BULLITT COUNTY PUBLIC SCHOOLS
COLLEGE AND CAREER HANDBOOK

THE LEADER IN EDUCATIONAL EXCELLENCE!
Greetings Fellow Bullitt Countians,

Whatever your role, it is a great time to be part of Bullitt County Schools! If you are a student in one of our schools, you are fortunate to be part of it at a time when there are more and better opportunities than ever before. If you are a parent or a community member, when you finish looking over this document, I feel sure you will join me in wishing you had a do-over.

Our vision is to the Leader In Educational Excellence. When we adopted this vision, it was just that, but more and more it is becoming a reality. Our students’ results on state assessments and on College and Career Readiness are showing that Bullitt County is a leader. More important than the numbers and the credibility it brings to our graduates is what those numbers signify. When our average ACT score goes up, the individuals behind those scores are getting better scholarships and getting accepted into the colleges and programs they want to attend. When our Career Readiness numbers rise, our students are more able to walk into a post-secondary training program or a career-level position and start being successful.

When you look at our emblem, you’ll see the words “Moving Forward” underneath. These words were hijacked from Walt Disney, who said, “Around here, however, we don’t look backwards for too long. We keep moving forward, opening new doors and doing new things because we’re curious... and curiosity keeps leading us down new paths.” Our district leadership - including the teachers, the administrators, and the Board itself - believe in expanding the options and opportunities for every student so that every student can find a path that is right for them. We want you to go to college and earn a degree if you have the intelligence and desire. We want you be prepared to wire a house, or repair a machine, or start a business if that is what you wish to do. We want you to understand the history of our country and become a thoughtful, involved citizen and leader in our community and country.

Most of all, we want you to be a success, realizing success means different things to different people. We will expect you to bring your A-game every day and for that you will be awarded a diploma and other credentials that will open the doors to a bright future. Within this document, you will find the information you will need to make good choices and in our schools you’ll find staff wanting to help you down your path. It is here for you. Welcome to Bullitt County Schools.

Sincerely,
Keith Davis, Superintendent
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BCPS VISION:

Bullitt County Public Schools: The leader in educational excellence.

BCPS MISSION:

The Bullitt County Public Schools learning community will educate all students to high levels of academic performance as measured by state and national standards by creating and maintaining a positive learning environment with a comprehensive system of support.

WE BELIEVE:

All children can learn.
Higher expectations will yield higher results.
Excellence is attainable.
All people need a safe environment, both physically and emotionally.
Family and community support is essential.
All people are responsible for their own choices.
Relationships are the foundation of a positive culture.
# College and Career Ready Leadership

## Bullitt Central High School
- **Principal:** Dr. Jim Beavers
- **Assistant Principals:** Joe Pat Lee, Christy Burden, Jennifer Romine
- **Counselors:** Terry Cox, Mark Rogers, Tonia Wiggins
- **CCR Coach:** Lennea Burton

## Bullitt East High School
- **Principal:** Mr. Chris Mason
- **Assistant Principals:** Erik Huber, Tim Ridley, Kari Stewart
- **Counselors:** Crystal Barr, Savannah Richardson, Dana Steinmetz
- **CCR Coach:** Wendy McCutcheon

## North Bullitt High School
- **Principal:** Mr. Chris Verdow
- **Assistant Principals:** Joni Britt, Lindsey Wegley
- **Counselors:** Chelsea Mullennex, Ashley Poore, Amy Rogers
- **CCR Coach:** Jennifer Abnee

## Riverview Opportunity Center
- **Principal:** Mr. BJ Ritter
- **Assistant Principals:** Rich Watson
- **Counselors:** Rick Dawson
- **CCR Coach:** Shannon Rickard
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<th>Principal</th>
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<td>Mr. Lee Barger</td>
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<td>Shawn Pickett</td>
<td>Cynthia Hansen</td>
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<td><strong>Hebron Middle School</strong></td>
<td>Mr. Kelland Garland</td>
<td>Cynthia Bell</td>
<td>Ms. Ann Ford</td>
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<td><strong>Zoneton Middle School</strong></td>
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<td>Vacant</td>
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<td>Principal: Ms. Melissa Boyle</td>
<td>Principal: Andy Moberly</td>
<td>Principal: Julie Skeens</td>
<td>Principal: Matthew Treadway</td>
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<td>Counselor: Casey Newberry</td>
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<td>Principal: Ruth Esterle</td>
<td>Principal: Terri Lewis</td>
<td>Principal: Anne Marie Landry</td>
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<td>Counselor: Kevin Weihe</td>
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<td>Principal: Mr. David Pate</td>
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<td>Counselor: Lisa Overstreet</td>
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Schools utilize a structured & deliberate guidance and advisement system which includes a belief that all students can be middle school ready, high school ready, and College and Career Ready. Advisors and work with students to set goals and prepare for rigorous courses K-12 and on into college. Individual learning plans set academic goals, course selection, educational planning, and personal growth. CCR expectations are embedded at all levels and integrated into classroom instruction, hallways, rituals, and celebrations. IT’S A WAY OF LIFE!
We strive to prepare our students to be college ready, career ready, and prepared to be leaders in our community!

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

SCHEDULING
All students will be required to take a full slate of courses during the school year. Scheduling will take place early in the spring semester for the following school year. Each school reserves the right to cancel courses due to insufficient requests/enrollment. After the school year begins, course changes will only be made for unique circumstances. EXAMPLES: To recoup a required course, to add a graduation requirement, to correct duplication of a course, to correct inappropriate placement of a student, or to balance class size. It is imperative that course selections be given serious consideration. The following schedule is recommended for HS students in our district. SWEAT THE SMALL STUFF!

Freshman: English I, Social Studies I, Science, Math, Health/PE, 1 or 2 electives
Sophomore: English II, Social Studies II, Biology, Math, Visual Performing Arts, 1 or 2 electives
Junior: English III, US History, Chemistry, Math, 2 or 3 electives
Senior: English IV, Math, 4 or 5 electives

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

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

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

BCPS GRADUATION REQUIREMENTS
- 4 English credits (English I, II, III, & IV)
- 4 Math Credits (to include Algebra I, Algebra II, & Geometry)
- 3 Social Studies credits (U.S. History, Economics, Government, World Geography and World Civilization)
- 3 Science credits (chemistry/physics, biology, and chemistry or physics to incorporate life, physical, or earth science)
- 1 Visual & Performing Arts credit* (see below), with remaining credits to come from elective course offerings.
- One CCR Unit to include employability, financial literacy, ILP, and Career Ready 101.
- .5 Health credit/.5 PE credit
- Minimum of Five Electives
Preparation for College Admission Time Table

Graduation Honors:
Magna Cum Laude - Weighted GPA of 4.0 - 4.249
Summa Cum Laude - Weighted GPA of 4.25 or above

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

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

Freshman Year
1. Follow pre-college curriculum.
2. Maintain high grade point average.
3. Update ILP.
4. Become involved in school and community.

Sophomore Year
1. Follow pre-college curriculum.
2. Maintain high grade point average.
3. Take PLAN via CERT.
4. Update ILP.

Junior Year
1. Follow pre-college curriculum.
2. Take PSAT/NMQT in October.
3. Begin to consider college choices
   a. Write for admission packets.
   b. Determine required college entrance tests and requirements.
   c. Attend College Fair.
4. Take the ACT/SAT in March.
5. Visit college campuses.
6. Complete 30+ hours in online ACT Prep Program.
7. Update ILP.

