of the student through the use of supplementary materials related to general music education. Critical analysis and problem solving, collaboration, and musical skills and understandings are developed through rehearsal and performance experiences, and/or creating and performing students' own compositions. The student selected for this class understands that all extra rehearsals and performances are required in agreement with District guidelines. (The number of commitments varies and directors should give advance information concerning performances and extra rehearsals.)

## **Choir 4**

Prerequisites: a desire for choral participation. This course is an introductory chorus class for students who wish to develop their technical skills but have little or no instruction in choral singing. This course includes development of choral techniques through singing choral literature written for mixed voices and the development of basic tone production and choral techniques. The course contributes to the development of the musicianship of the student through the use of supplementary materials related to general music education. Critical analysis and problem solving, collaboration, and musical skills and understandings are developed through rehearsal and performance experiences, and/or creating and performing students' own compositions. The student selected for this class understands that all extra rehearsals and performances are required in agreement with District guidelines. (The number of commitments varies and directors should give advance information concerning performances and extra rehearsals.)

## **Orchestra 1**

Prerequisite; Prior orchestra instruction in middle school, teacher recommendation &/or audition and a desire for orchestra participation. This course emphasizes individual and group technical training (skills) with emphasis placed on creating and performing. Students will develop skills that will prepare them to participate in solo and ensemble, all state and all county orchestra auditions, school concerts/activities and district/state large ensemble performances. The student electing this class should understand that all extra rehearsals and performances are required in agreement with District guidelines. (The number of commitments may vary by school; however, the director should give as much advance information as possible concerning these performances and extra rehearsals.) Performances include local concerts during each semester and a judged appearance at the KMEA Festival in March. Note: This is section A of a two part sequential course.

## **Orchestra 2**

Prerequisites: Successful completion of Orchestra 1, with Orchestra teacher recommendation &/or audition and a desire for orchestra participation. This course emphasizes individual and group technical training (skills) with emphasis placed on creating and performing. Students will develop skills that will prepare them to participate in solo and ensemble, all state and all county orchestra auditions, school concerts/activities and district/state large ensemble performances. The student electing this class should understand that all extra rehearsals and performances are required in agreement with District guidelines. (The number of commitments may vary by school; however, the director should give as much advance information as possible concerning these performances and extra rehearsals.) Performances include local concerts during each semester and a judged appearance at the KMEA Festival in March.

## **Orchestra 3**

Prerequisites: Successful completion of Orchestra 2, with Orchestra teacher recommendation &/or audition and a desire for orchestra participation. This course emphasizes individual and group technical training (skills) with emphasis placed on creating and performing. Students will develop skills that will prepare them to participate in solo and ensemble, all state and all county orchestra auditions, school concerts/activities and district/state large ensemble performances. The student electing this class should understand that all extra rehearsals and performances are required in agreement with District guidelines. (The number of commitments may vary by school; however, the director should give as much advance information as possible concerning these performances and extra rehearsals.) Performances include local concerts during each semester and a judged appearance at the KMEA Festival in March.

## **Orchestra 4**

Prerequisites: Successful completion of Orchestra 3, with Orchestra teacher recommendation &/or audition and a desire for orchestra participation. This course emphasizes individual and group technical training (skills) with emphasis placed on creating and performing. Students will develop skills that will prepare them to participate in solo and ensemble, all state and all county orchestra auditions, school concerts/activities and district/state large ensemble performances. The student electing this class should understand that all extra rehearsals and performances are required in agreement with District guidelines. (The number of commitments may vary by school; however, the director should give as much advance information as possible concerning these performances and extra rehearsals.) Performances include local concerts during each semester and a judged appearance at the KMEA Festival in March.

## **Performing Arts (Drama):**

### **Theatre 1**

Theatre 1 is the introductory course for the theatre student. It is designed to develop a knowledge of theatrical concepts and techniques that will enable students to create new theatre pieces (work-in-progress/complete), perform existing theatre works and respond to both studio exercises and performances. Introduction to Theatre covers multiple styles of dramatic literature and uses a variety of connections to historical and cultural contexts. As an introduction to theatre, the course sets the stage for both a performance and a technical theatre emphasis and students engage on a basic level with skills and knowledge in and of: acting and improvisation, theatre design and technology, theatre history and appreciation, dramatic literature and critique, and theatre administration. Prerequisite: Audition

### **Theatre 2**

Theatre 2 continues study from Theatre 1 for students concentrating on acting and performance. Fundamental techniques in performance elements are emphasized, extended, and refined to translate a script into dramatic productions. Students will create new theatre pieces, perform existing theatre works, and respond to both studio exercises and performances. Theatre 2 covers multiple styles of dramatic literature and uses a variety of connections to historical and cultural contexts. Aspects of directing are included as they are inherent in performance. Students will investigate career possibilities, including audition and resume requirements. Prerequisite: Theatre 1 48510211 or audition.

