

Highlands High School

A National Blue Ribbon School of Excellence



Catalogue of Courses

2020-2021
Version 1.0

FORT THOMAS

INDEPENDENT SCHOOLS

Mission

Rich in tradition and focused on the future, the Fort Thomas Independent School District provides engaging and challenging learning experiences which foster creativity, curiosity and innovation, while inspiring all students to pursue lifelong learning and become productive members of the global community.

Vision

- ❖ **Our students** engage in a variety of experiences that foster creativity and curiosity, demonstrating the skills and dispositions needed to solve real-world problems and to become caring and productive members of the global community.
- ❖ **Our teachers** exhibit a student-centered passion for teaching and a deep understanding of content, utilizing research-based strategies to challenge and meet the needs of all learners.
- ❖ **Our support staff** plays a crucial role in student achievement, contributing to all aspects of the educational process.
- ❖ **Our leadership** maintains high expectations, works collaboratively with all stakeholders, focuses on a shared mission and demonstrates a commitment to individual student growth and achievement.
- ❖ **Our parents** are an important resource in their child's education, serving as essential participants in a partnership of mutual respect.
- ❖ **Our community**, as a valued partner, reciprocates our desire to develop a highly-skilled workforce that demonstrates civic pride, global citizenship and service to others.
- ❖ **Our instruction** focuses on individual student growth toward mastery of college and career readiness standards and instills a passion for lifelong learning.
- ❖ **Our technology** is utilized by teachers and students in transformative ways to enhance student achievement and to make real-world global connections.
- ❖ **Our District's culture** welcomes all stakeholders and allows students to feel safe, encouraged, nurtured and challenged to achieve at high levels.

Rich in **Tradition** on the **Future**
Focused

Highlands High School Catalogue of Courses 2020-2021

(to be used by the class of 2024)



**Highlands High School
2400 Memorial Parkway
Fort Thomas, KY 41075
(859) 781-5900**

Web address: <http://www2.fortthomas.kyschools.us/hhs/default.htm>

Please keep this handbook during the next four years. Updates will be supplied as needed.
Please call your child's counselor if you have questions during the registration process at 815.2606.

This document, along with any updates, is available on the district's web site at
<http://www.fortthomas.kyschools.us>
under the link to Teaching and Learning.

*Approved by the Site Based Decision Making Council in December 2019
Photographs Courtesy of HHS Photo Journalism Class*

Fort Thomas Independent Board of Education

Jeff Beach, Chair

Karen Allen

Lisa Duckworth

Brad Fennell

Ann Meyer

Superintendent

Karen Cheser

815.2020

Assistant Superintendent for Student Services

Jamee Flaherty

815.2011

Assistant Superintendent for Teaching and Learning

Bill Bradford

815.2012

Highlands High School

Matt Bertasso

Principal

815.2600

Jeff Schneider

Assistant Principal

815.2602

Kevin Nieporte

Athletic Director

815.2607

Guidance Counselors

Laura Schnitzler

Students A-G

815.2622

Ann Listerman

Students H-P

815.2673

Erica Thomas

Students Q-P

815.2604

Trinity Walsh

College & Career Readiness Counselor

815.2605

SBDM

Pat Agard

Nina Kearns

Jaime Richey

Richelle Thompson

Tonya Tierney

Purpose

This document holds the necessary information for the success of students in complete all graduation requirements at Highlands High School. It will guide students through the high school process to prepare them for their post-graduation life. It is also an historical document that captures the courses, policies and procedures for a specific year. A student should refer to the version of the document dated the year he/she entered high school.

Course Catalogue Revisions

The 21st century society is a fast moving and quickly evolving space. Technology, news and other aspects of our lives are often out dated shortly after their initial entrance to the mainstream market. Each year, this document will be updated, however at times during the year there is a need to make revisions to correct mistakes, align with new policy, add new courses, to name a few. Schools are guided by building administration (principal), local Site-Based Decision Making councils, district school boards, state school board, state legislation, and federal programs. The decision making process for each of these entities are individual and separate from one another.

This catalogue will be revised as needed. Version numbers and update/change lists will be added to identify if/when this document needs to be adjusted. All version will be approved by the Highlands High School SBDM and parents and students will be notified.

Scheduling Timeline

The scheduling process is truly an on-going process. As one year closes, the next year has already begun. Below is an outline of this process for teachers, students, parents and others to refer to for understanding of when and why different steps occur in the process.

Pre-work - Each year the course catalogue must be updated. New courses offerings are added, policies and pathways aligned with current mandates. This work requires gathering information from administration, counselors, department heads, teachers and secretaries. During the pre-work courses may also need to be prepared in Infinite Campus for recommendations and requests to take place.

Recommendations - After the first semester, teachers make recommendations for the following school year. Using progress monitoring, student interviews, assessment data and other tools teachers recommend the next class in their content progress. These are entered into Infinite Campus to help guide students through the scheduling process.

Course Request - With help from the guidance counselors, each year students make course requests. These request align with the students 4 year-plan and the pathway they desire for graduation. Students are not creating their schedule at this point but rather they are requesting courses for the following year. This process includes entering requests into Infinite Campus, parental review and then submitting signature page to the guidance office.

Analyzing the Requests - After students have submitted their course requests, these numbers are used to determine the number of sections needed for each course the following year. For example, if a class were to average 25 students per section and 100 students have requested that course 4 sections would be required to meet all students requests. This analysis of the numbers helps determine the need for staffing in the coming year.

Allocations - Prior to March 1, the principal meets with superintendent to determine staffing for the following year. This is necessary by March 1 to meet the state mandated deadline for submitting funding requests. Current and projected enrollment is used to determine the staffing needs as well as course request to identify specific content needs.

Master Schedule Creation - At this point the master schedule can be created. Through discussion with teachers, guidance and administration work to align sections with teachers and then to period in the day. Conflicts are avoid where possible. Single-section courses tend to run into the most conflicts. This leads to careful consideration for which classes can meet in the same period. This step can take a few months depending on many variables including staffing, retirements, hiring, etc.

Running Schedules - With the master schedule created, schedules can now be built for individual students, after "running the schedules" in Infinite Campus. After schedules are produced there are a number of steps required to clean up the schedule. Leveling class sizes (making courses with multiple sections have similar loads), adjusting individual schedule needs, closing/opening sections as needed.

Students Receive Schedules - At this point, schedules become available to students and fine tuning the schedules begins. Students are now able to make changes when necessary. Teachers have rosters and can build courses in Schoology. At this point the scheduling process is complete and the work for the next year begins.

Highlands High School Academic Outlook – Class of _____

| Grade 9 | | | Grade 10 | | | Grade 11 | | | Grade 12 | | |
|--|--------------|--|-----------|---------------|--|-----------|--------------|--|-----------|--------------|--|
| Year: | | | Year: | | | Year: | | | Year: | | |
| REQUIRED | COURSE/LEVEL | | REQUIRED | COURSE/LEVEL | | REQUIRED | COURSE/LEVEL | | REQUIRED | COURSE/LEVEL | |
| 1 | English I | | 1 | English II | | 1 | English III | | 1 | English IV | |
| 2 | Math | | 2 | Math | | 2 | Math | | 2 | Math | |
| 3 | Physics | | 3 | Biology | | 3 | Chemistry | | | | |
| 4 | Health/PE | | 4 | World History | | 4 | US History | | | | |
| ELECTIVES | | | ELECTIVES | | | ELECTIVES | | | ELECTIVES | | |
| 5 | | | 5 | | | 5 | | | 4 | | |
| 6 | | | 6 | | | 6 | | | 5 | | |
| *7 | | | *7 | | | *7 | | | 6 | | |
| *7 – is only available to students who choose to take an Early Bird (EB) course. | | | | | | | | | *7 | | |

My Career Goal is: _____

("Undecided" is OK)

I am interested in:

☐ Major of Intensive Study

(choose all that apply)

☐ HHS Advanced Curriculum

☐ WKU Capstone Scholars

TABLE OF CONTENTS

| | |
|------------------------------------|----|
| Academic Policies | 8 |
| Graduation Requirements | 20 |
| Pre-College Curriculum | 22 |
| Career Pathways/Career Major | 25 |
| Dual Credit. | 39 |
| English | 45 |
| Health and Physical Education | 49 |
| Humanities | 52 |
| Mathematics | 60 |
| Science | 66 |
| Social Studies | 69 |
| Practical Living Career Studies | |
| Career & Technical Education | |
| Business | 75 |
| Launch | 79 |
| Engineering & Technology Education | 82 |
| Family and Consumer Sciences | 85 |
| Vocational Programs | 89 |
| World Language | 96 |
| Special Education Services | 98 |
| High School Faculty | 99 |

ACADEMIC POLICIES



ACADEMIC POLICIES

Academic Grade

A student's academic grade shall not be lowered because of poor conduct (Board Policy 08.221).

Academic Honors and Awards

Senior Class Valedictorian - The graduating senior student with the highest cumulative grade point average at the end of the eighth semester (as determined by the weighted scale and method described under Class Rank) shall be designated as class Valedictorian (Board Policy 08.2211).

Senior Class Salutatorian - The graduating senior student with the second highest cumulative grade point average at the end of the eighth semester (as determined by the weighted scale and method described under Class Rank) shall be designated as class Salutatorian (Board Policy 08.2211).

Any graduating senior who has achieved the grade of "A" in all classes for eight consecutive semesters of high school shall be given special recognition during the graduation ceremony (Board Policy 08.2211).

Any graduating senior who has had perfect attendance (no absences and no tardies) for all four years of high school shall be given special recognition during the awards program.

Academic Load

All students at Highlands must carry six academic subjects daily.

Academically Accelerated Students

Any academically accelerated student at Highlands High School who plans to enroll in a college or university after completing the current school year but is unable to complete the required state and local board requirements for graduation as described in Board Policy 08.32 shall be eligible for placement in a senior status. This placement is contingent upon the parent or guardian of the academically accelerated student making a written request for senior placement to the high school principal. Also, the letter must contain a statement indicating that the student plans to enroll in a college or university at the beginning of the next school year.

The academically accelerated student who is unable to complete the requirements for graduation shall not be ranked in the senior class for purposes of determining the Valedictorian and Salutatorian (eighth semester transcript). However, such a student shall be ranked according to currently accumulated credits for purposes of completing appropriate documents that are sent to colleges and universities and that request student rank.

For the purposes of this policy, an academically accelerated student is one who is taking or has taken course work, which is normally taken at a higher grade level. Identification of students for purposes of acceleration is determined by but not limited to:

1. Scores earned by students on the following components of the American College Test (ACT) and/or the Scholastic Aptitude Test (SAT) administered in conjunction with the Talent Identification Program:
 - Critical Reading
 - Mathematics
 - Writing Skills
2. Scores earned by students on the:
 - PLAN/ACT/ EXPLORE
4. Teacher recommendations
5. Grade point average
5. Prior participation, if any, in a program for academically gifted students
6. Parental input

Advanced Placement

Students in Advanced Placement courses must sit for the College Board AP exam in the spring. Students who do not take the exam will receive regular course credit toward their GPA – not Advanced Placement or Advanced course credit. Should the student receive regular course credit, AP designation will be removed from the course title on their transcript. Students who elect the dual credit option are not required to sit for the AP exam but do not receive AP credit for the course.

Class Rank and Grade Point Averages

Individual class rank and grade point average (GPA) shall be calculated at the end of the fourth, sixth and eighth semesters. This calculation shall be based on performance in all courses taken during the high school years.

Quality points shall be assigned as follows:

| <u>College-Level Courses</u> | <u>Advanced Courses</u> | <u>Regular Courses</u> |
|------------------------------|-------------------------|------------------------|
| A+ = 5.25 | A+ = 4.75 | A+ = 4.25 |
| A = 5.00 | A = 4.50 | A = 4.00 |
| B+ = 4.25 | B+ = 3.75 | B+ = 3.25 |
| B = 4.00 | B = 3.50 | B = 3.00 |
| C+ = 3.25 | C+ = 2.75 | C+ = 2.25 |
| C = 3.00 | C = 2.50 | C = 2.00 |
| D = 2.00 | D = 1.50 | D = 1.00 |
| F = 0.00 | F = 0.00 | F = 0.00 |

The "Weighted" GPA will be used to determine Class Rank and Valedictorian/Salutatorian Honors.

To determine the "Unweighted" GPA, quality points shall be assigned as follows:

ALL COURSES

A = 4.00

B = 3.00

C = 2.00

D = 1.00

F = 0.00

The "Unweighted" GPA will be used for KEES scholarship reporting requirements. .

Advanced Placement Courses include the following: Art, Biology, Calculus AB, Calculus BC, Chemistry, Computer Science, AP CS Principles, English Language, English Literature, Environmental Science, German, Government, Human Geography, Macro Economics, Music Theory, Physics C, Psychology, Spanish, Statistics, American History, Art History, European History, World History, AP Seminar/English II and AP Research.

Advanced Courses include the following:

English: Pre-AP English I

World Language: Spanish III, IV, V - German III, IV, V

Business: Accounting II

Mathematics: Algebra II Advanced, Geometry Advanced, Pre-Calculus Advanced, Advanced Computer Science II

Science: Physics I, Biology I Advanced, Chemistry I Advanced, Anatomy & Physiology Advanced

Social Studies: Introduction to Education, We The People

Fine Arts: Advanced Music

Correspondence Courses/Alternative Credit Options

In addition to regular classroom-based instruction, high school students may earn a maximum of two (2) elective credits toward graduation through correspondence courses or through virtual on-line courses. Except as noted below, the Board shall only award credit for those courses that qualify as an elective for the student.

Only courses offered by agencies and institutions recognized by the Board will be accepted. The express approval of the Principal/designee shall be obtained before the course is taken and an official record of the final grade must be received by the school before a diploma may be issued to the student. Under ordinary circumstances, students or their parents/guardians shall pay for approved courses the student chooses to take.

All correspondence or online coursework must be completed outside the regular school day and off the school campus.

Virtual/Online Courses

As determined by school/council policy, students applying for permission to take a virtual course shall complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in an online learning environment.