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

KEES Scholarship Program
The Kentucky Educational Excellence Scholarship (KEES) offers cash for good grades. Based on grades, Kentucky high school students can earn money that can be used to help pay tuition expenses at a Kentucky college, university, or technical school for four full years. The amount of money earned is based on each year’s GPA, and a bonus will be given based on ACT composite score. At the end of each year, students will receive a letter stating the amount they are eligible to receive based on that year’s grades. Students can check their accounts online at https://www.kheaa.com/apps/registration/signin Registration through ZIP Access is required.
We promote the notion of “career readiness” across the K-12 experience in order to help students to begin thinking and planning for their college and career aspirations. Our focus on pathways within BCPS speaks to our commitment to prepare college and career ready students before or upon high school graduation. Students are encouraged to identify pathways of interest that align with their future story goals and plans. Pathways are listed below with corresponding courses which may lead to college or career readiness. Students are considered a career preparatory student by having completed two courses in a pathway and being enrolled in a third. Career preparatory students are eligible to take the KOSSA (Kentucky Occupational Skills Standard Assessment) or earn industry certification. Students who are preparatory before their senior year may be eligible for a cooperative education experience. Students achieve career completer status after they complete a fourth course in the pathway.

**COLLEGE & CAREER READINESS REQUIREMENTS:**

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**Individual Learning Plans**

Our district utilizes the concept of an “Individual Learning Plan” or I.L.P. to help our students select careers that interest them and complete the necessary courses to prepare them for that career. Students will complete their ILPs each year beginning in 6th grade. From there, the ILP will be a crucial component of advisement, planning, and scheduling.
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**COLLEGE & CAREER PATHWAYS**

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<td>Construction Technology Masonry</td>
<td>KDE - MASONRY TECHNOLOGY Program of Studies Document</td>
<td>NCCER / TRACK</td>
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<tr>
<td>Manufacturing Technology Industrial Maintenance</td>
<td>KDE - INDUSTRIAL MAINTENANCE Program of Studies Document</td>
<td>KOSSA - Construction Technology</td>
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<td>Manufacturing Technology Welding Technology</td>
<td>KDE - WELDING TECHNOLOGY Program of Studies Document</td>
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**Our focus on pathways with BCPS speaks to our commitment to prepare college and career ready students before or upon high school graduation. Students are encouraged to identify pathways of interest that align with their ILP designated goals and plans. Pathways are listed with corresponding courses which may lead to college or career readiness. Students are considered career preparatory by having completed two courses in a pathway and being enrolled in a third. Career preparatory students are eligible to take the KOSSA (Kentucky Occupational Skills Standard Assessment) and/or earn industry certification. Students who are preparatory before their senior year may be eligible for a cooperative education experience. Students achieve career completer status after they complete a fourth course in the pathway.**
Part of the mission in education is to prepare students for the transition from school to work and life beyond the classroom. It is essential that students be taught skills necessary to be successful in the world of work. Getting along with others, understanding boundaries, doing work to a high level of quality and in good quantity are important skills. It is critical that BCPS graduates value showing up for work and demonstrate excellent attendance.

The Work Ethic Certification will demonstrate to employers that you are an individual that recognizes and has been trained to succeed at work. A student earning the Work Ethic Certification will earn a seal on his/her diploma and be guaranteed an interview with participating businesses for jobs which they qualify. Students will receive an application through their guidance counselor.
BAMS:
Bullitt Advanced Math and Science Program

Want to learn more?
Check out our promotional video HERE.
Advanced Placement

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

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

AP Score Qualification
5—Extremely Well Qualified
4—Well Qualified
3—Qualified
2—Possibly Qualified
1—No Recommendation

AP Course Offerings in BCPS
- AP Biology
- AP Calculus AB
- AP Calculus BC
- AP Chemistry
- AP English Language and Composition
- AP English Literature and Composition
- AP Human Geography
- AP Music Theory
- AP Psychology
- AP Statistics
- AP US History
- AP World History

Exams fees have increased to $92. The College Board provides a $30 fee reduction per exam for students with financial need. The reduces the cost for low-income students to $62 if there is no additional reduction by the Kentucky Department of Education. Click here for AP exam dates.

Advanced Placement Course Policy - AP students are required to take the AP exam in order for the weighted credit to be posted on academic transcripts. If a student does not take the exam then the course will be listed as the general education equivalent with the unweighted grade point average.

Why AP?

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

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

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

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

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

<table>
<thead>
<tr>
<th>ENROLLED IN COLLEGE BY THE END OF HIGH SCHOOL</th>
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<tr>
<td>63% Early College students</td>
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<td>23% Comparison students</td>
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<tr>
<th>GRADUATE HIGH SCHOOL WITH A COLLEGE DEGREE</th>
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<tr>
<td>ONE IN FIVE Early College students</td>
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<tr>
<td>(Associate’s degree or higher)</td>
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</table>

Source: Early College, Early Success: Early College High School Initiative Impact Study, American Institutes for Research | air.org

On Campus - BCPS Partners with various post-secondary institutions to offer college courses to our students during the school day. BCPS partners with JCTC, Morehead State University, and the University of Louisville.

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

Our seniors generally partner with Jefferson Community and Technical College, University of Louisville, or Morehead State University.

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

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

Dual Credit courses require a level of independence from the student. Since courses are taught through the college, students are responsible for application to the college, registration for courses and costs associated with the course. Additionally, students should be comfortable communicating with classmates, professors, academic advisor and/or dual credit coordinator as these are general expectations in a college course.
School Based Enterprise is school-based enterprise (SBE) is a simulated or actual business conducted within a school. It is designed to replicate a specific business or segment of an industry and assist students in acquiring work experience related to their chosen career cluster.

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

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

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

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

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

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

**English 1**
1 credit, Grade 9

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

**English 1, Pre-Advanced Placement (Pre-AP),**
1 credit, Grade 9

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

**English 2**
1 credit, Grade 10

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

**English 2, Pre-Advanced Placement (Pre-AP),**
1 credit, Grade 10

English II Pre AP builds on the reading, writing, listening, and thinking skills fostered in English I Pre AP through a study of literary genres that come predominantly from American literature, through a study of grammar and through class discussions, projects, presentations, independent reading, research and writing. Curriculum will also focus on preparing students for the End of Course Assessment (EOC) taken as the final exam. *This course may be taken in place of English II as the graduation requirement.*
English 3
1 credit, Grade 11

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

AP English 3
(AP Language & Composition)
1 credit, Grade 11

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

English 4
1 credit, Grade 12

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

AP English 4
(AP Literature & Composition)
1 credit, Grade 12

AP English students can earn credit for English IV and prepare to take the Advanced Placement English Literature and Composition Exam for college credit. Literature is organized thematically and includes works from several cultures. The major focus of the course is literary analysis. The work load is substantially greater than English IV and includes a summer reading requirement. *This course may be taken in place of English IV as the graduation requirement.
Algebra 1
1 credit, Grade 9

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

Algebra 1: Pre-Advanced Placement (Pre-AP),
1 credit, Grade 9

This Algebra I course will cover the same standards as Algebra I but at a more rigorous level and accelerated pace by providing extensions and enrichment. *This course may be taken in place of Algebra I as the graduation requirement.

Geometry,
1 credit, Grades 9-11

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

Geometry: Pre-Advanced Placement (Pre-AP),
1 credit, Grades 9-11

This course will cover the same standards as Geometry but at a more rigorous level and accelerated pace by providing extensions and enrichment. *This course may be taken in place of Geometry as the graduation requirement.

Algebra 2
1 credit, Grades 9-11

This course is designed so students develop the relevant skills and concepts from the Kentucky Core Academic Standards beyond Algebra 1 and then builds on those skills and concepts in a rigorous manner. Students taking this course are required to take the QualityCore End of Course (EOC) exam for Algebra 2. *Course required for graduation.

Algebra 2: Pre-Advanced Placement (Pre-AP),
1 credit, Grades 9-11

This course will cover the same standards as Algebra II but at a more rigorous level and accelerated pace by providing extensions and enrichment. *This course may be taken in place of Algebra II as the graduation requirement.
Algebra 3, 1 credit, Grades 11-12
This course is designed for students who are intending to attend college and in need of additional preparation in order to be successful in credit-bearing College Algebra, or for students who feel in need of additional preparation to take College Algebra. The content goes beyond a traditional Algebra 2 course.

Pre-Calculus, 1 credit, Grades 10-12
This course is designed for students to attain the concepts necessary to be successful in a Calculus course, an AP Calculus course or a College Calculus course.

AP Calculus AB, 1 credit, Grades 11-12
This course is designed to address all the concepts delineated in the College Board guidelines for the AB Calculus examination.