### **Theatre 3**

Theatre 3 continues study from Theatre 1 and 2 for students concentrating on acting and performance. Fundamental techniques in performance elements are emphasized, extended, and refined to translate a script into dramatic productions. Students will create new theatre pieces, perform existing theatre works, and respond to both studio exercises and performances. Theatre 3 covers multiple styles of dramatic literature and uses a variety of connections to historical and cultural contexts. Aspects of directing are included as they are inherent in performance. Students will investigate career possibilities, including audition and resume requirements. Prerequisite: Theatre 1 48510211 or audition.

### **Theatre 4**

Theatre 4 continues study from Theatre 1, 2, and 3 for students concentrating on acting and performance. Fundamental techniques in performance elements are emphasized, extended, and refined to translate a script into dramatic productions. Students will create new theatre pieces, perform existing theatre works, and respond to both studio exercises and performances. Theatre 4 covers multiple styles of dramatic literature and uses a variety of connections to historical and cultural contexts. Aspects of directing are included as they are inherent in performance. Students will investigate career possibilities, including audition and resume requirements. Prerequisite: Theatre 1 48510211 or audition.

## **Visual Art:**

### **Visual Art 1**

Visual Arts 1 is the foundation course in art for high school students specializing in visual arts. In this course, the student receives instruction in the 2D and 3D studio areas (i.e., design, drawing, painting, printmaking, ceramics, sculpture, textiles, etc.) that increase basic art skills developed in the middle school art program. Emphasis is placed on creating, presenting, responding, and connecting. The course provides experiences to increase student knowledge and ability through art production, art criticism, and the study of the art elements/principles of design, compositional techniques, purposes of visual arts, and art history (diversity of artists, art movements, and styles from the past to the present). The student will begin to develop an art portfolio reflecting their artistic growth and is introduced to career options in the visual arts. In completing this course, students consider various techniques, methods, venues, and criteria for analyzing and selecting their art for preservation and presentation, including evolving technologies when preparing and refining artwork for display. Prerequisite: Successful completion of middle school art or permission of local school art department. One semester (part A) focuses on 2D art processes and one semester (part B) focuses on 3D art processes.

### **Visual Art 2**

Visual Arts 2 is a course in which the student is involved in challenging studio problems in design, drawing, painting, mixed media, printmaking, ceramics, sculpture, and textiles, as well as in art history (past and present), art criticism, and aesthetic material related to full development of the talent/interest of the individual. In Visual Arts 2 the student continues to select work for a portfolio to be used for college/career pursuits. Students explore further career options in the visual arts. In completing this course, students consider various techniques, methods, venues, and criteria for analyzing and selecting their art for preservation and presentation,

including evolving technologies when preparing and refining artwork for display. Prerequisite: Successful completion of Visual Arts 1 or teacher recommendation.

### **Visual Art 3**

Visual Arts 3 is an advanced course in art in which the student works on teacher-planned and individually selected problems to develop fine art and craft. Experiences in a diversity of art history/cultural perspectives (past and present), art criticism, and aesthetics-which complement the studio experience-are integral parts of the course. The student in Visual Arts 3 is expected to keep a portfolio of artwork that reflects developing technical skills and their own artistic style(s). Students continue to explore career options and begin to research business/marketing skills necessary for a successful career in the visual arts. In completing this course, students consider various techniques, methods, venues, and criteria for analyzing and selecting their art for preservation and presentation, including evolving technologies when preparing and refining artwork for display.

### **Visual Communication Design (formerly Murals Art 4; teacher recommendation)**

Visual Communication Design 1 emphasizes the application of the elements of art and principles of design and provides study of their application in visual communications design problems through the purposeful arrangement of images, symbols, and text to communicate a message. The course also includes investigations of how use of the computer has influenced the creation of contemporary graphic and digital designs. Students analyze and use design principles in their visual communications design work and understand aesthetic issues of visual communications design. Students study visual communications designs from the history of art, contemporary visual communications design, and many world cultures. Students engage in critiques of their visual communications designs, the designs of other students, and designs by professionals. Visual Communication Design courses focus on the four artistic processes of creating, presenting, responding, and connecting.