Credit from an online or virtual course may be earned only in the following circumstances:

1. The approved elective course is not offered at the high school;
2. Although an elective course is offered at the high school, the student will not be able to take it due to an unavoidable scheduling conflict;
3. The course will serve as a supplement to extend homebound instruction;
4. The student has been expelled from the regular school setting, but educational services are to be continued; or
5. The Principal, with agreement from the student's teachers and parents/guardians, determines the student requires a differentiated or accelerated learning environment.

Students who, because of an expulsion, must be provided with educational services by the District may enroll in correspondence or virtual/on-line courses to meet graduation requirements. In such instances, the Board shall pay the most economical fee for expelled students who are permitted to enroll in approved courses.

Course Credits and Failing

If a course is failed the second semester, the course is failed for the year no matter what the first semester grade.

Course Selection Decisions

Each student will confer individually with his/her counselor regarding the choice of subjects for each year. Once the student has made a decision and this decision is approved and signed by the parents, that decision on the part of the student is final; no schedule changes will be made except in special circumstances and with approval from the principal or designee.

Cum Laude Society

The Cum Laude Society honors students who excel in academics. Highlands is the only public high school in Kentucky to have a chapter in the Cum Laude Society. Any senior having a cumulative grade point average of 4.0000 or higher (weighted) at the end of the sixth semester (as determined by the method of calculating grade point averages described in Class Rank) may be eligible for membership in the society. The top ten percent of the senior class will be awarded membership in the society during the fall awards program.

Directory Information

Directory information contained in an educational record which would not generally be considered harmful or an invasion of privacy if disclosed may include the following:

- Student's name and address
- Student's telephone number
- Student's date and place of birth
- Student's major field of study
- Information about the student's participation in officially recognized activities and sports
- Student's weight and height, if a member of an athletic team
- Student's dates of attendance
- Degrees and awards the student has received
- Most recent educational institution attended by the student
- Student's photograph along with name

This information may be released to news media, athletic organizations, scholarship or college entrance committees, or official organizations whose need for the data is connected with student activities. The parent, guardian or eligible student may request all or part of directory information to be withheld. The request must be in writing, specifically stating the information to be withheld, and be received by the school no later than 30 days after the first day of the school year or the date of the student's enrollment. Parents may contact the school principal for an official copy of the *Student's Directory Information Notification* form.

Dropping from Class

No pupil who has enrolled in a course at the high school shall be permitted to drop a course without parent and teacher consent and approval of the principal or his designee (Board Policy 08.1).

Dropping Out of School

All children in the district who have entered kindergarten or who are between the ages of six (6), as of October 1, and eighteen (18), except those specifically exempted by statute, shall enroll and be in regular attendance in the schools to which they are assigned. Written permission for withdrawal shall not be required after the child's eighteenth birthday. Each school district shall contact each student between the ages of sixteen (16) and eighteen (18) who has voluntarily

withdrawn from school under subsection (2) of this section within three (3) months of the date of withdrawal to encourage the student to reenroll in a regular program, alternative program, or GED preparation program. In the event the student does not reenroll at that time, the school district shall make at least one (1) more attempt to reenroll the student before the beginning of the school year following the school year in which the student terminated his or her enrollment. (Board Policy 09.122) (KRS 159.010).

Dual Credit

Dual credit is awarded when a high school and a postsecondary institution give credit to a high school student for the same course. The objective of dual credit courses is to offer high school students an opportunity to take affordable, high-quality college courses. Through a cooperative agreement with Kentucky universities, students may enroll in a dual credit course that generally transfers to the college or university. For purposes of grade point average, dual credit classes taken simultaneously as an AP course will be factored as an AP course as long as the student sits for the AP exam.

Students who take dual credit courses are assessed a reduced tuition determined by the university. This tuition is payable each semester by the student, parent or guardian. In addition, the university reserves the right to determine eligibility requirements for students to take dual credit courses through their university. This may include, but not be limited to a minimum GPA, minimum ACT score, and prerequisite course work.

There are 3 ways that students can participate in a dual credit courses: Highlands High School Campus Dual Credit Courses, Online Courses, and College Campus Courses. Eligibility to take these courses is listed below.

Questions about dual credit may be addressed to the Director of Teaching and Learning, School Principal or Dual Credit Coordinator .

Highlands High School Campus Dual Credit Courses

High school students may be permitted to take Highlands HS college/dual credit courses that count as secondary school credit, provided the following conditions have been fulfilled:

1. Recommendation and approval from the high school principal and/or their high school counselor.
2. Students must have met the minimum GPA, test and prerequisite standards set forth by the university.
3. Students must have met any Highlands High School prerequisite or requirements associated with the course requested.

Additional Considerations:

1. Courses will count toward graduation requirements and be used in calculating grade point average (GPA).
2. College tuition and other associated costs of dual credit courses are the responsibility of the parent/guardian.

For Highlands High School Dual Credit Opportunities, please refer to the Dual Credit section of the Course Catalog.

Online Dual Credit Courses & College Campus Dual Credit Courses

High school students may be permitted to take college/dual credit courses online through the university and on the college campus that count as secondary school credit, provided the following conditions have been fulfilled:

1. Students must be making normal progress toward graduation and maintain at least a 3.0 grade point average.
2. Students must have met the minimum GPA, test and prerequisite standards set forth by the university.
3. Students must agree to enroll in a three (3) credit hour course for *both* semesters if they enrolling as one period of their 6-period school day.
4. Approval from the school principal and/or school counselor is required.
5. If the student is taking a course on the college campus, the parent or guardian must provide information as to how the student will be transported and complete any necessary district permission forms.
6. Courses taken at a college must be at a time that coincides with the last period at the high school or later; i. e., the student may leave early for last period, but will not be permitted to arrive late or come and go within the school day.

College Campus and Online Dual Credit Opportunities are released per the university schedule. As available dual credit courses are released, Highlands High School faculty will advertise the options.

Additional Considerations:

1. Students may only take elective courses not offered by the District. No required courses may be taken off-campus.
2. Each three-hour college course completed will equal one (1) unit of high school credit.
3. Courses will count toward graduation requirements and be used in calculating grade point average (GPA).
4. Transportation, college tuition, and other associated costs of dual credit courses are the responsibility of the parent/guardian.

EARLY GRADUATION CERTIFICATE

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

Students working toward receipt of an Early Graduation Certificate shall be supported by development and monitoring of an individual learning plan.

Students who meet all applicable legal requirements shall be awarded a diploma and an Early Graduation Certificate.

Exam Exemption

ALL STUDENTS grades 9-11 are required to take exams (midterm and final) for ALL CLASSES.

Senior 1st Semester Exam Exemption Incentive: If the current Junior Class increases existing ACT composite scores as compared to the previous Junior Class or if their ACT composite score is number one in the Commonwealth of Kentucky, ALL SENIORS who maintain a grade of at least 80% for both quarters (1st and 2nd) will be exempt from the 1st semester exams. If the current Junior Class does not increase existing ACT composite scores as compared to the previous Junior Class or if their ACT composite score is not number one in the Commonwealth of Kentucky, ALL SENIORS will be considered for exemption in accordance with the exemption chart below:

Maintain a grade of at least 80% for both quarters (1st and 2nd) plus ACT score must be from March state administration ACT or comparable assessment will be considered for transfer students.

| ACT Score | Exemption Offered |
|---------------------------------------|--|
| Meet or exceed class composite | 2 elective classes exempt, 3 elective classes if in early bird |
| Meet or exceed math benchmark (22) | Math exempt |
| Meet or exceed English benchmark (18) | English exempt |
| Meet or exceed reading benchmark (22) | Government exempt |
| Meet or exceed science benchmark (23) | 1 elective exempt |

Exempt seniors will still need to be in attendance on exam days. failure to be in attendance will result in the senior taking an exam or receiving a "0" for exam grade. all seniors will participate in senior activities during the week of 2nd semester exams. Seniors enrolled in a "dual credit" course will follow the policy of the postsecondary institution in regards to exams. Requirements subject to change based upon KDE policy.

4th Year Students

Students who have special circumstances at the completion of their junior year and have a "B" average (3.000) with no final course grade below "C" may be considered for approval to attend less than full day at Highlands if they are enrolled half-time at another educational institution. Those students may submit a written request to the Principal explaining the circumstances and requesting permission to either arrive one (1) period late or leave one (1) period early. Students who lack three credits toward graduation and have a grade point average below 3.000 or a final course grade below C shall be required to attend Highlands full-time to broaden their educational experience and improve the quality of their work. A student may be excused to work with special permission (Board Policy 09.1221).

5th Year Students

When a senior student is two or more credits behind, he or she will be required to attend high school for the fifth year on a half-day or one semester full-day basis to complete the necessary work. At the end of a fourth year, a student who lacks only one credit toward graduation shall receive a recommendation from the principal (or designee) to a program whereby the student may obtain the diploma without the necessity of returning for a fifth year (Board Policy 09.1221).

Grades/Credits Transfer

Any student who transfers classes and credits from an accredited institution to Highlands High School shall have those classes and credits evaluated using the 4.0000 regular class scale for purposes of calculating grade point averages and class rank at Highlands High School. In order for an AP course to transfer as a weighted AP course, the student must have passed the AP course and taken the national AP exam.

Middle School Courses for High School Credit

Middle school students may take designated courses that will count toward graduation requirements. However, the following requirement shall apply:

1. Middle school student taking such courses must earn at least a B average and pass the final exam in the class for the course to count toward graduation.
2. Grades earned in those courses shall not be used to calculate a student's high school grade point average (GPA).

Grading Scale

Grades A, B, C, and D are passing. The grade given at the end of the semester is a cumulative grade for that semester and is recorded. The numerical grading scale is as follows:

All Courses

| | | | | |
|----|---|----|---|-----|
| A+ | = | 97 | - | 100 |
| A | = | 90 | - | 96 |
| B+ | = | 87 | - | 89 |
| B | = | 80 | - | 86 |
| C+ | = | 77 | - | 79 |
| C | = | 70 | - | 76 |
| D | = | 60 | - | 69 |
| F | = | 0 | - | 59 |

To arrive at a semester average for an academic subject, add the two quarter grades together, double that value, add the semester exam grade and divide by five.

To arrive at a yearly average for academic subjects, add the two semester grades, and divide by two.

Guidance

Guidance services are available for every student in the school. These services include assistance with educational planning, interpretation of test scores, occupational information, career information, individual graduation plan, study help, help with personal, school and/or social concerns, or any questions the student may feel he or she would like to discuss with the counselor. Developmental activities for all students are scheduled during the year. Students wishing to visit a counselor should contact the secretary in the guidance office to arrange for an appointment.

Homebound Instruction

A student who resides in the Fort Thomas school district is eligible for enrollment in a homebound instructional program if a medical doctor, psychologist, psychiatrist, or health officer states:

The student will be out of school for 5 days or more due to medical disability. The student does not have a communicable disease. (This does not apply in those instances where telephone service is utilized.)

There are three alternative programs that will be considered for the student qualifying for homebound instruction. They are:

- Procure the services of a homebound teacher from a neighboring school district with such a program.
- Secure the services of a certified teacher to assist the student.
- Utilize the services of the telephone company. The Board would be responsible for the initial cost of the hook-up. The parents or guardians would be responsible for the monthly bills for the telephone service.

The building principal and the assistant superintendent for pupil personnel services shall administer this policy (Board Policy 08.1312).

Homework

The Board believes homework used in a practical and sensible manner can be a useful tool in the learning situation. Homework assignments should be purposeful and related to current work. They should not be used as punishment. When appropriate, homework assignments should be individualized according to the needs and skills of the pupil. Teachers should make every effort to allocate time for students to begin the homework assignments under their supervision. In those instances, where homework assignments are to be graded, this should be done and the work returned within a reasonable time. The building principal shall administer this policy (Board Policy 08.211).

Honor Roll and Honor Pins

In order for a student to qualify for the Honor Roll, he or she must have earned an unweighted grade point average of 3.70 or better in his or her academic classes, with no semester average below a "C". A student will qualify for the Super Honor Roll if he or she has earned an un-weighted grade point average of 4.0 or better in his or her academic classes, with no semester average below a "C". An "F" as a quarter grade in any subject disqualifies a student. Co-op grades count, and grades from vocational school count if the student meets the minimum per semester hour requirements. (One unit of credit equals one grade.)

Advanced courses are not upgraded when honor roll averages are computed; these are used only when computing class rank. Weighted rank will be used for class rank and will be reported on the cumulative high school transcript. Silver honor pins will be given to those students who have been on either honor roll for four consecutive semesters. A student who has been on either honor roll for eight consecutive semesters (grades 9-12) will receive a gold honor pin and special recognition during the Commencement program.

Progress Reports

Midterm progress reporting will be done through Infinite Campus based on the district calendar. Students failing a course will be notified by mail.

Repeating Courses

Students may repeat courses; however, both grades will be used to calculate the GPA. The repeat option would allow a student to gain a better grasp of material or to meet a prerequisite. The student must be aware that credit can only be earned once for a course, even if it is repeated. Although both grades will count in the overall GPA, credit will only be awarded once.

Report Cards

Report cards are issued at the end of each quarter or nine-week session. Letter grades are used to designate a pupil's progress. Report cards will be available through Infinite Campus. Final Report cards will be mailed home to all students at the end of the school year.

Parent/Student Portals: Infinite Campus/Schoology

In an effort to improve communication between home and school, parents are encouraged to establish an account with Infinite Campus, the state required student information system, as well as Schoology, the Learning management system used at HHS. These tools for parents and students are used to access instant, online, timely and secure student information: class schedule, assignments, attendance, report cards, transcripts and course registrations for next year.

All parents and students have the capability to access a secure website using a specific user ID and password to gather student information. Students will create their own account which will allow access to their information only. Parents will create a separate account which will allow access to all children in the family enrolled in a Fort Thomas Independent School. Both custodial and non-custodial parents/guardians will be allowed to create an account, unless a court order prohibits rights to student information.