AP Calculus BC, 1 credit, Grades 11-12
This course is designed to address all the concepts delineated in the College Board guidelines for the BC Calculus examination.

AP Statistics, 1 credit, Grades 11-12
Any student who has completed Algebra II is eligible to take AP Statistics, though college-bound students will benefit the most from it. This course offers students the opportunity to use math to do the type of high-level thinking and analysis that is required by a growing number of today’s more desirable careers. Statistics is unique, exciting, and unlike any other math class. AP Statistics covers the following four areas:

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

INTEGRATED MATH 1, 1 credit, Grade 9
Freshmen will be placed into this math course based on 8th grade MAP score and other benchmark criteria.

INTEGRATED MATH 2, 1 credit, Grade 10
This sophomore course is a continuation of Integrated Math 1 and will cover Geometry curriculum.

INTEGRATED MATH 3, 1 credit, Grade 11
Juniors will be placed into this math course based on PLAN math score and teacher recommendation.

INTEGRATED MATH 4, 1 credit, Grade 12
This senior math course is a continuation of Integrated Math 3. Students will take the Algebra 2 EOC at the completion of the course.

Algebra 3, 1 credit, Grades 11-12
This course is designed for students who are intending to attend college and in need of additional preparation in order to be successful in credit-bearing College Algebra, or for students who feel in need of additional preparation to take College Algebra. The content goes beyond a traditional Algebra 2 course.

Pre-Calculus, 1 credit, Grades 10-12
This course is designed for students to attain the concepts necessary to be successful in a Calculus course, an AP Calculus course or a College Calculus course.

AP Calculus AB, 1 credit, Grades 11-12
This course is designed to address all the concepts delineated in the College Board guidelines for the AB Calculus examination.

AP Calculus BC, 1 credit, Grades 11-12
This course is designed to address all the concepts delineated in the College Board guidelines for the BC Calculus examination.

AP Statistics, 1 credit, Grades 11-12
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INTEGRATED MATH 3, 1 credit, Grade 11
Juniors will be placed into this math course based on PLAN math score and teacher recommendation.

INTEGRATED MATH 4, 1 credit, Grade 12
This senior math course is a continuation of Integrated Math 3. Students will take the Algebra 2 EOC at the completion of the course.
Integrated Social Studies, 1 credit, Grade 9
This course is designed for freshman students. Approximately one-third of the course will be focused on Civics Core Content i.e. Democratic Governments, Distribution of Power, and Conflicting Rights. The second-third of the course will focus on Economics Core Content i.e. Scarcity, Economic Systems, Supply and Demand, and Productivity. The final portion of the course will focus on Geography Core Content i.e. Geographic Analysis, Geography and Culture, Human Migration, Overcoming the Environment, and Natural Resources.

Integrated Social Studies: Pre-Advanced Placement (Pre-AP)
1 credit, Grade 9
This Pre-AP course will cover the same standards as Integrated SS. However the content, will be covered at a more rigorous level and accelerated pace by providing extensions and enrichment. *This course may be taken in place of Integrated SS as the graduation requirement.

AP Human Geography, 1 credit, Grades 9-12
The purpose of AP Human Geography is to introduce students to the systematic study of patterns and processes that have shaped our human understanding, use, and alteration of Earth’s surface. Students will employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. Students will also learn about the methods and tools geographers use in their science and practice.

World Civilization,
1 credit, Grades 9-12
Get ready to go global! Welcome to World History! This course takes you through 10,000 years of history to examine how the world became what it is today. This course will change your perspective on our global society because we take a look at the world as a whole with many small parts. You will investigate, analyze, and synthesize your understandings of the world.

AP World History,
1 credit, Grades 9-12
To global citizenship and beyond! Advanced Placement World History is a survey of the history of the world focusing on social, cultural, and political aspects; ancient and modern history; the study of western and non-western civilizations; and current events. College credit earned with successful completion of the AP exam.
SOCIAL STUDIES

U.S. History, 1 credit, Grades 9-12
For beautiful, for spacious skies, for amber waves of grain! Our U.S. History course is a whirlwind study of what makes America beautiful. We will start with the colonization of the New World and working through 239 years of American History. This course will provide you with an overview of government institutions, important dates in American History, and how it all relates to the country we’re living in today. This course will also prepare you to take the required QualityCore End of Course Assessment in the Spring semester.
*This course is required for graduation.

AP U.S. History, 1 credit, Grades 9-12
What is the nature of human conflict? What caused the American Civil War? Does industrialization and progress cause immorality? How is history impacted by social, political and economic change? These are some of the questions you will encounter in AP U.S. History. This college-level class is an overview of American History from colonization to present day. You will be able to deal critically with the problems and materials in U.S. history through analyzing and interpreting historical documents and events. You can earn college credit with successful completion of AP exam. You will also be prepared for the End of Course Assessment (EOC) taken as the final exam. Students may be required to take the QualityCore End of Course (EOC) exam for U.S. History if they take AP U.S. History for U.S. History credit. *This course may be taken in place of U.S. History as the graduation requirement.

Psychology, 1 credit, Grades 9-12
What makes people tick? Is the “teen brain” really under construction? This course will engage your critical thinking skills to analyze the study, behavior, and mental processes that influence your everyday life. The best part of this course will be your role in the driver’s seat! Your curiosities in Psychology will be surveyed and used to help shape this course.

AP Psychology, 1 credit, Grades 9-12
Advanced Placement Psychology is designed to introduce you to the systematic and scientific study of the behavior and mental processes of human beings and other animals. This course will focus on two main essential questions: What makes people tick? What is normal? You will be exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. College credit may be earned with successful completion of the AP exam.
Biology I, 1 credit, Grades 9-12

Students develop a conceptual understanding of life science, as outlined in Kentucky’s Program of Studies, through the use of scientific inquiry. They experience life science concepts such as the cellular organization; molecular basis of heredity; biological change; interdependence of organisms; matter, energy and organization in living systems; and behavior of organisms. A scientific inquiry approach uses concrete, hands-on experiences that require students to apply critical-thinking skills. Curriculum will also focus on preparing students for the End of Course Assessment (EOC) taken as the final exam. *Course required for graduation.

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

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

Integrated Science, 1 credit, Grades 9-12

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

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

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

AP Environmental Science, 1 credit, Grade 9-10

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

Chemistry I, 1 credit, Grades 10-12
This course focuses on problem solving techniques; bonding; equilibrium; equations. Students develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process. The ongoing information explosion in biology makes these goals even more challenging. Essential to this conceptual understanding are the following: a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology; and application of biological knowledge and critical thinking to environmental and social concerns. AP Biology is representative of the topics covered by the AP exam. *This course may be taken in place of Biology as the graduation requirement.

AP Biology, 1 credit, Grades 9-12
AP Biology is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. It aims to provide students with the conceptual framework, factual knowledge and analytical skills necessary to deal critically with the rapidly changing science of biology. The two main goals of AP Biology are to help students develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process. The ongoing information explosion in biology makes these goals even more challenging. Essential to this conceptual understanding are the following: a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology; and application of biological knowledge and critical thinking to environmental and social concerns. AP Biology is representative of the topics covered by the AP exam. *This course may be taken in place of Biology as the graduation requirement.

AP Environmental Science, 1 credit, Grade 9-10
This AP course focuses on earth systems & resources, the living world, population, land & water use, energy resources and consumption, pollution and global change. A scientific inquiry approach uses concrete hands-on experiences that require students to apply critical thinking skills.