### **Ceramics 1**

Visual Arts - Ceramics/Sculpture 1 is a course offering one semester/trimester of ceramics (part A) and one semester/trimester of sculpture (part B). Students in ceramics construct hand built and wheel turned pieces that are glazed and fired. Sculpture students explore additive subtractive, modeled, and cast construction techniques. Study in both 3D processes includes skill development in the use of art elements, principles of design, and composition. Traditional and experimental use of various media, techniques, and styles are encouraged. Broad historical and cultural perspectives on art and artists who work in ceramics and sculpture, as well as instruction and practice in the critique process, are addressed. Works produced in this course will lead to the creation of portfolio quality works and presentation experiences. Prerequisite: Successful completion of Visual Arts 1 or Basic Design or teacher recommendation.

### **Ceramics 2**

Visual Arts - Ceramics/Sculpture 2 is a course continuing in-depth instruction in clay and sculpture techniques with one semester/trimester of ceramics (part A) and one semester/trimester of sculpture (part B). Students produce traditional and nontraditional forms individually and in a group setting. Experimental techniques are encouraged. Curriculum includes the history of ceramics and sculpture (including a diversity of major artists, movements, and styles from the past to the present), aesthetics, art criticism, and career development. Works produced in this course will lead to the creation of portfolio quality works and presentation experiences. Prerequisite: Successful completion of Ceramics and Sculpture 1 or teacher recommendation.

### **Additional Opportunities:**

#### **Creative Writing levels 1 (Level 3 with teacher recommendation)**

Creative Writing is an elective designed to extend the student's abilities in creative writing and thinking. The class will offer the student writing experiences in a variety of genres. No credit given toward English requirements for graduation.

#### **Creative Writing 3 (teacher recommendation)**

Literary Magazine is an elective that permits the individual teacher, in cooperation with local administrators, to develop curriculum for a two-semester course to meet the needs of the students. A literary magazine will be published as a result of writing and course assignments in this class. No credit given toward English requirements for graduation.

### **Yearbook (teacher recommendation)**

Yearbook Production is an elective for a two-semester yearbook course. Content may vary. Possible topics include yearbook production, publication, format, layout, photographs, and financial management. A school yearbook will be published as a result of assignments in this class. This course number may be repeated for multiple years of taking this course.

### **Journalism (teacher recommendation)**

Journalism 1 is an elective suggested for the student who wishes to join a school publication staff. This course in newspaper journalism presents the basic principles and techniques involved in gathering and reporting news. Instruction emphasizes writing skills, the responsibility of the press, the technical aspects of newspaper production, and the historical background of the modern newspaper. In addition, some investigation of radio, television, and magazine journalism is included. No credit given toward English requirements for graduation.

### **African-American Literature for English 4 credit (teacher recommendation; English credit pending approval for 2022-23 school year)**

The contribution of the African American to literature is considered from a historical standpoint. The course introduces students to the history of African-American literature beginning with the distinctive tradition of African rhetoric including oral storytelling, spirituals, folktales and myths. Study will include an examination of the impact of the European slave trade and relocation of Africans to the Americas on that tradition. It continues through Reconstruction, the Harlem Renaissance, Civil Rights and Contemporary works.

### **Civil Rights in America (rotation years beginning in even numbers)**

Civil Rights in America will focus on the Civil Rights Movement of the 1950's and 1960's. This course will examine the origins of the movement, the grass roots organization that leads to the Supreme Court, as well as figures and groups that promoted equality for all people. While the focus of the course is on African Americans, the fight of other groups such as Women, American Indians, Hispanic Americans, Asian Americans, the Disabled, and LGBTQ will be included. The events of the Civil Rights Movement had an enormous impact on American society, so we will also look at what has and has not changed, and how the movement is connected to the Black lives Matter movement of America today.

### **Developing Black Historical Consciousness (rotation years beginning in odd numbers)**

"What is historically important to white people is not necessarily historically important to Black people," Dr. LaGarrett King. The goal of the revamped JCPS elective, now called "Developing Black Historical Consciousness," is to investigate Black histories representative and centered on Black perspectives and voices in order to represent Black people's full humanity. Rooted in civic dispositions, the five principles of Black Historical Consciousness developed by Dr. LaGarrett King (University of Missouri), Critical Race Theory, Social Justice, and Antiracism, the goal of this course is to teach through Black History, not about Black History as students develop critical civic dispositions and seek beliefs and behaviors towards social justice. These theoretical frames will help teachers and students view historical and contemporary experiences within the context of white supremacy, which permeates our racialized country so that they can use arguments and action to challenge and change institutions and individuals that perpetuate oppression.