Instructions on how to establish an account will be provided upon enrollment or at the beginning of each school year for individuals who have not activated an account. Once an account has been established it is not necessary to reactivate it annually.

The online grading/student reporting feature will be disabled the last week of school each year, as students are required to pick up final grades and report cards from the guidance office. Questions about student progress during this time should be directed to the particular teacher.

Student Classification

The grade level and homeroom placement of each student is determined by the number of credits that have been completed preceding the opening of school.

- At least 5 credits for sophomore classification and the second year in high school
- At least 10 credits for junior classification and the third year in high school
- At least 16 credits for senior classification and the fourth year in high school

Summer School

A high school student will be permitted to take a required course in summer school to fulfill his graduation requirements if he plans to enter college early. In some instances, the fourth year English requirement could be completed during the first year of college studies. In either instance, prior written approval must be secured from the high school principal (Board Policy 08.136). Only one (1) credit per year can be obtained through summer school.

In order to be permitted to enroll in a summer school program to make up for a failed course, a student must have earned an average of 50% or higher. A yearly average of less than 50% will result in the class being repeated in the following year.

Writing Portfolio Policy (Seniors)

Students must be accountable for the completion of acceptable writing portfolios. Therefore, an apprentice portfolio is mandatory for passing the senior English requirement, regardless of the course average. After the scoring process is completed, any student with a novice portfolio must attend assigned ESS sessions until his/her portfolio reaches an apprentice level or the ESS teacher verifies that the student has exhibited a sustained effort resulting in a significant improvement. The student will have until one week before graduation to meet the requirement. Students who do not fulfill this obligation will receive an incomplete in their senior English class and will be required to attend summer school to complete the requirement.

Students who are enrolled in AP English must earn a minimum score of "proficient" on the writing portfolio as scored by the faculty as the accountability score of record in order to receive credit for the specified course.

Students who are enrolled in regular English IV must earn a minimum score of "apprentice" on the writing portfolio as scored by the faculty as the official accountability score of record in order to receive credit for the specified course.

Students who do not earn these performance levels, must attend a series of writing remediation and tutorial sessions (not during school hours) as determined by the Literacy Leader and make significant improvement on the writing portfolio in order to receive credit.

ACCESS TO ELECTRONIC MEDIA

The Board supports the right of students, staff, and community members to have reasonable access to various information formats and believes it is incumbent upon students, staff, and community members to utilize this privilege in an appropriate and responsible manner.

Certified employees are required to follow Board policy and administrative procedures and guidelines designed to provide guidance for access to electronic media. In addition, all staff members are required to sign a written request/agreement prior to being granted independent access to electronic media involving District technological resources. Individuals who refuse to sign required responsible use documents or who violate District rules governing the use of District technology shall be subject to loss or restriction of the privilege of using equipment, software, information access systems or other computing and telecommunications technologies.

Except in cases involving students who are at least eighteen (18) years of age and have no legal guardian, parents/guardians may request that the school/District:

- Provide access so that the parent may examine the contents of their child(ren)'s email files;
- Terminate their child(ren)'s individual email account and/or Internet access; and
- Provide alternative activities for their child(ren) that do not require Internet access.

Parents/guardians wishing to challenge information accessed via the District's technology resources should refer to Policy 08.2322/Review of Instructional Materials and any related procedures.

NO PRIVACY GUARANTEE

The Superintendent/designee has the right to access information stored in any user directory, on the current user screen, or in electronic mail. S/he may review files and communications to maintain system integrity and ensure that individuals

are using the system responsibly. Users should not expect files stored on District servers or through District provided or sponsored technology services, to be private.

The Board recognizes that as telecommunications and other new technologies shift the ways that information may be accessed, communicated, and transferred by members of the society, those changes may also alter instruction and student learning. The Board generally supports access by students to rich information resources along with the development by staff of appropriate skills to analyze and evaluate such resources. In a free and democratic society, access to information is a fundamental right of citizenship.

Telecommunications, electronic information sources and networked services significantly alter the information landscape for schools by opening classrooms to a broader array of resources. In the past, instructional and library media materials could usually be screened—prior to use—by committees of educators and community members intent on subjecting all such materials to reasonable selection criteria. Board policy requires that all such materials be consistent with District-adopted guides, supporting and enriching the curriculum while taking into account the varied instructional needs, learning styles, abilities and developmental levels of the students. Telecommunications, because they may lead to any publicly available files in the world, will open classrooms to electronic information resources, which have not been screened by educators for use by students of various ages.

Electronic information research skills are now fundamental to preparation of citizens and future employees during an Age of Information. The Board expects that staff will blend thoughtful use of such information throughout the curriculum and that the staff will provide guidance and instruction to students in the appropriate use of such resources. Staff will consult the guidelines for instructional materials contained in Board policy and will honor the goals for selection of instructional materials contained therein.

Students and staff are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply. The network is provided for students and staff to conduct research and communicate with others. Access to network services will be provided to students and staff who agree to act in a considerate and responsible manner.

Student and staff use of telecommunications and electronic information resources will be permitted upon submission of permission and/or agreement forms by staff, parents of minor students [under eighteen (18) years of age] and by students themselves.

Access to telecommunications will enable students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with people throughout the world. The Board believes that the benefits to students from access in the form of information resources and opportunities for collaboration exceed the disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, the Ft. Thomas Independent Schools support and respect each family's right to decide whether or not to apply for access to information resources.

The Board authorizes the Superintendent to prepare appropriate procedures for implementing this policy and for reviewing and evaluating its effect on instruction and student achievement.

THE NETWORK:

The Ft. Thomas Independent School District provides students and staff with a service called the Network. The Network is a computer service, which includes the use of computers, servers, software, Internet and e-mail. These procedures also address the use of stand-alone computers, peripherals, telephone usage and other instructional technology equipment. In addition to providing students and staff with the understanding and skills needed to use technology resources and telephone services in an appropriate manner, the Ft. Thomas Independent School District:

- Reserves the right to monitor all activity on the Network, Internet and e-mail.
- Reserves the right to monitor computer use or lack of use.
- Reserves the right to deny access to the Network, Internet and e-mail to any individual.
- Shall establish procedures that will maximize the Network system security.
- Shall supervise student and staff use of the Network, Internet, e-mail, and telephones.

The standards for student and staff access to the Ft. Thomas Independent School District Network are:

- Network access throughout the District is to be used for instruction, research, school administration and reasonable, non-work related communications. District access is not to be used for private business.

- Instructional staff will select and guide students on the appropriate use of Internet and instructional software on the Network.
- The District will be responsible for supervising network use. Auditing procedures are in place to monitor access to the network. However, the District cannot continually monitor every communication and network session for every student and staff member beyond the scope of supervision defined in the user agreement.
- Internet access and supervision from outside the District premises is the responsibility of the parents and guardians of students.
- Student users should not reveal their full name and personal information (address, phone number, financial information, social security number, etc.) or establish relationships with "strangers" on the network, unless instructional staff has coordinated the communication.
- Staff will not reveal a student's full name or post a picture of the student or the student's work on the Network with personally identifiable information if the parent has signed the "Do Not Publish" form.
- The content of any District web page is the responsibility of the sponsoring staff member who hosts the page.
- School-related clubs and organizations that wish to establish a web or social media site must complete forms as required by Board policy.

TELEPHONE USAGE:

- Telephone service is available primarily to provide two-way communications with school offices and for contact with parents.
- Staff will refrain from using telephones during instructional time.
- Students may use the telephones under staff supervision when there is a legitimate need such as calling parents to arrange transportation, delivery of medicine or clothes, or similar rare circumstances.
- Instruction time will not be interrupted to transfer calls except in emergencies.

All guidelines governing inappropriate language apply to telephone usage and procedures governing telephone usage also apply to District cellular phones and other wireless telecommunication systems.

COMPUTER USE GUIDELINES:

When a student, teacher, or staff member at a Ft. Thomas school accesses computers, computer systems, and computer networks owned or operated by the Ft. Thomas Independent Schools, he or she assumes certain responsibilities and obligations. All access of this type is subject to school policies and to local, state, and federal laws. The school administration expects that student, faculty, and staff use of computers provided by the school will be ethical and will reflect academic honesty. Students, faculty and staff must demonstrate respect for intellectual property, ownership of data, system security mechanisms, and rights to privacy.

As a computer operator, you are expected to make appropriate use of computer resources provided by the Ft. Thomas Independent Schools. You must:

- use computer resources only for authorized purposes following established procedures;
- be responsible for all activities on your assigned computer;
- access only files and data that are your own, which are publicly available, or to which you have been given authorized access;
- use only legal versions of copyrighted software;
- be considerate in your use of shared resources;
- abide by the responsible use policy.

Computer operators must not make inappropriate use of computer resources provided by the Ft. Thomas Independent Schools. The following are non-exhaustive actions that are considered inappropriate:

- violating State and Federal legal requirements addressing student and employee rights to privacy, including unauthorized disclosure, use and dissemination of personal information;
- using another person's login name or password, "hacking" or gaining unauthorized access to computers or computer systems, or attempting to gain such unauthorized access.;
- installing or using any unauthorized software or hardware on any District computer system or Network;
- using another person's files, system, or data without permission;

- using computer programs to decode passwords or to access control information;
- attempting to circumvent or subvert system security measures;
- engaging in any activity that might be harmful to systems or to any information stored thereon, such as creating viruses, damaging files, damaging systems, networks, school/District websites, or disrupting service;
- making or using illegal copies or copyrighted software, storing such copies on school systems, or sending them over networks;
- using mail service to harass or intimidate others;
- wasting computing resources, such as paper, by printing excessive copies or downloading of freeware or shareware programs;
- using technology resources to bully, threaten or attack a staff member or student or to access and/or set up unauthorized blogs and online journals.
- engaging in any activity that does not comply with the general principles listed at the beginning of this document;
- playing games across the network;
- violating the regulations of the Ft. Thomas Independent Schools regarding appropriate use of the Internet.

The Ft. Thomas Independent Schools considers any violation of responsible use principles or guidelines to be a serious offense and reserves the right to copy and examine any files or information that may suggest that a person is using school computer systems inappropriately. Violators are subject to disciplinary action by school officials that may include loss of computer privileges and in- or out- of school suspension. Offenders may also be prosecuted under laws including, but not limited to, the Privacy Protection Act of 1974, the Computer Fraud and Abuse Act of 1986, the Computer Virus Eradication Act of 1989, and the Electronic Communications Privacy Act.

INTERNET ACCESS:

The Ft. Thomas Independent Schools provide access to the Internet for all students, faculty, and staff that is obtained through Kentucky's Public Education Network. Students must have permission from at least one of their parents or guardians to access the Internet at school.

The use of an Internet account is a privilege, not a right, and inappropriate use will result in disciplinary action by school officials and/or cancellation of those privileges. A person's activities while using the Internet in any school must be in support of education and research, and consistent with the educational objectives of the Ft. Thomas Independent Schools. In addition, anyone accessing the Internet from a school site is responsible for all on-line activities that take place through the use of his or her account.

The following is a non-exhaustive list of activities that constitute unacceptable use of the Internet, whether that use is initiated from school or any other site:

- using impolite, abusive, or otherwise objectionable language in either public or private messages, including profanity or obscenity;
- placing unlawful information on the Internet;
- using the Internet illegally in ways that violate federal, state, or local laws or statutes;
- using the Internet at school for non-school related activities;
- sending messages that are likely to result in the loss of the recipient's work or systems;
- using the Internet for commercial purposes, financial gain or any illegal activity;
- using the Internet for political lobbying;
- changing any computer file that does not belong to the user;
- sending or receiving copyrighted materials without permission;
- knowingly giving one's password to others;
- using Internet access for sending or retrieving pornographic material, inappropriate text files, or files dangerous to the integrity of the network;
- circumventing security measures on school or remote computers or networks;
- attempting to gain access to another's resources, programs, or data;
- vandalizing, which is any malicious attempt to harm or destroy data or another user on the Internet, and includes the uploading or creation of computer viruses;
- falsifying one's identity to others while using the Internet;

- changing any computer files that do not belong to the user.

STUDENT E-MAIL:

Fort Thomas Independent Schools is committed to providing educational opportunities to students that help extend physical boundaries. In addition, the District is equipped to provide individual e-mail accounts for students. Therefore, all students have the opportunity to receive a student e-mail account.

An e-mail account is available to students who agree to act in a considerate and responsible manner and who agree to use the e-mail account for educational purposes. Students may not use e-mail accounts for personal use.

System administrators are able to monitor all outgoing and incoming e-mail traffic and deem what is inappropriate and appropriate use. The administration and staff may revoke or suspend student e-mail accounts when RUP terms are violated.

DISCIPLINARY ACTION FOR INAPPROPRIATE USE:

- Student discipline for violation of any part of these procedures shall be based on the severity of the infraction.
- Student disciplinary action includes, but is not limited to, the loss of any or all computer privileges, termination of the user's account, removal from the class with a failing grade and/or suspension or expulsion. Privileges will be reinstated at the discretion of the District administrators.
- Discipline of staff may involve actions up to and including termination of employment.
- Parents, guardians and/or perpetrators may be billed for damages to technology resources.

Illegal/criminal activities will be referred to the appropriate law enforcement agency.

All students and staff are required to sign the Responsible Use Agreement Form. By signing the user agreement and/or parent permission form, the student or staff member has agreed to abide by Board policy governing access to technology resources.

Related Procedure:
08.2323 AP.1

GRADUATION REQUIREMENTS



GRADUATION REQUIREMENTS, RECOGNITION, AND HONORS

Graduation Requirements for The Class of 2012 and Beyond

In order to fulfill requirements for graduation from Highlands High School, a student must earn a minimum of 22 Carnegie units of credit. Of the 22 units required for graduation, 16 specific requirements are hereby established.