AP Chemistry, 1 credit, Grades 11-12 PREREQUISITES: Chemistry, Algebra II
AP Chemistry is the equivalent to a general Chemistry course usually taken in the first year of college. It is designed to comply with College Board recommendations to prepare students for an AP Exam in Chemistry. The course helps build students’ understanding of the nature and reactivity of matter. The course begins with the structure of atoms, molecules, and ions: then students explore how that structure lets us predict and quantify the chemical reactions that substances undergo. AP Chemistry will enable you to develop an understanding of chemical concepts and become skilled at solving quantitative chemical problems through a combination of instructional activities. AP Chemistry is a full credit, two-semester course. *This course is intended for those students who plan to study science, medicine, or engineering in college.
THE SCIENCES

PHYSICS, 1
1 Credit Grades 10-12

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

*AP PHYSICS 1,
1 Credit, Grades 10-12

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

Integrated Science 2,
1 credit, Grades 10 - 12

Students develop a conceptual understanding of both physics and chemistry content through the use of scientific inquiry. Students will experience chemistry and physics concepts such as motions and forces, conservation of energy and the increase in disorder, interactions of energy and matter, and energy in the Earth system. A scientific inquiry approach uses concrete hands-on experiences that require students to apply critical thinking skills.
Health I addresses the topics of mental health, drugs, alcohol and tobacco, sex education, sexually transmitted diseases, infectious diseases, safety and first aid, cardiopulmonary resuscitation, (CPR), nutrition, consumer health and non-infectious diseases. *Course required for graduation.

Physical Education I, 1 credit, Grade 9

Physical Education I involves the teaching of lifetime leisure sports, individual sports and team sports. Skills learned will be reinforced and advanced skills will be introduced. *Course required for graduation.

Athletic Conditioning, 1 credit, Grades 9-12
This course emphasizes improvement in flexibility, strength, and endurance. Weight training fundamentals are included with safety highlighted throughout the course. Periodic assessments are made so students can see progress.

Advanced Physical Education, 1 credit, Grades 10-12
PREREQUISITE: Physical Education I
Physical Education II is designed for students who desire to develop advanced skills in selected games and sports including physical fitness, individual sports, team sports, and lifelong health. The main emphasis of this class is on lifetime sports that promote overall good health and fitness. Advanced Physical Education is designed for students who have a genuine desire to develop their interest and skills to an advanced level to enjoy the physical activities and to pursue a career interest.

Mr. Dennis Minnis - NBHS
2016 KY PE Teacher of the Year
TWO YEARS OF THE SAME FOREIGN LANGUAGE ARE RECOMMENDED FOR MOST COLLEGES.

Spanish I,
1 credit, Grades 9-12
Spanish I introduces listening, speaking, reading and writing language skills within a cultural context. Included in the instruction of the Spanish language will be an overview of the art, music, history, geography, and elements of daily life in Spanish speaking countries.

Spanish II,
1 credit, Grades 10-12 PREREQUISITE: Spanish I
Spanish II reinforces and builds on listening, speaking, reading and writing language skills within a cultural context. Students develop insight into their own language and culture.

Spanish III, 1 credit, Grades 10-12 PREREQUISITE: Spanish II
Spanish III further develops listening, speaking, reading and writing language skills within a cultural context, with a greater emphasis on reading and writing. Another focus is fostering independent work and practice in the fundamentals of translating, conversing, and writing. Hispanic literature will be introduced.

Spanish IV, 1 credit, Grade 12 PREREQUISITE: Spanish III
This course prepares students to perform interpersonal, interpretive and presentational communicative tasks within the intermediate range on the ACTFL Proficiency scale; interpret, exchange, and present, information, concepts and ideas both within the classroom and beyond on a variety of topics including connections to other subject areas; and understand the relationship among the products, practices and perspectives of other cultures.

AP Spanish Language & Culture,
1 credit, Grades 11-12 PREREQUISITE: Spanish III
Prepares students for the Advanced Placement exam. Prepares students to understand and use the complexities of the Spanish language fluently and accurately to perform communicative tasks. The course engages students in an exploration of culture in contemporary and historical contexts, developing students’ awareness and appreciation of tangible and intangible products, practices and perspectives.
French I, 1 credit, Grades 9-12
French I introduces listening, speaking, reading and writing language skills within a cultural context. Included in the instruction of the French language will be an overview of the art, music, history, geography, and elements of daily life in French speaking countries.

French II, 1 credit, Grades 10-12
PREREQUISITE: French I
French II reinforces and builds on listening, speaking, reading and writing language skills within a cultural context. Students develop insight into their own language and culture.

French III, 1 credit, Grades 10-12 PREREQUISITE: French II
French III further develops listening, speaking, reading and writing language skills within a cultural context, with a greater emphasis on reading and writing. Another focus is fostering independent work and practice in the fundamentals of translating, conversing, and writing. French literature will be introduced.

German I, 1 credit, Grades 9-12
German I introduces listening, speaking, reading and writing language skills within a cultural context. Included in the instruction of the German language will be an overview of the art, music, history, geography, and elements of daily life in German speaking countries.

German II, 1 credit, Grades 10-12
PREREQUISITE: German I
German II reinforces and builds on listening, speaking, reading and writing language skills within a cultural context. Students develop insight into their own language and culture.

German III, 1 credit, Grades 10-12 PREREQUISITE: German II
German III further develops listening, speaking, reading and writing language skills within a cultural context, with a greater emphasis on reading and writing. Another focus is fostering independent work and practice in the fundamentals of translating, conversing, and writing. German literature will be introduced.

TWO YEARS OF THE SAME FOREIGN LANGUAGE ARE RECOMMENDED FOR MOST COLLEGES.
Art History and Appreciation,
1 Credit, Grades 9-12
This course meets the requirements for graduation from high school. A study of the humanities through the arts (dance, drama, music, and visual art). Addresses the structures, humanities, purposes, creative processes and interrelationships of the visual and performing arts.

Introduction to Theater,
1 Credit, Grades 9-12
This course is designed to develop a knowledge of theatrical concepts and techniques that will enable students to create new theater pieces, perform existing theater works and respond to both studio exercises and performances. Theatre covers multiple styles of dramatic literature and uses a variety of connections to historical and cultural contexts.

Advanced Theater,
1 Credit, Grades 10-12
Prerequisite: Intro to Theater. This course is designed to develop knowledge of theatrical concepts and techniques that will enable students to create new theater pieces, perform existing theatre works and respond to both studios exercises and performances at a proficient level. The course builds on the foundational skills of Intro to Theater engaging students with a deeper level of exploration of acting and directing skills.

Visual Art 1-4,
1 Credit Each, Grades 9-12
Visual Arts courses provide students with knowledge and opportunities to explore a variety of art forms and to create individual works of art. Courses address design elements and principles, language, materials, and processes used to produce various kinds of visual arts. As students advance they are encouraged to develop their own creative styles. Although the focus of most of these courses is on production of art, study of the structures, purposes, humanities, processes, are included. Career opportunities in visual art are also explored.

AP Studio Art,
1 Credit, Grades 10-12
The Drawing Portfolio is designed to address a very broad interpretation of drawing issues and media. Light and shade, line quality, rendering of form, composition, surface manipulation, and illusion of depth are drawing issues that can be addressed.
F I N E  A R T S

Vocal Ensemble,
1 Credit, Grades 9-12
Class time will be split between choral rehearsal and instruction in the components involved in creating vocal music.

Advanced Vocal Ensemble,
1 Credit, Grades 10-12
Students in advanced chorus develop musicianship and specific performance skills through ensemble singing. Activities in this class create the development of quality repertoire in the diverse styles of choral music appropriate in difficulty and range for the students. The repertoire for this choir is of the highest caliber and ranges from classical to Broadway show tunes to pop. Emphasis is placed on a cappella singing, advanced sight-reading and listening skills. The chorus provides instruction in vocal technique and music reading skills. Students develop the ability to understand and convey the composer’s intent in order to connect the performer with the audience. Students have the opportunity to experience live performances by professional and quality music groups during and outside of the school day.

Music Theory,
1 Credit, Grades 9-12
This course is designed for students interested in learning the basics in music notation, melody, rhythm, and how music is constructed. Students with some background in music will learn how to read music, the proper method to write, read, and listen to music. The course introduces students to musicianship, theory, musical materials, and procedures. It will emphasize aspects of music, such as harmony; and integrates aspects of melody, texture, rhythm, form, musical analysis, elementary composition, history, and style. The student’s ability to read and write musical notation is fundamental to such a course.