Teacher-facilitated inquiry within democratic classrooms enables students to frame their learning around questions, use evidence from multiple sources and perspectives, and communicate conclusions through argumentation and action. Students will use questions to frame their thinking, guide their investigations, and determine the validity of evidence from multiple sources. Students will interrogate primary and secondary sources of Black individuals and organizations whose stories are often left out of traditional metanarratives. Students will engage in discussion and organizational tasks that enable them to work collaboratively to analyze, evaluate, and synthesize their learning to build better evidenced-based claims and arguments. Armed with knowledge, skills, and dispositions, students will be able to take informed action in their classrooms, schools, and the community. An end of the year capstone project that answers an individual student's compelling question provides an opportunity for students to demonstrate their growth in argument and action around the five principles of Black Historical Consciousness.

### **AP Psychology (rotation years beginning in odd numbers)**

Advanced Placement Psychology follows the College Board curriculum. This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology. The methods psychologists use in their science and practice are examined. Prerequisite: Recommended for 12th & 11th grade students OR Teacher approval with reviewed and parent signed syllabus.

### **Sociology (rotation years beginning in even numbers)**

The Sociology course is designed to introduce students to the sociological study of society. Sociology focuses on the systematic understanding of social interaction, social organization, social institutions, and social change. Major themes in sociological thinking include the interplay between the individual and society, how society is both stable and changing, the causes and consequences of social inequality, and the social construction of human life.

### **Social Studies Independent Study**

This independent study program is designed to assist the highly motivated history student to explore topics of interest in detail. Students have the chance to receive a free CLEP test voucher by completing coursework through the Modern States program. Successful completion of the CLEP test can result in college credit. The course will be divided into two semester long projects with the objectives to be set forth by the student and teacher. The student will fill out an independent study contract with the teacher and will be evaluated by how well the provisions of the contract are fulfilled. The cooperating teacher will be assigned by the subject matter intended to be pursued by the student.

### **Anatomy (rotation years beginning in odd numbers)**

Advance Program Anatomy and Physiology is a course recommended for students who have successfully completed Advance Program Biology I, Chemistry and Physics I and wish to earn a fourth science credit. An extensive study of the human body's nine major systems' structural and functional components using inquiry based laboratory experiences and activities such as dissections of comparative organs.

### **AP Biology (rotation years beginning in odd numbers)**

Advanced Placement Biology is a course in which high school students have the opportunity to earn college credit while they are still in high school. This course follows the College Board curriculum and covers topics regularly covered in a college biology course for majors. A three-hour Advanced Placement test is administered to students who wish to receive the credit. A grade of 3 is usually required to receive the college credit.

### **Forensics (rotation years beginning in even numbers)**

Forensic Science is a course in which students apply their knowledge of scientific concepts to techniques used in solving crime. Scientific concepts will be applied and authenticated through the discussion of realistic scenarios and engagement in laboratory investigations, internet research and case studies. Time is provided for research projects through which students apply techniques and principles learned throughout the course.

### **AP Environmental (rotation years beginning in even numbers)**

Advanced Placement Environmental Science is a course in which high school students have the opportunity to earn college credit while they are still in high school. This course follows the College Board curriculum and is designed to provide students with the scientific principals, concepts, and methodologies required to understand the cycles in nature, interrelationships of the natural world and to identify and analyze environmental problems. A three-hour Advanced Placement test is administered to students who wish to receive the credit. A grade of 3 is usually required to receive the college credit.

### **AP Statistics**

Advanced Placement Statistics follows the College Board curriculum. This course includes graphical representations of data, measures of central tendency and variability, probability and probability distribution, sampling variability and distribution, normal distribution, inference for distributions, proportions, tables, and regressions. Prerequisite: Algebra 2 Honors or better.

### **Career Pathway Opportunities:**

#### **Digital Literacy (CS Pathway or DDGD Pathway Course) taken on e-School**

Students will use a computer and application software including word processing, presentation, database, spreadsheets, internet, and email to prepare elementary documents and reports. The impact of computers on society and ethical issues are presented. (e-School option only)

## Computational Thinking (CS Pathway Course)

Students analyze the structure of the world wide web, apply basic principles of web documents and HTML, and develop multimedia web pages. Course content will include the understanding of hypertext and web structures. Equipment such as scanners, digital and video and video cameras and sound recording devices will be utilized through hands-on instruction. Promotes understanding of computer programming and logic by teaching students to "think like a computer". Covers skills needed to develop and design language-independent solutions to solve computer related problems. Covers developmental and design basics including use of variables, control and data structures, and principles of command-line and object-oriented languages. (Preferred Prerequisite: Digital Literacy)

## Project Based Programming (CS Pathway Course)

This project-based learning course engages students who are interested about programming. In this course, students will create projects that require computer science fundamentals and extensive research to successfully complete. Students will work either solo or in a team to execute a project decided upon by the student(s). Students must learn and demonstrate proficiency in time management, scope, research, computer science, and teamwork to be successful in this course. Finally, students will engage in leadership skills by being held accountable for completion of their tasks or project. Note: the teacher is highly encouraged to create his/her own project (to demonstrate teacher "buy in").