English 4 credits

Choose one from each bullet

- English I or English I Pre-AP Advanced
- English II or AP Seminar/English II
- English III or AP English Language
- English IV or AP English Literature or Senior AP English Language

Mathematics (all of these must be taken during high school) 4 credits

Choose one of the following options:

- A. Algebra I, Geometry, Algebra II, and one elective
- B. Applied Algebra I, Applied Geometry, Applied Algebra II, and one elective
- C. Geometry, Algebra II, Pre-Calculus and one elective
- D. Algebra II, Pre-Calculus, Trigonometry, and one elective
- E. Algebra II, Pre-Calculus & Trigonometry, AP Calculus, and one elective

Science 3 credits

Choose one of the following options:

- A. Introduction to Physics or Physics I AND Biology I Advanced or Biology I AND Chemistry I Advanced or Chemistry I
- B. Physics AND Biology AND Chemistry
- C. Physics AND Biology AND one Science elective as offered by McCormick Vocational School

Social Studies 3 credits

Choose one from each bullet

- World Civilizations or AP World History
- US History or AP American History
- Government or AP Government or We The People (Advanced)

History and Appreciation of the Visual and Performing Arts 1 credit

Choose one of the following options

- A. Humanities course
- B. By taking any one of the following courses:
 - Art I/Foundations in Art
 - AP History of Art
 - Introduction to Theatre
 - Foundations in Technical Theatre
 - Strings
 - Highlands Chorale
 - Treble Choir
 - Instrumental Music
 - Music Appreciation
 - Film
 - Journalism
 - Fashion Design I

Health and Physical Education 1 credit

Health or Life Skills AND Physical Education or Contemporary Issues or Foundations of Exercise, Health and Wellness (Early Bird)

Electives 6 credits

For students who wish to complete Kentucky's Pre-College Curriculum, two credits in the same World Language are required.

It is strongly recommended that students choose 1 credit in Computer and Technology Applications

Other Requirements

The Fort Thomas Board of Education approved in 1994 the following additional requirements:

Students must successfully complete requirements of the Student Assessment Program.

Successful completion of the state assessment will be based upon (a) taking sufficient time to do a reasonable job and (b) writing answers related to the content of the question.

Successful completion of portfolios shall be determined by (a) completing the portfolio. A complete portfolio is one that has all the required pieces and fulfills the intended purpose.

KENTUCKY'S PRE-COLLEGE CURRICULUM

For the Class of 2004 and beyond, the Council on Higher Education has established the following pre-college curriculum:

- Twenty-two (22) or more total units in high school
- Four (4) units of English, specifically English I, II, III, and IV (or AP English)
- Four (4) units of mathematics, specifically Algebra I, Algebra II, and Geometry*
- Three (3) units of science that includes life science, physical science, and earth/space science (at least one of them must be a lab course)
- Three (3) units of social studies that includes content from U.S. History, Economics, Government, World Geography, and World Civilization
- One-half (1/2) credit in health
- One-half (1/2) credit in physical education
- One (1) unit in the history and appreciation of visual and performing arts
- Two (2) units of nonnative (world) language
- Four (4) units of elective credit. At least one course that develops computer literacy is strongly recommended. Three of the five elective units must be rigorous**.

**In 2002, a student may substitute an integrated, applied, interdisciplinary, or higher level course within a program of study if the substituted course offers the same or greater academic rigor and the course covers or exceeds the minimum required content.*

***Rigorous electives should have academic content at least as challenging as that in courses required in the minimum high school graduation requirements. These electives also should be in social studies, science, math, language arts, arts and humanities, nonnative language, and, above the introductory level, in agriculture, industrial technology, business, marketing, family and consumer sciences, health sciences, and technology education and career pathways. Electives in physical education and health are limited to ½ unit each.*

HIGHLANDS HIGH SCHOOL ADVANCED CURRICULUM

For those students who want to pursue at least a four-year college program, the following curriculum is recommended.

- Completion of all the requirements of Kentucky's Pre-College Curriculum.
- Completion of at least 10 "Advanced"-level courses. Advanced courses are indicated in the Program of Studies/Course Catalog and in the title of the course. (Note: additional Advanced Placement (AP) courses may substitute for advanced courses.
- Completion of at least two "Advanced Placement (AP)" courses. AP courses are indicated in the Program of Studies/Course Catalog and are in the course title.
- A minimum overall grade point average (GPA) of 3.75 on the weighted scale.

Students who complete the requirements of this diploma will be awarded a seal on their diplomas indicating they have fulfilled the requirements of an advanced course of study. Additionally, students who complete this program will be noted in the Graduation Program.

MAJOR OF INTENSIVE STUDY

Students who wish to declare a graduation major with honors recognition must complete the following requirements:

- Successful completion of a presentation and defense of a senior thesis project as determined by a panel of examiners comprised of three persons, including the student's adviser, a professional in the field, and another teacher or community member.
- Completion of a course entitled, Senior Seminar or AP Research, where students learn the basics of proposal design, research methodology, and presentation skills. Additionally, this course will allow for independent study, shadowing, mentoring, and research.
- Completion of at least four courses in the intended area of study with a minimum average of "B" (85%).
- Completion of Kentucky's Pre-College Curriculum.

Students who achieve this honor will wear an honor cord during commencement in the color that corresponds with the college major. This distinction will be noted on the diploma and on the final transcript.

ADVANCED PLACEMENT CAPSTONE DIPLOMA

(Beginning with the Class of 2019)

Students who wish to earn the Capstone Diploma must complete the following requirements:

- Completion of the requirements of Kentucky's Pre-College Curriculum.
- Complete the College Board courses titled AP Seminar and AP Research and complete the accompanying exams.
- Complete and earn a passing score of 3 or better in 4 additional Advanced Placement courses.

Students who meet the above criteria will be awarded the Capstone Diploma and be recognized at the Highlands High School Commencement. Students who earn a 3 or better in both AP Seminar and AP Research as well as a 3 or better in 4 additional AP courses will be awarded the AP Capstone Diploma through the College Board. Those who meet the requirements but not on 4 additional courses will earn a Capstone Certificate through the College Board.

230170 - AP Seminar/English II

Credit: 1 Grade Scale: AP Scale – 5.0

Prerequisites: English I, Teacher (dispositional considerations - independent learner, risk taker, on time task completion) and counselor recommendation (PSAT/ Pre-ACT scores)

Description

This course fulfills the requirements of English II. Part of the AP Capstone Program, this course is a foundational course for both AP Language and Composition and AP Literature and Composition. The course provides students with opportunities to think critically and creatively, research, explore, pose solutions, develop arguments, collaborate, and communicate using various media. Students explore the complexities of real-world topics and themes through cross curricular conversations. Students consider multiple points of view to develop deep understanding of complex issues as they make connections between these issues and their own lives, ultimately building understanding, sensitivity, and respect in an ever-changing, complex, and culturally diverse world. In order to pass this course, the student must complete acceptable writing pieces in the 3 rhetorical modes including to narrate, to inform, and to argue. ACT preparation for English and Reading Subsections will be part of the curriculum. Students will take the state-required end of course exam which will be calculated into the final grade as well, students will complete two extensive research investigations and presentation as part of the AP requirement. Finally, students will be required to sit for an AP end-of-course exam given in the spring.

230171 - AP Research

Credit: 1 Grade Scale: AP Scale – 5.0

Grade(s): 11, 12

Prerequisites: Teacher recommendations, completion of AP Seminar with a passing grade. Students will also be required to have a mentor in their field of study by November 1st.

Comment: This course will fulfill the capstone course requirement associated with the AP Capstone Diploma as well as the Major of Intensive Study designation. It does not meet a core requirement.

Description

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a yearlong mentored, research-based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methods; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. The course culminates in an academic thesis paper of approximately 5,000 words and a presentation, performance, or exhibition with an oral defense. Students who enroll in AP Research must sit for the exam.

PROPOSED REVISIONS TO HIGH SCHOOL GRADUATION REQUIREMENTS



On Wednesday, Dec. 5, the Kentucky Board of Education approved changes to the proposed minimum high school graduation requirements, 704 KAR 3:305. The changes add “graduation prerequisites” and “graduation qualifiers,” to ensure students have basic competency in math and reading as well as experiences intended to equip them for success in postsecondary education and the workforce. The changes will now go to the Kentucky General Assembly for review.

GRADUATION QUALIFIERS

Under the revised proposal, students entering high school in the 2019-20 school year must complete one of eight Graduation Qualifiers:

1. Precollege curriculum as established by the Council on Postsecondary Education in 13 KAR 2:020; OR
2. Benchmark score in one section of a college admissions or placement examination as established by the Council on Postsecondary Education in 13 KAR 2:020; OR
3. Three postsecondary credit hours or more of a Kentucky Department of Education approved dual credit course with a grade of C or higher; OR
4. One course and corresponding assessment meeting the following criteria:
 - Advanced placement (AP) with a score of three or higher; or
 - Cambridge Advanced International (CAI) with a score at or above benchmark; or
 - International baccalaureate (IB) with a score of five or higher; or
5. Industry certification as approved by the Kentucky Workforce Innovation Board; OR
6. Four credits from valid courses within a single KDE-approved career pathway; OR
7. Complete 2 years of a KDE approved or Kentucky Labor Cabinet approved pre-apprenticeship or apprenticeship; OR
8. A Kentucky Department of Education approved process to verify 500 hours of exceptional work experience, or alternative requirements as prescribed in a student's IEP.

Districts shall report individual student data regarding the completion of each graduation qualifier to the Kentucky Department of Education which may be included in public reporting.

22 PERSONALIZED CREDITS

Students entering high school in the 2019-20 school year must complete the following 22 personalized credits before graduation.

- English I and II AND 2 additional English Language Arts credits aligned with the student's Individual Learning Plan (ILP)
- Algebra I and Geometry AND two additional Mathematics credits aligned with the student's ILP
- 3 credits Social Studies (at least 1 aligned with the student's ILP)
- 3 credits Science (at least 1 aligned with the student's ILP)
- 1/2 credit Health
- 1/2 credit Physical Education
- 1 credit Visual and Performing Arts
- 6 additional credits aligned with the student's ILP

GRADUATION PREREQUISITES

Under the revised statute, students entering high school in the 2020-21 school year must demonstrate basic competency in reading and math in one of three ways before graduation.

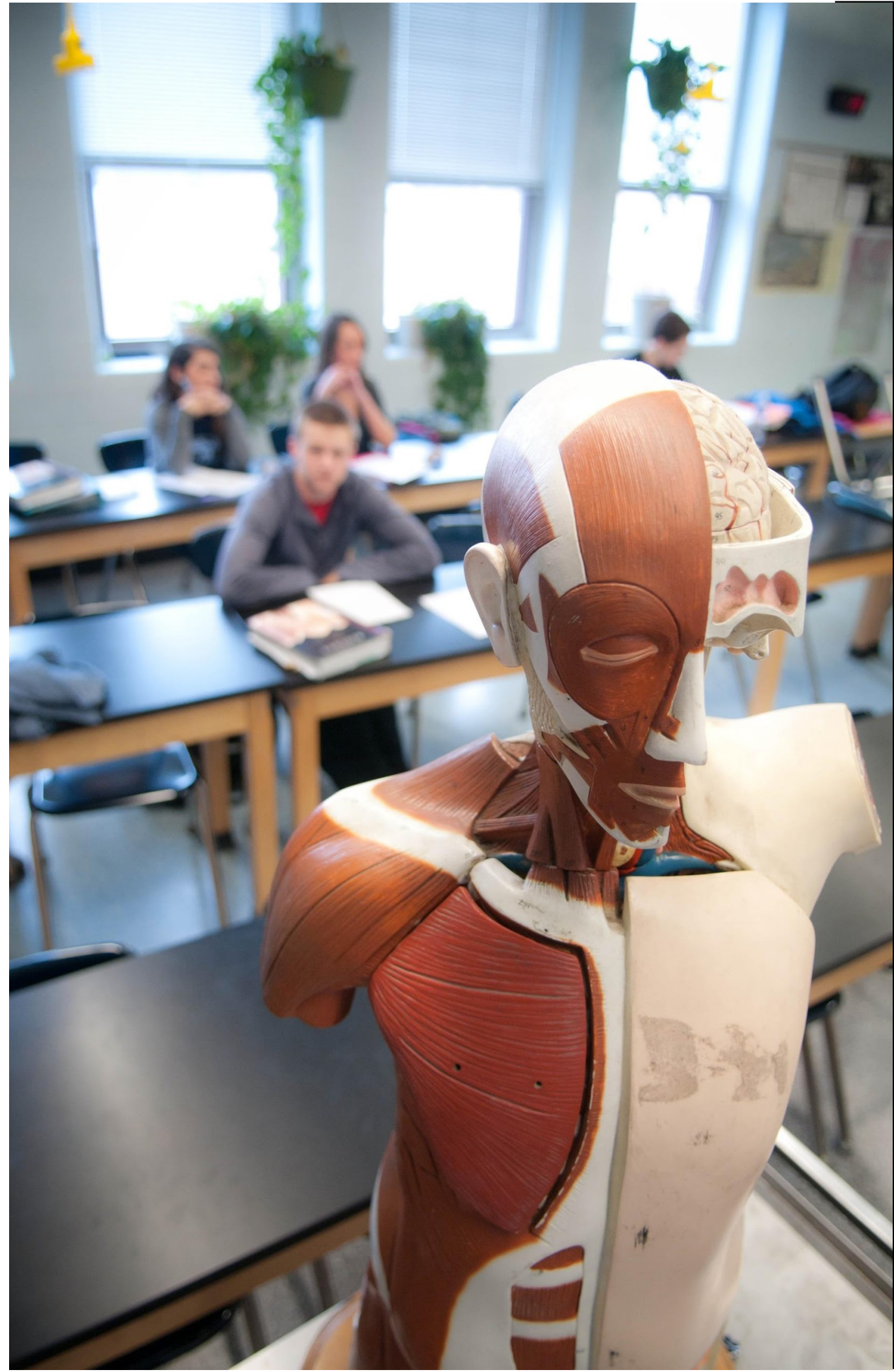
1. The student's 10th grade state-required assessments meeting the minimum criteria in reading and mathematics; OR
 - The minimum criteria shall include earning a KDE-approved scale score in the apprentice student performance level of the state-required assessments approved by the Kentucky Board of Education as passing.
 - Students who do not meet the minimum criteria on one or both assessments may retake the reading and/or mathematics assessments twice annually in the 11th and 12th grades of high school enrollment.
 - The student's first completion of the assessments in 10th grade shall contribute to the school's accountability rating;
2. The student's 8th grade state-required assessment rating of proficient or higher for reading or mathematics or both reading and mathematics, if applicable; OR
3. A student collection of evidence to include the following:
 - a. The student's ILP that includes student transcript;
 - b. If applicable, the student's IEP, that includes evidence that the student has received specially designed instruction and related services in reading and mathematics;
 - c. Performance on the required state assessments;
 - d. Appropriate interventions, targeted to the student's needs, provided to the student to ensure support was provided toward meeting the requirements outlined in this administrative regulation;
 - e. Student work demonstrating the students' competency in reading and/or mathematics, as applicable; and
 - f. The student's postsecondary plans.