Concert Band, 1 Credit, Grades 9-12
The Concert Band is an instrumental ensemble comprised of students in grades 9-12. This course is specifically designed to promote students’ playing technique for brass and woodwind instruments, and cover a variety of musical styles primarily for concert performances. This course covers the structures, humanities, purposes, processes, and interrelationships of the arts as they apply to music.

Symphonic Band, 1 Credit, Grades 10-12
The Symphonic Band is comprised of students in grades 10-12 whose musical commitment is the performance of quality wind band music at an extraordinary performance level. This course seeks to enhance and encourage each student’s understanding of instrumental musical concepts and terms with an emphasis on rehearsals and performances combined with group methods and instruction. This course covers the structures, humanities, purposes, processes, and interrelationships of the arts as they apply to music.

Percussion Ensemble, 1 Credit, Grades 9-12
Prerequisite: Students must have taken band and/or played percussion in middle school. The purpose of this course is for its participants to improve musical proficiency in the area of percussion performance, expand upon knowledge and principles of music and musicianship, provide a performance experience in percussion, experience literature for percussion ensemble, and build musicianship and technique through small ensemble performance. This course covers the structures, humanities, purposes, processes, and interrelationships of the arts as they apply to music.
### Agriculture Career Pathways

<table>
<thead>
<tr>
<th>Agriculture - Power and Structures BCHS</th>
<th>Agriculture - Animal Systems BCHS / BEHS</th>
<th>Agriculture - Agribusiness BCHS / BEHS</th>
<th>Agriculture - Horticulture BCHS / BEHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete (1-2) ONE - TWO CREDITS from the following: Principles of Agricultural Science and Technology, OR Agriscience</td>
<td>Complete (1-2) ONE - TWO CREDITS from the following: Principles of Agricultural Science and Technology, OR Agriscience</td>
<td>Complete (1-2) ONE - TWO CREDITS from the following: Principles of Agricultural Science and Technology, OR Agriscience</td>
<td>Complete (1-2) ONE - TWO CREDITS from the following: Principles of Agricultural Science and Technology, OR Agriscience</td>
</tr>
<tr>
<td>Choose (2-3) TWO - THREE CREDITS from the following: Agriculture Construction Skills, Small Power Equipment, Agriculture Power and Machinery Operation, OR Agriculture Structures and Designs</td>
<td>Choose (2-3) TWO - THREE CREDITS from the following: Animal Science, Animal Technology, Equine Science, Small Animal Technology, Veterinary Science, Murray State University Advanced Animal Science, OR Murray State University Introduction to Pre-Veterinary Science</td>
<td>Choose (2-3) TWO - THREE CREDITS from the following: Agribusiness/Farm Management, Ag. Employability Skills, Agriculture Sales &amp; Marketing, Agriculture Communications, Murray State University Introduction to Agribusiness</td>
<td>Choose (2-3) TWO - THREE CREDITS from the following: Plant/Land Science, Floriculture/Floral Design, Greenhouse Technology, Nursery/Orchard Technology, Landscaping/Turf Management, Crop Technology, Murray State University Introduction to Plant and Soil Science</td>
</tr>
<tr>
<td>May Substitute ONE Credit Below for Pathway Courses: Agriculture Sales and Marketing, Ag. Employability Skills, Agribusiness/Farm Management, Agricultural Education Co-op, OR 1 Agricultural Education Internship</td>
<td>May Substitute ONE Credit Below for Pathway Courses: Food Science &amp; Technology, Food Processing, Distribution &amp; Marketing, Aquaculture, Agriculture Sales and Marketing, Agribiology, Agribusiness/Farm Management, Ag. Employability Skills, Agricultural Education Co-op, OR Agricultural Education Internship</td>
<td>May Substitute ONE Credit Below for Pathway Courses: Greenhouse Technology, Small Animal Technology, Agricultural Education Co-op, or Agricultural Education Internship</td>
<td>May Substitute ONE Credit Below for Pathway Courses: Agribusiness/Farm Management, Ag. Employability Skills, Agriculture Sales and Marketing, Agribiology, Agricultural Education Co-op, OR Agricultural Education Internship</td>
</tr>
</tbody>
</table>

**KOSSA**

- ILP Related Careers:
  - Agricultural Engineer
  - Welder
  - Mechanical Engineer
  - Diesel Technician
  - Electrical Engineer
  - Heavy Equipment Technician
  - Farm Equipment Technician
  - Small Engine Mechanic


**KOSSA**

- ILP Related Careers - Entrepreneur
  - Veterinarian
  - Animal Scientist
  - Marine Biologist
  - Zoologist
  - Horse Trainer
  - Animal Breeder
  - Farmer
  - Veterinary Technician

**KOSSA**

- ILP Related Careers - Horticulturist
  - Agronomist
  - Landscaper
  - Farmer
  - Scientist
  - Landscape Architect
  - Nursery / Greenhouse Grower
  - Botanist

**KOSSA**

- ILP Related Careers - Entrepreneur
  - Photojournalist
  - Agriculture Lawyer
  - Sales Representative
  - Independent Business Owner
  - Editor
  - Retail Salesperson
  - Auctioneer
## BUSINESS CAREER PATHWAYS

<table>
<thead>
<tr>
<th>Accounting BCHS / BEHS</th>
<th>Administrative Support BCHS / BEHS / NBHS</th>
<th>Business &amp; Marketing Education NBHS</th>
<th>Business Management (High School of Business) BEHS / NBHS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Complete (2-3) TWO-THREE CREDITS from the following:</strong></td>
<td><strong>Complete (2-4) TWO-FOUR CREDITS from the following:</strong></td>
<td><strong>Complete (2-3) TWO-THREE CREDITS:</strong></td>
<td><strong>Complete (2) TWO CREDITS from the following:</strong></td>
</tr>
<tr>
<td>- Digital Literacy OR Computer Literacy (IT) OR Business Principles and Applications</td>
<td>- Digital Literacy OR Computer Literacy (IT) OR Business Principles and Applications</td>
<td>- Digital Literacy OR Computer Literacy</td>
<td>- Business Principles and Applications OR Principles of Marketing</td>
</tr>
<tr>
<td>- Financial Accounting</td>
<td>- Advanced Computer Applications</td>
<td>- Advanced Computer Applications</td>
<td></td>
</tr>
<tr>
<td>- Advanced Accounting (Requires Special Teacher Training)</td>
<td>- Microsoft Office (MOS)</td>
<td>- Financial Literacy</td>
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</table>

<table>
<thead>
<tr>
<th>Choose (1-2) ONE-TWO CREDITS from the following:</th>
<th>Choose (1-2) ONE-TWO CREDITS from the following:</th>
<th>Choose (1-2) ONE - TWO CREDITS from the following:</th>
<th>Choose (2) TWO CREDITS from the following:</th>
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<tbody>
<tr>
<td>- Financial Literacy</td>
<td>- Business Communications</td>
<td>- Advanced Computer Applications OR Microsoft Office (MOS)</td>
<td>- Digital Literacy OR Computer Literacy</td>
</tr>
<tr>
<td>- Advanced Computer Applications OR Microsoft Office (MOS)</td>
<td>- Business Law</td>
<td>- Accounting &amp; Finance Foundations</td>
<td>- Accounting &amp; Finance Foundations</td>
</tr>
<tr>
<td>- Business Education Internship OR Business Education Co-op</td>
<td>- Business Economics</td>
<td>- Financial Literacy</td>
<td>- Financial Literacy</td>
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<td></td>
<td>- Business Education Internship OR Business Education Co-op</td>
<td>- Advanced Marketing</td>
<td>- Advanced Marketing</td>
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<td>- Entrepreneurship</td>
<td>- Entrepreneurship</td>
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<td></td>
<td>- Business Education Internship OR Business Education Co-op</td>
<td>- Business Education Internship OR Business Education Co-op</td>
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</table>