## AP Computer Science (CS Pathway Course)

The AP Computer Science Principles course is designed to be equivalent to a first- semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world. College credit is earned with a qualifying score on an AP exam.(Prerequisite: Digital Literacy)

## Special Topics in Computer Science (CS Pathway Course)

Special Topics, Computer Science - Maker Edition (STCS-ME) is a hands-on course where you will use traditional and digital tools to create 2-dimensional and 3-dimensional objects. This course covers several topics of the Next Generation Science Standards (NGSS) and it is part of Brown's CTE Computer Science Pathway.

- The engineering design process;
- Construction of prototypes using common materials;
- Intro to Computer Aided Design;
- Vinyl decal design and creation;
- Laser cutting of 2D and 3D objects;
- 3D drafting and printing;
- Sewing and textile construction;
- Coding using the App Lab from code.org, and
- Synthesis of multiple techniques above to solve real world problems.

## Dual Credit Enrollment

Sophomores, Juniors, and Seniors can enroll in classes at a partnering institution of higher education. Juniors and seniors are eligible for the Dual Credit Scholarship that covers tuition for two courses. Books and the cost of digital content are the student's responsibility. Students may enroll in more courses at a reduced rate of the current cost of state community colleges. Enrollment for Fall courses occurs in Spring of the previous academic year.

## UPS School-to-Work or School-at-Work (12th grade and teacher recommendation)

Career Work Experience is a course at the secondary level focusing on cooperative work experience for students in the 12th grade. The course is designed for all students and the Individual Learning Plan (ILP) will be a useful tool in determining enrollment in the course. Career Work Experience includes a related class (usually English) and cooperative work experience in business and industry.

## Performance Based Learning (12th grade and teacher recommendation)

Job related course that involves support from a school based supervisor and a mentorship from your employer.

**Non-credit bearing options:**

**Student Assistant (12th grade and teacher recommendation)**

Student Assistant is a non-credit course that allows students to provide assistance to teachers or office staff in daily tasks while developing essential skills that will benefit the student in their future work goals.

**Study Hall (Grades 9-12)**

A non-credit bearing classroom environment for students to receive support from mentor teachers and collaborate with peers on academic and extracurricular pursuits.

## Print for your records

| Eng Core | Gr | Math Core  | Gr | Science Core | Gr | SS Core   | Gr | Other Requirements                           | Gr |
|----------|----|------------|----|--------------|----|-----------|----|----------------------------------------------|----|
| Eng 1A   |    | Alg 1A     |    | Physics A    |    | Civics    |    | Health (.5)                                  |    |
| Eng 1B   |    | Alg 1B     |    | Physics B    |    | Civics    |    | PE (.5)                                      |    |
| Eng 2A   |    | Geo A      |    | Chem A       |    | World A   |    | Humanities (1) or (3) Visual/ Performing Art |    |
| Eng 2B   |    | Geo B      |    | Chem B       |    | World B   |    | Language 1A                                  |    |
| Eng 3A   |    | Alg 2A     |    | Biology A    |    | US Hist A |    | Language 1B                                  |    |
| Eng 3B   |    | Alg 2B     |    | Biology B    |    | US Hist B |    | Language 2A                                  |    |
| Eng 4A   |    | 4th Math A |    |              |    |           |    | Language 2B                                  |    |
| Eng 4B   |    | 4th Math B |    |              |    |           |    | 6 Electives                                  |    |

A total of 6 Elective credits (including languages):

I must also complete the following:

☐ Completed ☐ Still Needed - **ILP/Survey Completion Freshmen Year**

☐ Completed ☐ Still Needed - **Pass Civics Test Freshmen Year**

☐ Completed ☐ Still Needed - **ILP/Survey Completion Sophomore Year**

☐ Completed ☐ Still Needed - **ILP/Survey Completion Junior Year**

☐ Completed ☐ Still Needed - **Take ACT Junior Year**

☐ Completed ☐ Still Needed - **ILP/Survey Completion Senior Year**

☐ Completed ☐ Still Needed - **Successfully Pass Backpack Defense Senior Year**

☐ Completed ☐ Still Needed - **5 credits senior year for Spring Grad/3 credits for Dec Grad.**