The process shall require the principal to submit the collection of student evidence to the superintendent or designee for review and approval, or for public charter schools principals to submit the collection of student evidence to the Commissioner of Education or designee.

ADDITIONAL REQUIREMENTS

Students will be required to pass a 100 question civics exam, receive instruction in financial literacy and demonstrate competency in essential skills and technology.

CAREER PATHWAYS



Highlands High School Academic Outlook – Class of _____

| Grade 9 | | | Grade 10 | | | Grade 11 | | | Grade 12 | | |
|--|--------------|--|-----------|---------------|--|-----------|--------------|--|-----------|--------------|--|
| Year: | | | Year: | | | Year: | | | Year: | | |
| REQUIRED | COURSE/LEVEL | | REQUIRED | COURSE/LEVEL | | REQUIRED | COURSE/LEVEL | | REQUIRED | COURSE/LEVEL | |
| 1 | English I | | 1 | English II | | 1 | English III | | 1 | English IV | |
| 2 | Math | | 2 | Math | | 2 | Math | | 2 | Math | |
| 3 | Physics | | 3 | Biology | | 3 | Chemistry | | | | |
| 4 | Health/PE | | 4 | World History | | 4 | US History | | | | |
| ELECTIVES | | | ELECTIVES | | | ELECTIVES | | | ELECTIVES | | |
| 5 | | | 5 | | | 5 | | | 4 | | |
| 6 | | | 6 | | | 6 | | | 5 | | |
| *7 | | | *7 | | | *7 | | | 6 | | |
| *7 – is only available to students who choose to take an Early Bird (EB) course. | | | | | | | | | *7 | | |
| | | | | | | | | | | | |

My Career Goal is: _____

("Undecided" is OK)

I am interested in:

☐ Major of Intensive Study

(choose all that apply)

☐ HHS Advanced Curriculum

☐ WKU Capstone Scholars

Frequently Asked Questions (FAQs)

Career Pathways

Q.1. What are career clusters?

A.1. Career clusters provide a way for a school to organize instruction and student experience around 16 broad categories that encompass virtually all occupations from entry level through professional levels. The career cluster approval makes it easier for students to understand the relevance of their required courses and electives in relation to a career pathway.

Q. 2. What are career pathways?

A.2. Career pathways are systemic frameworks for addressing the needs of students & employers across the learning continuum which includes a related program of studies for each pathway. Career pathways provide a coherent, articulated sequence of rigorous academic and career/technical courses including dual credit opportunities leading to postsecondary degrees and/or industry recognized certifications and/or licensures. Career Pathways are developed, implemented and maintained in partnership among secondary and postsecondary institutions, business and employers. They are available to all students, including adult learners and are designed to lead to rewarding careers.

Q. 3. What is meant by program in relation to Career Clusters and Pathways in Kentucky?

A.3. Program areas are programs of study for Career and Technical using state learning standards of career development and are organized by specific disciplines.

Q. 4. How do program areas in Kentucky relate to career clusters and majors?

| Program Area | Career Cluster | Examples of Career Majors |
|--|--|--|
| Agriculture Education | Agriculture, Food and Natural Resources | Agribusiness Agribiotechnology Animal Science Systems Agriculture Education, Communication and Leadership Environmental Science & Natural Resources Food Science and Processing Systems Horticulture and Plant Systems Agriculture Power, Structural and Technical Systems |
| Industrial Technology Education | Architecture and Construction | Carpentry Electrical Technology HVAC/Air Conditioning Technology Masonry Plumbing |
| Industrial Technology Education | Arts, A/V Technology & Communications | CAD/Drafting Technology Digital Media Printing Technology Visual Arts Communications |
| Business Education | Business Management and Administration | Accounting Administrative Support Business Management Business Multimedia Business Technology Data Base Management Information Processing Legal Office Medical Office Business/Marketing Education |
| Family and Consumer Science | Education and Training | Fundamentals of Teaching |
| Business Education | Finance Government & Public Administration | Finance Accounting Finance Technology Accounting |
| Health Sciences | Health Science | Allied Health Pre-Nursing General Biomedical Sciences Project Lead the Way - Biomedical Sciences Health Sciences |
| Family and Consumer Science Marketing | Hospitality & Tourism | Hospitality Services Hospitality, Travel Tourism, & Recreation |

| | | |
|--|--|---|
| Family and Consumer Sciences | Human Services | Consumer and Family Management Culinary Arts Early Childhood Education Fashion and Interior Design |
| Information Technology | Information Technology | Computer Science Information Support & Services Network Administration <ul style="list-style-type: none"> ▪ Security ▪ CISCO ▪ MCSA Programming Web Development/Administration Informatics – Pilot/Field testing 2012 – 2013 GIS – Geographic Information Systems |
| | Law, Public Safety Corrections & Security | Fire Protection & Safety Technology Emergency & Fire Management Services Law Enforcement/ Police Services Legal – Pre-Law Studies |
| Industrial Technology Education | Manufacturing | Industrial Electronic Technology Industrial Maintenance Major Appliance Repair Metal Fabrication Welding Wood Manufacturing Technology Industrial Chemical Technology Industrial Automations Technology Plastics Technology |
| Marketing Education | Marketing | Advertising E-Commerce Fashion Marketing Financial Services Management/Entrepreneurship Business Marketing Marketing Education Retailing/Wholesaling Sports Marketing |
| Technology Education | Science, Technology, Engineering and Mathematics | Engineering Technology Project Lead the Way - Engineering |
| Industrial Technology Education | Transportation, Distribution & Logistics | Auto Body Technology Auto Body Collision Repair Automotive Technology Aviation Technology Diesel Technology Small Engines/Motorcycles Technology Marine Technology Small Engine Repair Aviation Maintenance Flight/Aeronautics Motorcycle/Power Sports |

Q. 5. When should students begin to develop career pathways?

- Plans for a career pathway should be formalized by the ninth grade. Informal plans should be started in middle school.

Q. 6. What is meant by courses needed to meet graduation requirement?

- Minimum graduation requirements are the courses necessary for students in achieving a high school diploma. The requirements as established by Kentucky Board of Education and any additional requirements established by local schools district.

Q. 7. What courses are considered to be required courses for CTE?

- Within each of the career pathways, students can identify a career major. Each major includes the basic required courses identified in the Program of Studies document for the specific area.
<http://www.education.ky.gov/KDE/Instructional+Resources/Career+and+Technical+Education/Career+and+Technical+Education+Programs/>

Q. 8. Where can I find suggestions for elective courses relating to a pathway?

- Elective courses are those courses that relate to needs and interest of students and provide additional support in preparing for success in a chosen pathway.
<http://www.education.ky.gov/KDE/Instructional+Resources/Career+and+Technical+Education/Career+and+Technical+Education+Programs/>

Q. 9. How are credentials used in planning a career pathway?

- A credential provides evidence of authority, status, rights and entitlement to privileges as established by various standards. This usually is a paper document. Certificates in CTE may be awarded by local school districts, area technology centers and industry. Industry Certification is industry's way of recognizing confirmation of subject knowledge and on the ability to perform specific tasks(s).

A diploma is awarded on the basis of completing appropriate coursework and the actual document is received at the end of high school.

Degree is a title given to an individual who has completed a prescribed course of study. Most common degrees awarded are Associate's (2-year program), Bachelor's (4-year program), Master's (5-year) and Doctoral (beyond Master's program).

Career pathways are formulated to identify the potential of a Bachelor's degree.

Q. 10. Is a license a form of credentialing?

- Yes, it provides permission from a governmental authority to perform certain tasks (e.g. nail technician, cosmetologist and barbering).

Q. 11. What is meant by the terms credit based transition programs?

- Dual credit means that a college – level course of study may be offered to high school students who have concurrent enrollment with a post – secondary institution. Credit is awarded by the high school and the college.

Q. 12. Which types of programming are included in credit basis transition programs?

- Programming includes articulated agreements for credit awarded at both the high school and college level, A 2+2+2 program supports a formalized plan for articulating course work beginning in high school and continuing through two and/or four year programs.

CAREER PATHWAYS OFFERED BY THE STATE OF KENTUCKY
 *Pathways offered by Highlands High School are listed in each
 Department Section

| BUSINESS EDUCATION CAREER PATHWAYS | |
|--|--|
| 2020-2021 | |
| ACCOUNTING | |
| CIP 52.0301.00 | |
| PATHWAY DESCRIPTION | |
| This pathway generally prepares individuals to practice the profession of accounting and to perform related business functions. Includes instruction in accounting principles and theory; financial accounting; managerial accounting; cost accounting; budget control; tax accounting; legal aspects of accounting; auditing; reporting procedures; statement analysis; planning and consulting; business information systems; accounting research methods; professional standards and ethics; and applications to specific for-profit, public, and non-profit organizations. | |
| BEST PRACTICE CORE | EXAMPLE ILP-RELATED CAREER TITLES |
| <p>Choose (2-3) TWO - THREE CREDITS from the following:</p> <ul style="list-style-type: none"> • 060122 Accounting & Finance Foundations • 070125 Advanced Accounting <p>Choose (1-2) ONE-TWO CREDITS from the following:</p> <ul style="list-style-type: none"> • 060411 Business Management • 060111 Business Principles & Applications • 070743 Computer Tech II/Office Administration • 060112 Computer Tech I MOS/Digital Literacy • 060109 Ethical Leadership | <p>Accountant</p> <p>Forensic Accountant</p> <p>Planner</p> <p>Tax Preparer</p> <p>Auditor</p> <p>Auditing Clerk</p> <p>Budget Analyst</p> <p>Tax Examiner</p> |

BUSINESS EDUCATION CAREER PATHWAYS

2020-2021

ADMINISTRATIVE SUPPORT

CIP 52.0401.00

PATHWAY DESCRIPTION

A program that generally prepares individuals to perform the duties of administrative assistants and/or secretaries and stenographers. Includes instruction in business communications, principles of business law, word processing and data entry, office machines operation and maintenance, office procedures, public relations, secretarial accounting, filing systems and records management, and report preparation.

BEST PRACTICE CORE

EXAMPLE ILP-RELATED CAREER TITLES

Choose **(3-4) THREE-FOUR CREDITS** from the following:

- 060112 Computer Tech I MOS/ Digital Literacy
- 060122 Accounting and Finance Foundations
- 070743 Computer Tech II/Office Administration _____

Choose **(1) ONE CREDIT** from the following:

- 060111 Business Principles & Applications
- 060109 Ethical Leadership

May substitute ONE credit below for Accounting and Finance Foundations course:

- 070125 Advanced Accounting

Administrative Assistant
Human Resources Specialist
Bookkeeper
Court Reporter
Billing & Accounts Collector

BUSINESS EDUCATION CAREER PATHWAYS

2020-2021

MANAGEMENT & ENTREPRENEURSHIP

CIP 52.0701.01

PATHWAY DESCRIPTION

A program that generally prepares individuals to plan, organize, direct, and control the functions and processes of a firm or organization. Includes instruction in management theory, human resources management and behavior, accounting and other quantitative methods, purchasing and logistics, organization and production, marketing, and business decision-making.

BEST PRACTICE CORE

EXAMPLE ILP-RELATED CAREER TITLES

Choose **(3-4) THREE-FOUR CREDITS** from the following:

- 060111 Business Principles & Applications
- 060411 Business Management
- 060122 Accounting & Finance Foundations
- 080310 ENTP 201- Entrepreneurial Mindset

Choose **(1-2) ONE-TWO CREDITS** from the following:

- 060112 Computer Tech I MOS/ Digital Literacy
- 080317 Business Economics OR 450605 AP Macroeconomics
- 060109 Ethical Leadership

May substitute (1) one credit below for Accounting and Finance Foundations course:

- 070125 Advanced Accounting

Entry Level Manager
Money Manager
Account Manager
Real Estate Agent
Venture Capitalist
Insurance Agent
Association Manager
Quality Controller

**ENGINEERING & TECHNOLOGY EDUCATION
CAREER PATHWAYS
2020-2021**

**ENGINEERING & TECHNOLOGY DESIGN
15.1302.00**

PATHWAY DESCRIPTION

Designed for students interested in the various disciplines of engineering. The sequence of courses will provide students with the opportunity to develop critical thinking skills and understanding of engineering concepts. Students then apply these skills in conjunction with the multi-step engineering design process to solve real-world problems. Includes instruction in two-dimensional and/or three-dimensional engineering design software, solid modeling, and engineering animation to solve real-world problems.

BEST PRACTICE COURSES:

Choose (1-2) one – two credits from the following:

- 210221 Engineering I
- 210222 Engineering II

Choose (2-3) two – three credits from the following:

- 210138 Technical Design I
- 210140 Architectural Design
- 210251 Unmanned Aircraft Systems
- 210110 Engineering Capstone
- 210330 Engineering Co-op OR 210331 Engineering Internship
- 331034 Principles of Career and Technical Education
- 110701 AP Computer Science A OR 110711 AP Computer Science Principles

FAMILY AND CONSUMER SCIENCES CAREER PATHWAYS

2020 - 2021

CONSUMER & FAMILY MANAGEMENT

CIP Code 19.0403.00

PATHWAY DESCRIPTION

The Consumer and Family Management pathway helps students develop skills associated with early career employment opportunities and rigorous education programs that prepare for this level of the career ladder. The knowledge and skills validated span across a broad range of Family and Consumer Sciences content areas and are central to career areas involving human services, consumer services/protection/advising, education and training as well as social and community services.