**KOSSA**

<table>
<thead>
<tr>
<th>ILP Related Careers: Accountant</th>
<th>ILP Related Careers: Administrative Assistant</th>
<th>ILP Related Careers: Business &amp; Marketing Education Teacher</th>
<th>ILP Related Careers: Entry Level Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountant</td>
<td>Administrative Assistant</td>
<td>Business &amp; Marketing Education Teacher</td>
<td>Money Manager</td>
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<tr>
<td>Forensic Accountant Planner</td>
<td>Human Resources Specialist Bookkeeper</td>
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<td>Account Manager</td>
</tr>
<tr>
<td>Tax Preparer Auditor Auditing Clerk Budget Analyst Tax Examiner</td>
<td>Court Reporter</td>
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<td>Real Estate Agent</td>
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<td>Billing &amp; Accounts Collector</td>
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<td>Venture Capitalist</td>
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<td>Insurance Agent</td>
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<td>Association Manager Quality Controller</td>
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</table>
**BUSINESS CAREER PATHWAYS**

<table>
<thead>
<tr>
<th>Information Processing</th>
<th>Marketing</th>
<th>Multimedia</th>
<th>Financial Services</th>
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<tbody>
<tr>
<td><strong>BEHS</strong></td>
<td><strong>NBHS</strong></td>
<td><strong>BCHS / BEHS / NBHS</strong></td>
<td><strong>BEHS</strong></td>
</tr>
<tr>
<td>Complete (1) ONE CREDIT:</td>
<td>Complete (2) TWO CREDITS from the following:</td>
<td>Complete (2-4) TWO-FOUR CREDITS from the following:</td>
<td>Complete (2) TWO CREDITS from the following:</td>
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<tr>
<td>Complete (1) ONE CREDIT:</td>
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<td>Complete (2) TWO CREDITS from the following:</td>
<td>Complete (2) TWO CREDITS from the following:</td>
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<tr>
<td>Complete (1) ONE CREDIT:</td>
<td>Complete (2) TWO CREDITS from the following:</td>
<td>Choose (1-2) ONE-TWO CREDITS from the following:</td>
<td>Choose (2) TWO CREDITS from the following:</td>
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<tbody>
<tr>
<td>ILP Related Careers</td>
<td>ILP Related Careers: Marketing Specialist</td>
<td>ILP Related Careers: Business &amp; Marketing Education Teacher Corporate Trainer</td>
<td>ILP Related Careers Entry Level Manager Money Manager Account Manager Real Estate Agent Venture Capitalist Insurance Agent Association Manager Quality Controller</td>
</tr>
<tr>
<td>Receptionist/Information Clerk Data Entry Clerk Bill and Account Collector Insurance Claims Adjuster Administrative Assistant</td>
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</tr>
</tbody>
</table>
# COMPUTER SCIENCE / FAMILY CONSUMER SCIENCE PATHWAYS

## Computer Science
- NBHS

Complete (1) ONE CREDIT from the following:
- Computer Literacy OR
- Digital Literacy
- Introduction to Computer Science

Complete (1) ONE CREDIT from the following:
- Computational Thinking
- JAVA
- AP Computer Science Principles

## Early Childhood Education
- BCHS / BEHS / NBHS

Complete (2-4) TWO-FOUR CREDITS from the following:
- Digital Literacy OR
- Computer Literacy (IT) OR
- Business Principles and Applications
- Accounting & Finance Foundations OR
- Financial Literacy
- Advanced Computer Applications
- Microsoft Office (MOS)

## Fashion & Interior Design
- BCHS

Complete (3) THREE CREDITS from the following:
- FACS Essentials
- Fashion and Interior Design I
- Fashion and Interior Design II

Choose (2) TWO CREDITS from the following:
- AP Computer Science A
- C++1
- Visual Basic
- JavaScript
- JAVA II
- Visual Basic II
- Information Technology Co-op OR Information Technology Internship

Choose (1-2) ONE-TWO CREDITS from the following:
- Business Communications
- Word Processing
- Business Law
- Business Economics
- Business Education Internship OR Business Education Co-op

Choose (1) ONE CREDIT from the following:
- Money Skills OR
- Money Skills for Math
- Internship: Fashion & Interior Design
- Co-op: Fashion & Interior Design

Choose (1) ONE CREDIT from the following:
- FACS Essentials AND/OR FACS Essentials Health
- Advanced Foods & Nutrition**
- Internship: Culinary Arts
- Co-op: Culinary Arts

## Culinary
- BCHS / BEHS / NBHS

Complete (3) THREE CREDITS from the following:
- Foods & Nutrition
- Culinary Arts I
- Culinary Arts II

Choose (1) ONE CREDIT from the following:
- Internship: Fashion & Interior Design
- Co-op: Fashion & Interior Design

Choose (1) ONE CREDIT from the following:
- FACS Essentials AND/OR FACS Essentials Health
- Advanced Foods & Nutrition**
- Internship: Culinary Arts
- Co-op: Culinary Arts

## KOSSA

**ILP Related Careers**
- Software Developer
- Database Administrator
- Computer Hardware Engineer
- Computer Systems Analyst
- Computer Network Architect
- Web Developer
- Information Security Analyst
- Computer Programmer
- Computer Systems Manager
- Information Systems Manager
- Project Manager

**ILP Related Careers:**
- Administrative Assistant
- Human Resources Specialist
- Bookkeeper
- Court Reporter
- Billing & Accounts Collector

**ILP Related Careers:**
- Business & Marketing Education Teacher
- Corporate Trainer

**ILP Related Careers:**
- Fashion Designer
- Interior Designer
- Fashion Retailer
- Clothing Manufacturer
- Furniture Designer
### HEALTH SCIENCE / ENGINEERING / JROTC PATHWAYS

<table>
<thead>
<tr>
<th>JROTC</th>
<th>Allied Health</th>
<th>Pre-Nursing</th>
<th>Engineering (PLTW)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCHS / NBHS Army JROTC:</td>
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<td><strong>Complete (2) TWO CREDITS</strong> from the following:</td>
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<tr>
<td>JROTC 1</td>
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<td>- Introduction to Engineering Design (PLTW)</td>
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<tr>
<td>JROTC 2</td>
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<td>- Principles of Engineering (PLTW)</td>
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<tr>
<td>JROTC 3</td>
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<td>JROTC 4</td>
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<td>BEHS National Guard:</td>
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<tr>
<td>JROTC 1</td>
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<td>JROTC 2</td>
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<td><strong>Complete (3) THREE CREDITS</strong> from the following:</td>
<td><strong>Complete (2) TWO CREDITS</strong> from the following:</td>
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<tr>
<td></td>
<td>- Principles of Health Science</td>
<td>- Principles of Health Science</td>
<td>- <strong>Digital Electronics</strong> (PLTW)</td>
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<td>- Allied Health Core Skills</td>
<td>- Medicaid Nurse Aide</td>
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<td><strong>Choose (1) ONE CREDIT</strong> from the following:</td>
<td><strong>Choose (1) ONE CREDIT</strong> from the following:</td>
<td><strong>Choose (2) TWO CREDITS</strong> from the following:</td>
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<tr>
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<td>- Medical Math</td>
<td>- Medical Math</td>
<td>- <strong>Digital Electronics</strong> (PLTW)</td>
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<td>- Body Structures and Functions OR Anatomy (Science Course)</td>
<td>- Body Structures and Functions OR Anatomy (Science Course)</td>
<td>- Computer Integrated Manufacturing (PLTW)</td>
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<td></td>
<td>- Internship: Allied Health</td>
<td>- Co-op (Nursing)</td>
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<tr>
<td><strong>ILP Related Careers</strong></td>
<td><strong>ILP Related Careers: Doctor</strong></td>
<td><strong>ILP Related Careers: Licensed Practical Nurse</strong></td>
<td><strong>ILP Related Careers</strong></td>
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<tr>
<td></td>
<td><strong>Nurse</strong></td>
<td><strong>Nurse Practitioner</strong></td>
<td><strong>Engineering Technology</strong></td>
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<td><strong>Pharmacist</strong></td>
<td><strong>Nursing Assistant</strong></td>
<td><strong>Instructor</strong></td>
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<td><strong>Physical Therapist</strong></td>
<td><strong>Physician’s Assistant</strong></td>
<td><strong>Production Woodworker</strong></td>
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<td><strong>Psychologist</strong></td>
<td><strong>Doctor</strong></td>
<td><strong>Manufacturing Manager</strong></td>
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<td><strong>Radiologist</strong></td>
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<td><strong>Manufacturing Worker</strong></td>
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<td><strong>Surgeon</strong></td>
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<td><strong>Electronics Assembler</strong></td>
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<td><strong>Veterinarian</strong></td>
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<td><strong>Industrial Engineer</strong></td>
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<td><strong>Industrial Technician</strong></td>
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<td><strong>Quality Controller</strong></td>
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<td><strong>Architect</strong></td>
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<td><strong>Aerospace Engineer</strong></td>
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<td><strong>Interior Designer</strong></td>
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<td><strong>Nuclear Engineer</strong></td>
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<td><strong>Electrical Engineer</strong></td>
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<td><strong>Electronics Engineer</strong></td>
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<td></td>
<td><strong>Civil Engineer</strong></td>
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<td><strong>Computer Hardware Engineer</strong></td>
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</tbody>
</table>

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**KOSSA**
- ILP Related Careers
  - US Army
  - US Marines
  - US Navy
  - US Coast Guard
  - US National Guard
Option 1: Part-Time / Shuttle Option allows students to remain in their home high school for traditional core course and take a shuttle to the Bullitt County Area Technology Center for a skills trade pathway program. Students may be required to select a core subject to complete online and work on that course during down time, transport time, and/or at home. Space is limited in all programs students may not be selected upon their first application or for their first choice of pathways.

Option 2: Full-Time / Career Readiness Center at the Riverview Opportunity Center allows students to accelerate or concentrate on a career pathway program in a skills trade. The program is a full-time career and technical education program for students who are self-motivated and desire a blended, online learning setting for core subjects and a hands-on experience in a specific skills trade. Students in grades 9 through 12 may apply at the start of each school year. Space is limited and qualifications must be met.

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

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

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

Pay: The median annual wage for automotive service technicians and mechanics was $36,610 in May 2012.

Job Outlook: Employment of automotive service technicians and mechanics is projected to grow 9 percent from 2012 to 2022, about as fast as the average for all occupations. Job opportunities for qualified jobseekers should be very good.
What Aerospace Engineers and Aviation Mechanics Do: Aerospace engineers design primarily aircraft, spacecraft, satellites, and missiles. In addition, they test prototypes to make sure that they function according to design.

Aircraft and avionics equipment mechanics and technicians repair and perform scheduled maintenance on aircraft.

Work Environment: Aerospace engineers are employed in industries whose workers design or build aircraft, missiles, systems for national defense, or spacecraft. Aircraft and avionics equipment mechanics and technicians work in hangars, in repair stations, or on airfields. They often must meet strict deadlines to maintain flight schedules. The environment can be loud because of aircraft engines and equipment. Workers frequently bend, stoop, and reach from ladders and scaffolds. Most mechanics and technicians work full time; overtime and weekend work is common.

How to Become an Aerospace Engineer or an Aviation Mechanic: Aerospace engineers must have a bachelor’s degree in aerospace engineering or another field of engineering or science related to aerospace systems. Many aircraft and avionics equipment mechanics and technicians learn their trade at an FAA-approved aviation maintenance technician school. Some workers enter the occupation after receiving training in the military.

Pay: The median annual wage for aerospace engineers was $105,380 in May 2014. The median annual wage for aircraft and avionics equipment mechanics and technicians was $56,980 in May 2014.

Job Outlook: Employment of aerospace engineers is projected to decline 2 percent from 2014 to 2024. Aircraft are being redesigned to cut down on noise pollution and to raise fuel efficiency, which will help sustain demand for research and development. Employment of aircraft and avionics equipment mechanics and technicians is projected to show little or no change from 2014 to 2024. Job prospects will be best for mechanics who hold an Airframe and Powerplant (A&P) certificate.
What Carpenters Do: Carpenters construct and repair building frameworks and structures—such as stairways, doorframes, partitions, and rafters—made from wood and other materials. They also may install kitchen cabinets, siding, and drywall.

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

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

Pay: The median annual wage for carpenters was $39,940 in May 2012.

Job Outlook: Employment of carpenters is projected to grow 24 percent from 2012 to 2022, much faster than the average for all occupations. Increased levels of new home building and remodeling activity will require more carpenters.
What Electricians Do: Electricians install and maintain electrical power, communications, lighting, and control systems in homes, businesses, and factories.

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

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

Pay: The median annual wage for electricians was $49,840 in May 2012.

Job Outlook: Employment of electricians is projected to grow 20 percent from 2012 to 2022, faster than the average for all occupations. As homes and businesses require more wiring, electricians will be needed to install the necessary components. Electricians with the widest variety of skills should have the best job opportunities.
What HVAC Mechanics and Installers Do: Heating, air conditioning, and refrigeration mechanics and installers—often called heating, ventilation, air conditioning, and refrigeration (HVACR) technicians—work on heating, ventilation, cooling, and refrigeration systems that control the temperature and air quality in buildings.

Work Environment: HVACR technicians work mostly in homes, schools, hospitals, office buildings, or factories. Their worksites may be very hot or cold because the heating and cooling systems they must repair may not be working properly and because some parts of these systems are located outdoors. Working in cramped spaces and during irregular hours is common.

How to Become an Electrician: Because HVACR systems have become increasingly complex, employers generally prefer applicants with postsecondary education or those who have completed an apprenticeship. Some states and localities require technicians to be licensed.

Pay: The median annual wage for heating, air conditioning, and refrigeration mechanics and installers was $44,630 in May 2014.

Job Outlook: Employment of heating, air conditioning, and refrigeration mechanics and installers is projected to grow 14 percent from 2014 to 2024, much faster than the average for all occupations. Candidates familiar with computers and electronics and those with good troubleshooting skills will have the best job opportunities as employers continue to have difficulty finding qualified technicians to install, maintain, and repair complex new systems.
What Industrial Machinery Mechanics, Machinery Maintenance Workers, and Millwrights Do: Industrial machinery mechanics and machinery maintenance workers maintain and repair factory equipment and other industrial machinery, such as conveying systems, production machinery, and packaging equipment. Millwrights install, dismantle, repair, reassemble, and move machinery in factories, power plants, and construction sites.

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

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

Pay: The median annual wage for industrial machinery mechanics, machinery maintenance workers, and millwrights was $47,450 in May 2014.

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

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

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

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

Pay: In May 2012, the median annual wage for brickmasons and blockmasons was $46,440. The median annual wage for stonemasons was $37,350 in May 2012.

Job Outlook: Employment of masons is projected to grow 34 percent from 2012 to 2022, much faster than the average for all occupations. Population growth will result in the construction of more schools, hospitals, homes, and other buildings. Workers with a good job history and with experience in masonry and construction should have the best job opportunities.
**What Nurses Aides Do:** Nurse aides help provide basic care for patients in hospitals and residents of long-term care facilities, such as nursing homes.

**Work Environment:** Nurse aides work in nursing and residential care facilities and in hospitals. They are frequently active and may need to help lift or move patients.

**How to Become a Nurse Aide:** Nurse aides must complete a state-approved education program and must pass their state’s competency exam to become certified. This is a requirement for anyone wanting to pursue an RN degree.

**Pay:** The median annual wage for nurse aides was $24,420 in May 2012. The median annual wage for orderlies was $23,990 in May 2012.

**Job Outlook:** Employment of nurse aides is projected to grow 21 percent from 2012 to 2022, faster than the average for all occupations. Because of the growing elderly population, many nursing assistants will be needed in long-term care facilities.
What Industrial Machinery Mechanics, Machinery Maintenance Workers, and Millwrights Do: Industrial machinery mechanics and machinery maintenance workers maintain and repair factory equipment and other industrial machinery, such as conveying systems, production machinery, and packaging equipment. Millwrights install, dismantle, repair, reassemble, and move machinery in factories, power plants, and construction sites.