BEST PRACTICE CORE

EXAMPLE ILP-RELATED CAREER TITLES

Foundational Skills Necessary for Career-Ready Measure: (KOSSA/Industry Certification)

Complete **(3) THREE CREDITS** from the following:

- ï 200113 FACS Essentials
- 201010 Money Skills OR
- 201011 Money Skills for Math OR
- 201015 Consumer Economics for SS credit
- ï 200171 Relationships**
- ï 200441 Foods & Nutrition

Choose **(1) ONE CREDIT** from the following:

- ï 200226 Middle to Late Lifespan Development**
- ï 200173 Parenting**

Note: (*) Indicates half-credit (.5) course

Note: (**) Indicates course can be half-credit (.5) OR a full

1 credit course

Marriage and Family Therapist

Family and Consumer Scientist

Gerontologist

Abuse/Crisis Counselor

Personal Financial Planner

FAMILY AND CONSUMER SCIENCES CAREER PATHWAYS 2020 - 2021

CULINARY & FOOD SERVICES CIP Code 12.0500.00

PATHWAY DESCRIPTION

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

BEST PRACTICE CORE

EXAMPLE ILP- RELATED CAREER TITLES

*Foundational Skills Necessary for Career-Ready
Measure: (KOSSA/Industry Certification)*

*Complete **(3) THREE CREDITS** from the following:*

- 200441 Foods & Nutrition
- 200411 Culinary Arts I
- 200412 Culinary Arts II

*Choose **(1) ONE CREDIT** from the following:*

- 200113 FACS Essentials

Chef/Cook
Baker
Entrepreneur
Food
Inspector
Butcher

FAMILY AND CONSUMER SCIENCES CAREER PATHWAYS 2020 - 2021

EARLY CHILDHOOD EDUCATION CIP Code 13.1210.00

PATHWAY DESCRIPTION

The Early Childhood Education pathway will address a skill set necessary for success in early childhood education so that individuals can teach students ranging in age from infancy through eight years (grade three), depending on the school system or state regulations. This pathway is targeted for individuals preparing for careers related to early childhood education, such as those associated with child care, teaching, community-based children's programs, social services or counseling for children, and after-school programs.

BEST PRACTICE CORE

EXAMPLE ILP- RELATED CAREER TITLES

Foundational Skills Necessary for Career-Ready Measure: (KOSSA/Industry Certification)

Complete **(3) THREE CREDITS:**

- 200223 Early Lifespan Development
- 200261 Child Development Services I
- 200262 Child Development Services II

Choose **(1) ONE CREDIT**

- 200113 FACS Essentials
- 200210 Co-op: Early Childhood Education

Early
Childhood
Educator

Psychologist

Nanny

Pediatrici
an

Midwife

FAMILY AND CONSUMER SCIENCES CAREER PATHWAYS

2020 - 2021

FASHION & INTERIOR DESIGN

CIP Code 50.0407.00

PATHWAY DESCRIPTION

The Fashion and Interior Design pathway will address a skill set necessary for success in the fashion industry as well as a career in the residential housing and furnishings industry. This pathway targets individuals who are interested in pursuing careers in the following areas: retail and wholesale buying, apparel and textile development and production, fashion and textile design, and visual merchandising as well as public and private sector housing programs, residential property and facility management, real estate, retail home furnishings, or home decorating and staging.

BEST PRACTICE CORE

EXAMPLE ILP-RELATED CAREER TITLES

Foundational Skills Necessary for Career-Ready Measure: (KOSSA/Industry Certification)

*Complete **(3) THREE CREDITS** from the following:*

- i 200113 FACS Essentials
- i 200821 Fashion and Interior Design I
- i 200825 Fashion and Interior Design II
- i 200826 Fashion and Interior Design III

*Choose **(1) ONE CREDIT** from the following:*

- i 200801 Internship: Fashion & Interior Design

Fashion Designer
Interior Designer
Retail Buyer
Clothing
Manufacturer
Furniture Designer
Model
Image Consultant
Critic
Graphic Designer
Costume Designer
Visual
Merchandiser

MEDIA ARTS CAREER PATHWAYS

2020-2021

Cinematography & Video Production

CIP 52.0301.00

PATHWAY DESCRIPTION

The Cinematography and Video Production pathway prepares students to communicate dramatic information, ideas, moods, and feelings through the making and producing of videos and cinematographic expression. The pathway includes the theory of video, video technology and equipment operation, video production, video directing, video editing, cinematographic art, video and audio technique, and multi-media production. The pathway prepares students to function as staff, producers, directors, and managers of media programming and media organizations. Topics of study in this pathway include writing and editing; performing; media regulations, law, and policy; aesthetic meaning, appreciation, and analysis; construction, development, processing, modeling, simulation, and programming of audio, and moving image programs and messages; transmission, distribution, and marketing; contextual, cultural and historical aspects, and considerations

BEST PRACTICE COURSES

Choose **FOUR CREDITS** from the following:

- 480901 Intro to Filmmaking/Broadcasting
- 480910 Advanced Filmmaking
- 480911 News Broadcasting I
- 480912 Advanced Studio Production

EDUCATION & TRAINING CAREER PATHWAYS

2020-2021

Teaching & Learning

CIP 13.0101.00

PATHWAY DESCRIPTION

This pathway focuses on the general theory and practice of learning and teaching, the basic principles of educational psychology, the art of teaching, the planning and administration of educational activities, school safety and health issues, and the social foundations of education.

BEST PRACTICE COURSES

Complete **THREE CREDITS** from the following:

- EDU 104
- EDU 300
- EDU 316

INFORMATION TECHNOLOGY PATHWAYS

2020-2021

Information Support & Services

CIP 47.0104.01

PATHWAY DESCRIPTION

The Information Support and Services pathway focuses on the design of computing systems. The courses include instruction in the principles of computer hardware and software components, algorithms, databases, and telecommunications.

BEST PRACTICE COURSES

Complete **THREE CREDITS** from the following:

- 060112 Computer Tech I MOS/Digital Literacy
- 110102 Help Desk Operations
- 110919 Information Technology Internship

DUAL CREDIT COURSES



course that generally transfers to the college or university. For purposes of grade point average, dual credit classes taken simultaneously as an AP course will be factored as an AP course as long as the student sits for the AP exam.

Students who take dual credit courses are assessed a reduced tuition determined by the university. This tuition is payable each semester by the student, parent or guardian. In addition, the university reserves the right to determine eligibility requirements for students to take dual credit courses through their university. This may include, but not be limited to a minimum GPA, minimum ACT score, and prerequisite course work.

There are 3 ways that students can participate in a dual credit courses: Highlands High School Campus Dual Credit Courses, Online Courses, and College Campus Courses. Eligibility to take these courses is listed below.

Questions about dual credit may be addressed to the Director of Teaching and Learning, School Principal or Dual Credit Coordinator .

Highlands High School Campus Dual Credit Courses

High school students may be permitted to take Highlands HS college/dual credit courses that count as secondary school credit, provided the following conditions have been fulfilled:

1. Recommendation and approval from the high school principal and/or their high school counselor.
2. Students must have met the minimum GPA, test and prerequisite standards set forth by the university.
3. Students must have met any Highlands High School prerequisite or requirements associated with the course requested.

Additional Considerations:

1. Courses will count toward graduation requirements and be used in calculating grade point average (GPA).
2. College tuition and other associated costs of dual credit courses are the responsibility of the parent/guardian.

For Highlands High School Dual Credit Opportunities, please refer to the Dual Credit section of the Course Catalog.

Online Dual Credit Courses & College Campus Dual Credit Courses

High school students may be permitted to take college/dual credit courses online through the university and on the college campus that count as secondary school credit, provided the following conditions have been fulfilled:

1. Students must be making normal progress toward graduation and maintain at least a 3.0 grade point average.
2. Students must have met the minimum GPA, test and prerequisite standards set forth by the university.
3. Students must agree to enroll in a three (3) credit hour course for *both* semesters if they enrolling as one period of their 6-period school day.
4. Approval from the school principal and/or school counselor is required.
5. If the student is taking a course on the college campus, the parent or guardian must provide information as to how the student will be transported and complete any necessary district permission forms.
6. Courses taken at a college must be at a time that coincides with the last period at the high school or later; i. e., the student may leave early for last period, but will not be permitted to arrive late or come and go within the school day.

College Campus and Online Dual Credit Opportunities are released per the university schedule. As available dual credit courses are released, Highlands High School faculty will advertise the options. When students schedule for the upcoming school year, they will enter a placeholder course to indicate that they are interested in a not released dual-credit option. Student will finalize their dual credit choices when the courses are available with their counselor.

Additional Considerations:

1. Students may only take elective courses not offered by the District. No required courses may be taken off-campus.
2. Each three-hour college course completed will equal one (1) unit of high school credit.
3. Courses will count toward graduation requirements and be used in calculating grade point average (GPA).
4. All online and college campus dual credit courses will receive a weight of 4.5.
5. The university determines the grading scale for dual-credit courses to be transcribed to the HHS transcript.
6. Transportation, college tuition, and other associated costs of dual credit courses are the responsibility of the parent/guardian.

Dual Credit Scholarship, Tuition and Fees

1. Students are eligible for the Kentucky Dual Credit Scholarship during the junior and senior years. Students can take up to 2 courses total during their high school career that are paid for by the state. Any student who pursues

a course beyond the allowable scholarship limit will be required to pay the high school dual credit course fee directly to the university. (The course fee has typically been between \$52-62/credit hour.)

2. Some courses may require additional fees to cover books and materials. This would not be covered by the Dual Credit Scholarship or the high school unless a student is on free/reduced lunch.

Transferability

As stated in Dual Credit 101: A Guide for Parents, Counselors and Students, published by the Kentucky Department of Education:

The Kentucky Statewide General Education Transfer Policy assists with transfer of general education credit among the Kentucky Community and Technical College System (KCTCS) and the eight participating public universities in Kentucky. These eight participating universities include: Eastern Kentucky University, Kentucky State University, Morehead State University, Murray State University, Northern Kentucky University, University of Kentucky, University of Louisville and Western Kentucky University. This policy eases the processes of transferring general education college credit between the schools. Private and for-profit colleges may have different transfer policies. Students considering attendance out of state or in a private or for-profit college will want to research transferring of general education core courses with the specific institution of interest. Additionally, a website has been established to assist with credit. Visit KnowHow2transfer.org. to see how courses transfer, plan a degree, etc.

Highlands Dual Credit Application Process

Students who are interested in taking a dual credit class must complete a Highlands Dual Credit application process first.

STEP 1: Students need to complete a dual credit application on the HHS School Counseling website indicating their interest in taking a dual credit course.

STEP 2: Upon approval, students and parents/guardians must complete a dual credit agreement indicating that they understand all policies, procedures, and possible fees, including tuition.

STEP 3: Students will complete university procedures to officially apply to the university dual credit program and register for the course.

Each university has their own policies and admission requirements for acceptance into their program. Please refer to the following guidelines. (University policies and requirements are subject to change each year.)

Northern Kentucky University

School Based Scholars Admission Requirements:

- Have a cumulative GPA of 3.0 or higher.
- Have a composite ACT score of 20 or higher. If a student does not have an ACT Score, they may submit an SAT score. If a student has no ACT or SAT scores, they may be admitted with their GPA and a letter of recommendation; however, eligible courses will be limited.
- Meet any prerequisites for individual courses. English, Math, and Sciences typically require specific ACT subscores.
- Once in the program, students must earn a grade of C or better in each dual-enrollment class to take courses in any subsequent semesters.
- 2018-2019 SBS Tuition Rate (rate may change for the 2020-2021 year):
 - \$56/credit hour (\$168 for a 3-credit hour class)
 - This does not include additional costs of textbooks, materials, or parking pass if needed.
- The final deadline to register for a NKU dual credit course is August 1. In order for NKU dual credit classes to be approved to run, a minimum of 15 students are required. Therefore, we encourage HHS students to make dual credit choices as a part of their initial scheduling process.
- Students who qualify for Free and Reduced lunch should contact the counselor regarding additional college textbook and materials fees.

NKU School Based Scholars Online Courses

Online NKU courses will be offered. Fall semester course offerings are typically available in March and Spring semester offerings are available in November prior to the semester. When the schedule is available, HHS will advertise available options via Schoology and interested students are responsible for applying through the HHS Dual Credit application process and then following any other NKU application procedures.

NKU has the right to change the schedule at any time. Some online classes are reserved for only School Based Scholars students and others are open to any NKU student. Students who take online courses are solely responsible for the content and completion of the work. HHS personnel do not have access to assignments and grading; all communication regarding the course should be directed to the course professor.

NKU HHS In-Class Dual Credit Courses

The courses list below are may be connected to another course. This means that if the student selects the course for the fall semester then they must take the connected course for spring semester. These courses are offered at Highlands High School and are taught by a college credentialed HHS teacher or visiting college professor.

| Fall Semester | | Spring Semester | |
|---|-----------------------|--------------------------------------|-----------|
| BIO 208 BIO 208L | 4 credits | BIO 209 BIO 209L | 4 credits |
| CMST 101 | 3 credits | POP 205 | 3 credits |
| | | EMB 100 | 3 credits |
| | | GLY 110 GLY 110L | 4 credit |
| | | ENTP 201 | 3 credits |
| | | EGT 212 (CAD) | 3 credits |
| MUSM 111 | 3 credits | MUSM 112 | 3 credits |
| | | MUMS 100 (offered 20-21 school year) | 3 credits |
| <p>The purpose of the NKU Teaching and Learning Career Pathway is to empower students with the knowledge, dispositions, and skills to be effective educators in a variety of disciplines and grade levels. Cooperative experience, internships, shadowing and mentoring opportunities provide depth and breadth of learning in the instructional program, and allow students to directly apply concepts learned in the classroom. The hybrid teaching approach (on-site and online) will enable the Teacher Education Scholars, Fort Thomas Independent School teachers, and NKU faculty to provide opportunities for hands-on teaching experience, sustain an interest in the profession, and help cultivate skills and dispositions to be successful educators.</p> <p>Students can enroll in these classes as a junior or senior. Senior students will not be able to complete the KDE Pathway, but will earn 6 dual-credit course credits and a better understanding of basic of teacher education. Junior students will be able to complete the KDE pathway, earn 12 dual-credit course credits, and will earn the distinction of a Teacher Education Scholar.</p> | | | |
| EDU 104 EDU 305 | 1 credit 2 credits | EDU 300 | 3 credits |
| EDU 316 | 3 credits | EDU ??? TBD | 3 credits |

Thomas More University Admission Requirements (Gemini Dual Credit Program)

Thomas More University dual credit courses will be presented to students as they become available.