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

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

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Job Outlook: Employment of industrial machinery mechanics, machinery maintenance workers, and millwrights is projected to grow 16 percent from 2014 to 2024, much faster than the average for all occupations. The need to keep increasingly sophisticated machinery functioning and efficient will drive demand for these workers.
BCPS Middle Schools utilize a system to track and monitor every student to be “High School ready” as indicated by PRE-ACT assessments in English, Reading, and Math. Middle School Leaders will track 6-8 grade progress for each student to meet the following benchmarks:

**READING BENCHMARKS:**
- 6TH GRADE - Beginning Year 220 / End of Year 224
- 7TH GRADE - Beginning Year 223 / End of Year 230
- 8TH GRADE - Beginning Year 227 / End of Year 231

**MATH BENCHMARKS:**
- 6TH GRADE - Beginning Year 228 / End of Year 235
- 7TH GRADE - Beginning Year 235 / End of Year 240
- 8TH GRADE - Beginning Year 241 / End of Year 248
Statistics show that more students fail ninth grade than any other year in school. The reasons for this dip in student achievement are varied and complex. Eighth graders contemplating the move to ninth grade worry about a variety of issues: getting picked on by older students, harder work, earning lower grades, getting “lost” in the crowd, etc. Research has shown that at the ninth grade students may show a decline in grades and attendance and have a more negative view of themselves. They will also demonstrate an increased need for friendships and social interaction.

So, what can schools do to help increase achievement and performance of ninth grade students at this crucial time in their lives? They can institute transition programs.

**Key Components of Successful Transition Programs:**

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

   This includes orienting parents and students to a new building, new expectations, routines, etc. in order to allay some of the initial fears they might be feeling. Possible activities:
   - Tours and/or Shadow Days
   - HS Student Panel Discussions
   - HS Counselor Visits
   - HS Teacher “Swap” or “Move Up” Days
   - Summer Transition Camps
   - 8th Grade involvement in social or athletic events
   - eNewsletters, Websites, Social Media
   - HS Parent Ambassadors

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

   This allows students to begin building new relationships, obtain reliable information from “insiders” and feel welcomed to the high school community. Possible activities:
   - Orientation and mentoring programs. (Link Crew, Bridges, etc. pair small groups of incoming students with upperclassmen for support)
   - Open house for 8th graders, hosted by current 9th graders
   - Supervised attendance at 8th grade/9th grade social functions
   - Student-Friendly Orientation Days before school starts.
   - Separating lunches by grade level

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

   This will help insure that both groups have a realistic understanding of the programs, requirements and expectations at each level, so that a sense of articulation and alignment can be encouraged. Possible activities:
   - Create a “transition team” of teachers at each level who meet regularly for discussion and revision of the transition program
   - Invite middle school teachers to team or department meetings, Teacher Planning Day Events, etc.
   - Schedule an annual joint faculty meeting to identify concerns and successes
   - Create departmental liaison positions
   - Vertical curriculum planning meetings
4. Provide opportunities for parent involvement.

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

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

5. Existing Programs:

Good news! There are several tested and established comprehensive freshman transition programs out there. Schools wishing to implement programs don’t necessarily have to start from the ground floor building their program from scratch. Below you will find links to information about several existing programs.

Link Crew: [www.linkcrew.com](http://www.linkcrew.com)
Freshman Solutions: [www.freshmansolutions.com](http://www.freshmansolutions.com)
Ignite: [www.ignite4schools.com](http://www.ignite4schools.com)

Chicago GEAR UP Alliance: [www.gearupchicago.org](http://www.gearupchicago.org)
Bullitt County Chamber of Commerce and Bullitt County Schools partner to develop a Work Ready Community.

Middle School Work Ethic Certification qualifications below will be verified five days prior to the last day of school:

- **A STUDENT MUST EARN 97% OR BETTER ATTENDANCE PER YEAR.**
  No more than 5 excused or unexcused absences

- **A STUDENT MUST HAVE A PERFECT BEHAVIOR RECORD IN INFINITE CAMPUS.**
  0 infractions entered into Infinite Campus

- **A STUDENT MUST HAVE ALL PASSING GRADES THROUGHOUT THE YEAR.**
  No failing grades on quarter or final grades posted on report card

- **A STUDENT MUST COMPLETE 5 HOURS OF COMMUNITY SERVICE.**
  A student must organize their community service which includes voluntary work for church, school, business, non-profit agency, or community. Signed verification of service required.
BCPS Middle Schools utilize a data-focused system to track and to monitor every student to be “High School Ready” as indicated by PRE-EXPLORE benchmarks in English, Ready, and Math. Middle School Leaders will track student progress in grades 6 through 8 to meet the following benchmarks:

**READING BENCHMARKS:**
- 6TH GRADE: Beginning Year = 220 / End of the Year = 224
- 7TH GRADE: Beginning Year = 223 / End of the Year = 230
- 8TH GRADE: Beginning Year = 227 / End of the Year = 231

**MATH BENCHMARKS:**
- 6TH GRADE: Beginning Year = 228 / End of the Year = 235
- 7TH GRADE: Beginning Year = 235 / End of the Year = 240
- 8TH GRADE: Beginning Year = 241 / End of the Year = 248
Below are possible transition type information and activities that elementary and middle schools may use in transition planning for students. The below information is not all-inclusive of the information or activities that may occur:

**Preparation During the Last Year of Elementary**

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

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

**Parent Preparation**

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

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

Transition Activity Checklist: Minimal Activities for Schools

Date:_____  Transition meeting between teachers from the elementary and middle schools.

Date:_____  Students participate in transition activity: _______________________________.

Date:_____  Summer transition orientation program is planned and scheduled.

Date:_____  Student tour is scheduled at appropriate feeder middle school.

Date:_____  Middle level principal meets transitioning students.

Date:_____  Students are provided with information related to middle school. [Information may include a sample agenda, schedule, or other relevant information.]

Date:_____  Parent information disseminated related to middle level education provided by feeder middle school. [This can be provided at the time of tour or orientation program.]

Date:_____  Teachers provide middle school with specific information on students that will assist in student success [Information will include tier level status / interventions, special education information, AP information, and other relevant specifics.]

Date:_____  Working writing folders are sent to feeder middle school.

Date:_____  Parent program planned and scheduled. Elementary and middle level collaborative planning with relevant stakeholders in attendance.
Bullitt County Public Schools is excited to honor students who demonstrate a strong work ethic. The school administration and classroom teachers work together to identify students who have met all 4 standards each quarter. All students begin with a clean slate each quarter.

**Attendance**
Students meeting the Attendance Standard miss very few days of school. Elementary Students demonstrating this standard:
- Attend more than 97% of the quarter (on average no more than 1 excused absences per quarter.)
- 0 unexcused absences/tardies (Extended excused absence will be based on case by case situation)

**Academics**
Students meeting the Academic Performance standard get good grades and learn the things they are supposed to learn in school. Elementary Students demonstrating this standard:
- MAP—Meets reading and math growth goals or above the proficiency level.
- Student earns quarterly Honor Roll

**Behavior**
Students meeting the behavior standard consistently follow classroom behavior guidelines, quickly respond to behavior corrections when needed, and take responsibility for their own actions. Elementary Students demonstrating this standard:
- Follow School Expectations
- No Office Discipline Referral
- No Bus Referral

**Community Service**
Students meeting the Community Service standard find ways to help others in their community. Elementary Students demonstrating this standard:
- Find ways to help others in the community
- Participate in two hours of at least one community service project per quarter
- Turn in the Community Service report sheet on time to the School counselor (students can obtain community service report sheets from teacher or counselor)
DISCOVER
What we are all about by watching Our video linked HERE.

The DISCOVERY SCHOOL

A Project-Based Learning STEM School for Gifted & Talented Students at Hebron Middle School in Shepherdsville, KY
<table>
<thead>
<tr>
<th>Month</th>
<th>Item / Program</th>
<th>High School</th>
<th>Middle School</th>
<th>Elementary School</th>
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<tbody>
<tr>
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<td>CTE State Conference</td>
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