The Gemini Dual Credit Program is open to junior or senior high school students who:

- Have submitted a High School Transcript showing the student has completed 2 units of English, 2 units of Science, 2 units of Mathematics and 2 units in Social Studies.
- Have an overall GPA of 3.5 or better in the above units.

Students not meeting the above requirements may be admitted to the program with the joint approval of the Vice President for Academic Affairs at Thomas More College (or designee) and the student's guidance counselor.

Once enrolled in the Gemini program, to register for subsequent semesters a student must maintain a cumulative GPA of 2.0 in Thomas More courses. This requirement is set up to assist students in meeting the goal of successfully earning college credit at the high school level.

The courses for the current school year are offered at the discounted rate of \$53 per credit hour for in-state students and \$200 per course for out of state students. This fee is payable upon registration. Parking pass, printing, and student IDs are included but books are not.

Western Kentucky University

WKU Dual Credit offers qualified high school students the opportunity to earn university credit as part of their high school curriculum. We provide high school students with a bridge to college at a fraction of the tuition cost.

Tuition for a college course taken through WKU Dual Credit is \$159* (\$53 per credit hour). This is a substantial savings, considering that in-state tuition at WKU is typically \$1,143 per course.

WKU dual credit courses online will be presented to students as they become available.

The following course can earn college credit AFTER successful completion of the course. Due to Southern Association of Colleges and Schools Accreditation, these courses cannot be offered as dual credit courses that will also appear of the high school transcript and earn high school credit.

| Fall Semester | Course Title | Spring Semester | Course Title |
|---|----------------------------------|--|---|
| Highlands Non-Dual Credit Course | Intro. to Theatre | THEA 151 (3 credits) | Theatre Appreciation |
| Highlands Non-Dual Credit Course | Acting I | THEA 101 (3 credits) | Acting I |
| Highlands Non-Dual Credit Course | Foundations of Technical Theatre | PERF 121 (1 credit) PERF 220 (1 credit) | Rehearsal & Production II Rehearsal & Production III |
| Teacher: Mr. Jason Burgess, Highlands High School | | | |

Eastern Kentucky University

Students who would like to take online dual credit courses through ECU must meet the following criteria:

- You must be a junior or senior in high school residing in Kentucky.
- You must have a high school GPA of 3.0 and ACT scores on file with ECU at the time you apply for the program.
- You must have minimum ACT scores of 18 in English*, 20 in Reading* and a Composite ACT score of 20 at the time of application to the program.
- Your high school or home school must be a participating partner. (Check with your guidance counselor.)

As courses through ECU become available, the HHS School Counseling Office will advertise options.



**DON'T TALK UNLESS
YOU CAN IMPROVE
THE SILENCE"**

VERMONT PROVERB

ENGLISH

230107 - English I: Fundamentals of English (1/4.0/Eng)

Credit: 1 Grade Scale: Regular Scale – 4.0

Prerequisite: English 8, Teacher and counselor recommendation

Comments: In order to pass the course, the student must complete acceptable pieces in the following categories: cause/effect essay, on demand argument, literary analysis, and an annotated bibliography.

Description

This is a survey and introduction to the genres of literature—short story, drama, novel, poetry, essay, and nonfiction. Students will read at least three longer works (2 novels and 1 play). Writing assignments will include a cause/effect essay, literary analysis, argument on demand and researched annotated bibliography. The acquisition and development of reading skills and vocabulary acquisition are emphasized. Students will be exposed to all types of assessments including product based learning, presentation assessments, written assessments, and multiple choice assessments. An emphasis will be placed on understanding structure and handling multiple tasks to complete assessments successfully.

230108 - English I: Literature and Human Condition (1/4.5/Eng)

Credit: 1 Grade Scale: Advanced Scale – 4.5

Prerequisites: English 8, Teacher and counselor recommendation (test scores and exam grades included)

Comments: In order to pass the course, the student must complete acceptable pieces in following categories: cause/ effect essay, literary argument, literary analysis, and an annotated bibliography with research project.

Description

This course is an in-depth study of literary genres. Literary reading will include a minimum of three longer works, several poems, a work of Shakespeare, and several short stories. There will be an intense focus on a variety of literary elements and literary analysis. Writing assignments include but are not limited to poetry, cause-effect essay, literary analysis, and an in-depth focus on research skills and presentation. Formal oral presentations will be required. Active discussion skills and thinking beyond the literal are expected in relationship to the understanding an author's position on the human condition conveyed in the different genres. Students will practice self-driven inquiry throughout the course. Students begin to refine grammar, usage, and vocabulary skills. Grammar will be taught through drills and through various writing assessments.

230110 - English II: Reading and Writing, Fiction & Non-Fiction

Credit: 1 Grade Scale: Regular Scale – 4.0

Prerequisites: English 1, Teacher and counselor recommendation

Comments: In order to pass the course, the student must complete acceptable pieces in the following categories:

the Literary Analysis Essay, Guided Synthesis Essay, the Argumentative Research Essay, and an Extensive Product Based Learning Experience.

Description

In this course, students will read various literary works and examine several authors to understand and master literary tools and conventions. Students will read novels inside and outside of class while receiving direct instruction as well as practicing self-driven inquiry. Along with continued vocabulary instruction to develop and acquire new vocabulary skills in context, grammar and writing strategies will be emphasized as students create a variety of written, spoken, and visual products. Attention will also be given to reading and writing in the real world with a focus on persuasive and literary texts. With each unit, students can expect to complete work for appropriate ACT preparation, On Demand Writing practice, grammar skills, and writing skills. During the sophomore learning experience, students will have access to appropriate, challenging, and engaging literature that reflects on the human experience. As students read multiple author voices, the course will facilitate each student's discovery of their own voice.

230170 - AP Seminar/English II

Credit: 1 Grade Scale: AP Scale – 5.0

Prerequisites: English I, Teacher (dispositional considerations - independent learner, risk taker, on time task completion) and counselor recommendation (PSAT/ Pre-ACT scores)

Description

This course fulfills the requirements of English II. Part of the AP Capstone Program, this course is a foundational course for both AP Language and Composition and AP Literature and Composition. The course provides students with opportunities to think critically and creatively, research, explore, pose solutions, develop arguments, collaborate, and communicate using various media. Students explore the complexities of real-world topics and themes through cross curricular conversations. Students consider multiple points of view to develop deep understanding of complex issues as they make connections between these issues and their own lives, ultimately building understanding, sensitivity, and respect in an ever-changing, complex, and culturally diverse world. In order to pass this course, the student must complete acceptable writing pieces in the 3 rhetorical modes including to narrate, to inform, and to argue. ACT preparation for English and Reading Subsections will be part of the curriculum. Students will take the state-required end of course exam which will be calculated into the final grade as well, students will complete two extensive research investigations and presentation as part of the AP requirement. Finally, students will be required to sit for an AP end-of-course exam given in the spring.

230113 - English III: Refinement of Fundamentals

Credit: 1 Grade Scale: Regular Scale – 4.0

Prerequisites: English II, Teacher and counselor recommendation (PSAT scores considered)

Comments:

In order to pass the course, the student must complete acceptable portfolio pieces in the following categories: a personal essay, definition essay, rhetorical analysis essay, and an argumentative research essay. Writing may also include a short story and poems as well as a number of open response and on demand essays.

Description

This is an English course designed to strengthen reading and writing skills for college and career readiness. This course is designed to develop ACT reading and English skills, as well as writing strategies shown through (but not limited to) a personal essay, a definition essay, a rhetorical analysis essay, a formal presentation, and an argumentative research essay. Benchmarking and guided practice is a hallmark of junior English. As well, On Demand Writing is practiced throughout the year and assessed at the state level. Students will read 3 larger works and be exposed to a large project-based experience such as writing a children's book and introducing an elementary audience to their work.

230166 – Junior AP English Language and Composition

Credit: 1 Grade Scale: AP Scale – 5.0

Prerequisites: English II or AP Seminar (Teacher recommendation and PSAT/ Pre ACT scores considered)

Comments: Fulfills the junior English requirement. The composition requirements include a personal essay, an argumentative writing, synthesis and research essay, rhetorical analysis, and a multimedia presentation. Students must sit for the AP English Language and Composition exam.

Grade(s): 11 only

Description

This course engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes and audiences. Both their writing and their reading should make students aware of the interactions among a writer's purpose, audience expectations, and subjects as well as how the generic conventions and the resources of language contribute to effectiveness in writing. Much of the class discussion will focus on the author's technique, meaning, and expression of philosophical ideas and the relationship of texts to historical and cultural contexts. Students should expect this course to be similar to an introductory college writing course that focuses on exposition, argument, and literary analysis. Students will also work on refinement of ACT skills and On Demand Writing for assessment at the state level.

230195 – College & Career Readiness English Language Arts: Meeting Benchmark and Working on Fundamentals

Credit: 1 Grade Scale: Regular Scale – 4.0

Prerequisites: English III or AP Language, Teacher and counselor recommendation

Comment: Completion of at least an apprentice-level portfolio is a requirement for the class. Placement will be based on test scores as well.

Description

Through the use of various texts, students will learn reading strategies to improve their analysis, fluency, and comprehension skills. They will identify main ideas and details, draw conclusions, make generalizations, understand cause and effect and apply logical reasoning. They will engage in strategies that deal with usage/mechanics and rhetorical skills such as punctuation, grammar and usage, sentence structure, style, organization, and writing

230116 - English IV: Capstone

Credit: 1 Grade Scale: Regular Scale – 4.0

Prerequisites: English III or AP Language, Teacher and counselor recommendation

Comment: Completion of at least an apprentice-level portfolio is a requirement for the class.

Description

The course encompasses various uses of each of the five language arts (reading, writing, speaking, listening, and observing). A primary goal of the course is to prepare the student for the expectations and rigor of college reading, composition, and study. Various methods of seminar, writing/composition, workshopping, outside projects, interviewing, presentations, etc. will be used throughout the year. The year requires completion of a culminating course-long Capstone Project. This project will consist of both group and individual work on a topic of student choice as it relates to a larger global theme, which is selected by the teacher and will vary year to year. Differentiated opportunities will be provided to assist those not meeting College and Career Readiness benchmarks on Junior ACT.

230166 - Senior AP Language and Composition

Credit: 1 Grade Scale: AP Scale – 5.0

Prerequisites: English III, Teacher recommendation and ACT scores

Comments: Fulfills the senior English requirements. The composition requirements include a Post Graduate application essay, problem/ solution essay, argumentative essay, literary analysis, and technology enhanced presentation or culminating project. Students must sit for the AP English Language and Composition exam.

Grade: 12 only

Description

This course engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in the becoming skilled writers who compose for a variety of purposes and audiences. The emphasis is on reading and analyzing nonfiction texts. Students study the historical and cultural development of British literature with an emphasis on Contemporary literature. Both their writing and their reading should make students aware of the interactions among a writer's purpose, audience expectations, and subjects as well as

how the generic conventions and the resources of language contribute to effectiveness in writing. Much of the class discussions will focus on the author's technique, meaning, and the expression of philosophical ideas. Students should expect this course to be similar to an introductory college writing course that focuses on exposition, argument, and literary analysis.

230167 – AP English Literature and Composition

Credit: 1 Grade Scale: AP Scale – 5.0

Prerequisite: English III or AP Language and Composition

(Teacher and counselor recommendation, ACT scores)

Comments: Fulfills requirement for English IV. Students must sit for the AP English Literature exam in the spring.

Completion of at least a proficient level writing portfolio is required for course credit.

Description

According to The College Board, AP English Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone.

The description and expectations for this course will mirror the College Board's description, but broaden to include the practice of those techniques about which we study during the course. This course, though an intensive study of literature, is also founded on a study of composition and how those elements of composition create the literature which we study. Students are expected to take risks and mature, critically and creatively, beyond where they are at the beginning of the course. This requires both an open mind and a ready voice for participation. Participation is compulsory – there is no such thing as a passive education. The discussion element is essential at this level. Teachers will regularly confer and discuss progress in the course with students, including development of participation skills, growth of writing (both

"formal" and "informal"), and evolution of thinking and logic skills.

ENGLISH ELECTIVES

**Students may take the following courses as electives.
(These do not count toward English credit for graduation.)**

230511 - Creative Writing

Credit: 1 Grade Scale: Regular Scale – 4.0

Prerequisites: 1 English Credit; Teacher recommendation, approval of Creative Writing teacher

Grade(s): 10, 11, 12

Description

Creative Writing is for students who enjoy writing and are willing to express themselves and their creative natures through writing projects. Students will explore various writing genres including, but not limited to, poetry, short stories, non-fiction and dramatic writing. Submission for publication and presentation to the class is mandatory. Students are required to keep daily journals. Students will design, construct, and contribute writing pieces to the Highlands literary magazine, Blueprints.

230402- Creative Writing II

Credit: 1 Grade Scale: Regular Scale – 4.0

Grade(s): 10, 11, 12

Prerequisites: Creative Writing I, approval of creative writing teacher

Description

Creative Writing II is for students who enjoy writing and are willing to express themselves and their creative natures through writings and writing projects. Students will continue to explore various writing genres including, but not limited to, poetry, short story, non-fiction, and dramatic writing. Submission for publication and presentation to the class is mandatory as well as a large, independent project. Students will be required to keep daily journals. Finally, students will design, construct, and contribute writing pieces to the Highlands literary magazine, Blueprints.

HEALTH & PHYSICAL EDUCATION



HEALTH AND PHYSICAL EDUCATION

340133 - Health Education I

Credit: ½ Grade Scale: Regular Scale – 4.0

Grade: 9

Prerequisite: None

Description

The general focus of Health and Wellness revolves around a holistic approach involving the three components of health, social, physical, and emotional well-being. A broad knowledge base is established through class/group discussion, group projects, guest speakers, role-playing, and a variety of teaching methods engaging all styles of learning.

Health is a graduation requirement and calculated into the G.P.A.

340216 - Physical Education I

Credit: ½ Grade Scale: Regular Scale – 4.0

Grade: 9

Prerequisite: None

Comment: 9th Grade Physical Education is a great avenue to "exercise" physically and socially. Positive peer interaction is a necessary part of this course. The course is not designed to create an athlete, but rather to build a better understanding and appreciation for physical activity as an integral part of our total well-being. The importance of lifetime fitness is taught and stressed.

Description

Students will participate in a fitness based program designed to inform and expose them to principles of fitness that may improve their overall well-being. The fitness units will be 3 days a week and scored on a 4-point rubric. The remaining 2 days will be spent in activity based games that may enhance or feature the fitness concepts and scored on a 3-point system. Students will have a variety of choices in these activities. Students will have written assignments and a portfolio piece as well. The fitness components featured will be cardiovascular endurance, muscular strength/endurance and flexibility.

340290 – HS Integrated Health & Physical Education

Credit: 1 Grade Scale: Regular Scale – 4.0

Prerequisite: none

Grade: 9

Note: Meets Health/P.E. Requirement

Description

This Early Bird class will be a combination of Health and Physical Education. In Health a broad knowledge base will be established so students have the needed skills to make decisions about their physical, mental and emotional health throughout their lifespan. Modern issues such as drugs, STD's, teen pregnancy, and eating disorders will be studied, as well as, diseases such as cancer, heart disease and diabetes. Students will participate in a fitness-based program designed to inform and expose them to principles of fitness that may improve

their overall well-being with an emphasis on lifetime health.

340290 – HS Integrated Health & Physical Education SUMMER

Credit: 1 Grade Scale: Regular Scale – 4.0

Prerequisite: none

Grade: 9

Note: Meets Health/P.E. Requirement

Description

This Summer class will be a combination of Health and Physical Education. In Health a broad knowledge base will be established so students have the needed skills to make decisions about their physical, mental and emotional health throughout their lifespan. Modern issues such as drugs, STD's, teen pregnancy, and eating disorders will be studied, as well as, diseases such as cancer, heart disease and diabetes. Students will participate in a fitness-based program designed to inform and expose them to principles of fitness that may improve their overall well-being with an emphasis on lifetime health. This course is blended using both online and 10 face to face classes.

170301 –Essentials of Sports Medicine

Credit: 1 Grade Scale: Regular Scale – 4.0

Prerequisite: 9th Grade Physical Education

Grade (s): 10-12

Description

This course is designed to include the basic concepts of anatomy, mechanism of injury, and administration of athletic training. Students should be able to demonstrate a basic mastery of how athletic injuries occur, how they are treated, and can be prevented. This course is designed to teach students components of exercise science and sports medicine including exploration of athletic training, medical terminology, anatomy, physiology, first aid, injury prevention, physical therapy (preventative and treatment of injuries), rehabilitation techniques, strength and conditioning principles, cardiovascular conditioning, fitness and training programs, sport nutrition, sport psychology and performance enhancement philosophies.

340220- Personal Fitness

Credit 1 Grade Scale: Regular Scale – 4.0

Prerequisite: Health/P.E.

Comment: Activity based class

Description

This is an upper level Physical Education class that stresses physical conditioning. The class is based off of the basic principles learned in freshman Physical Education but is a high level activity class. The class consists of learning about and participating in an organized program of physical conditioning that includes development of flexibility, power, muscular strength, muscular endurance, speed and agility/mobility. This class is highly attractive and beneficial to individuals that are serious about improving body composition and overall health. The course includes the study of and participation in a safe

and encompassing training regimen designed to improve the performance of body's skeletal muscles, energy systems and cardio respiratory systems as they work to sustain the necessary needs during a daily workout. This class is for the non-athlete (due to in season demands) or an athlete with coaches' permission to improve health and well-being with fitness and assess fitness. Students will have the opportunity and knowledge to reduce body fat percentage or increase if needed. Students will be able to help fight the obesity epidemic by education and application. This is an activity based class so we will be lifting or doing some type of fitness daily so please take this into account when signing up. Participation is 90% of the grade.

340299 - Physical Education Leader

Credit: 1 Grade Scale: Regular Scale – 4.0

Prerequisite: Student must have completed Sports Medicine class, complete application and have a recommendation from the PE/Health teacher. Student must have maintained an A/B average in 9th grade PE and Sports Medicine.

Grade: 11, 12

Description

This course places students in a position of functional authority, thereby gaining insight into problems of management while fulfilling their own personal needs for growth. This will include a supervisor's role which assists the teacher in all phases of management, monitoring work assignments, and assisting other students. Student will calculate and record target heart rates during cardiovascular unit and help with setting and instruction of heart rate monitors. Student will record and instruct on flexibility testing during flexibility unit. Student will monitor, instruct and help with weight room during strength training unit. As a part of each unit the student will present a short research based presentation on benefits and importance of each fitness component. Students who take this course will be required to do research on topics related to physical Education. This experience will validate their previous education in Physical Education and Sports Medicine by deepening their knowledge with their instruction of others and its application.

3401334 - Health II

Credit: 1 Grade Scale: Regular Scale – 4.0

Grade: 11,12

Prerequisite: Health

Description

This course will focus on physical and mental wellness. The skills and knowledge to make informed decisions about their health both now and in the future will be emphasized. The course will be one semester of physical health and one semester of mental health.

The physical health semester will examine issues such as addiction, violence prevention, STIs, pregnancy, first aid and child development. We will develop a broad knowledge base through class discussions, notes and hands on activities. We will examine the consequences for choosing poorly as well as the benefits of good choices. Our goal is for students to be able to make informed decisions about their well-being.

The second semester of Health 2 will focus on mental wellness. The goal will be to give students a greater understanding of common mental illnesses while also focusing on cultivating/maintaining mental wellness. As students approach graduation, this course will provide an opportunity to address some of the concerns about transitioning to life beyond HHS. Some of the topics discussed will be stress management, anxiety, depression, and self-care as well as providing resources for support.

Students will switch classes at the semester break general focus of Health and Wellness revolves around a holistic approach involving the three components of health, social, physical, and emotional well-being. A broad knowledge base is established through class/ group discussion, group projects, guest speakers, role-playing, and a variety of teaching methods engaging all styles of learning.

Health is a graduation requirement and calculated into the G.P.A.

HUMANITIES



HISTORY AND APPRECIATION OF THE VISUAL AND PERFORMING ARTS

VISUAL ART

500710 - Art I/Foundations in Art

Credit: 1 Grade Scale: Regular Scale – 4.0

Grades: 9, 10, 11, 12

Comments: This course fulfills the Humanities requirement.

Description

Full year of study designed to introduce students to basic 2d and 3d art, various materials, and techniques. Emphasis will be on creative problem solving and art production. This course is required before taking any other art electives.

500710 - Art II

Credit: 1 Grade Scale: Regular Scale – 4.0

Grades: 10, 11, 12

Prerequisite: Art I/Foundations of Art

Comments: This course fulfills the Humanities requirement.

Description

A full year of study dealing with 2D and 3D media. Students will work on developing proficiency in various techniques and materials as well as develop work based on their own personal vision. A combination of and out of class assignments will challenge students to become creative problem solvers and manage time.

500710 - Art III

Credit: 1 Grade Scale: Regular Scale – 4.0

Grades: 10, 11, 12

Prerequisite: Art I/Foundations of Art, Art II

Comments: This course fulfills the Humanities requirement.

Description

This 3rd year of art is intended to prepare students to take AP Studio Art. Students will explore new techniques with greater emphasis is placed on personal vision and creativity. A combination of in class and out of class assignments will challenge students to become creative problem solvers and manage time.

Digital Photography 1

Credit: .5 Grade Scale: Regular Scale - 4.0

Grades: 10, 11, 12

Prerequisite: Art I/Foundations of Art

Comments: This semester long class must be paired with another semester visual art class.

Description

Project based course that covers basic concepts and principles of photography. Understanding general use of the camera, lens, and digital editing will be addressed, as well as artistic principles as they relate to composition, space, exposure, light, and color.

Digital Photography 2

Credit: .5 Grade Scale: Regular Scale - 4.0

Grades: 10, 11, 12

Prerequisite: Art I/Foundations of Art, Digital Photography 1

Comments: This semester long class must be paired with another semester visual art class.

Description

Continuation of Digital Photography 1. Project based course emphasizing technical proficiency and creative problem solving within the discipline of photography.

Ceramics Handbuilding

Credit: .5 Grade Scale: Regular Scale - 4.0

Grades: 10, 11, 12

Prerequisite: Art I/Foundations of Art

Comments: This semester long class must be paired with another semester visual art class.

Description

Project based course focusing on making ceramic pieces using a variety of hand building techniques. Students will create functional/non-functional pieces through coiling, pinching, slabs, etc.

Ceramics Wheel Throwing

Credit: .5 Grade Scale: Regular Scale - 4.0

Grades: 10, 11, 12

Prerequisite: Art I/Foundations of Art

Comments: This semester long class must be paired with another semester visual art class.

Description

Project based course focusing on making ceramic pieces on the pottery wheel. Students will learn the process of wheel throwing by creating functional pieces throughout the semester.

Studio Art 1

Credit: .5 Grade Scale: Regular Scale - 4.0

Grades: 11, 12

Prerequisite: Art I/Foundations of Art, 2nd level of any art discipline

Comments: This semester long class must be paired with another semester visual art class.

Description

This is a "Pre-AP Studio course." Project based class with focus on developing technical proficiency and thematic exploration. Students will explore various materials and work on developing unique and original concepts.

Studio Art 2

Credit: .5 Grade Scale: Regular Scale - 4.0

Grades: 11, 12

Prerequisite: Art I/Foundations of Art, 2nd level of any art discipline

Comments: This semester long class must be paired with another semester visual art class.

Description

This is a "Pre-AP Studio course." Project based class with focus on developing technical proficiency and thematic exploration. Students will explore various materials and work on developing unique and original concepts.

500722 - AP Studio Art

Credit: 1 Grade Scale: AP Scale – 5.0

Prerequisites: Art I/Foundations in Art, multiple other art electives, and recommendation through application process.

Comment: AP Exam/Portfolio Submission required, summer work required

Grade: 12

Description

The AP Studio Art is designed for students who are seriously interested in the practical experience of art and the opportunity for college credit. This is a rigorous course where students create a portfolio of high quality work for review by the AP College Board. The work produced reflects the work of a college freshman. Summer work is required.

Students will submit in their final portfolio five original works of their best quality and twelve concentration pieces and twelve breadth pieces in slide format for the Drawing and 2-D Design portfolio. The 3-D Design will submit no art except in slide format: ten for quality, twelve for concentration and sixteen for breadth section of the portfolio. This is a two-year course designed to get full advanced credit the test-taking year. A mandatory summer class is required both years of the application.

500721 - AP Art History

Credit: 1 Grade Scale: AP Scale – 5.0

Grade(s): 9, 10, 11, 12

Comment: Summer work required; AP exam required.

Description

The AP Art History course prepares students for the AP Art History exam. The course covers art from the Paleolithic period through post modernism and is designed to provide students with the same materials covered in an introductory art history course in college. Students gain knowledge of architecture, sculpture, painting and other art forms within diverse historical and cultural contexts.

DRAMA AND THEATRE

500511 - Introduction to Theatre/Theatre Appreciation

Credit: 1 Grade Scale: Regular Scale – 4.0

Prerequisite: An interest in the study for theatre

Comment: Dual credit offering with Western Kentucky University. This course fulfills the Humanities requirement.

Description

Students will study all aspects of theatre including: acting, directing, technical aspects, etc. Students will learn the basics of storytelling, the history of theatre, character development, improvisation, theatre jobs and much more! Participation and an opinion are a requirement. This class is great for non-actors and actors. It is designed to develop an understanding and appreciation of the art of theatre.

500511HHS - Introduction to Theatre/Theatre Appreciation

Credit: 0.5 Grade Scale: Regular Scale – 4.0

Prerequisite: An interest in the study for theatre

Comment: This course must be taken in conjunction with DC500511.

Description

Students will study all aspects of theatre including: acting, directing, technical aspects, etc. Students will learn the basics of storytelling, the history of theatre, character development, improvisation, theatre jobs and much more! Participation and an opinion are a requirement. This class is great for non-actors and actors. It is designed to develop an understanding and appreciation of the art of theatre.

DC500511 - THEA 151 WKU: Introduction to Theatre/Theatre Appreciation

Credit: 1. Grade Scale: Regular Scale – 4.0

Prerequisite: An interest in the study for theatre

Comment: Dual credit offering with Western Kentucky University. This course must be taken in conjunction with 500511HHS. This course fulfills the Humanities requirement.

Description

Students will study all aspects of theatre including: acting, directing, technical aspects, etc. Students will learn the basics of storytelling, the history of theatre, character development, improvisation, theatre jobs and much more! Participation and an opinion are a requirement. This class is great for non-actors and actors. It is designed to develop an understanding and appreciation of the art of theatre.

500513 - Acting I

Credit: 1 Grade Scale: Regular Scale – 4.0

Prerequisite: Introduction to Theatre or THEA 151

Comment: Dual credit offering with Western Kentucky University.

Description

This course is designed to be performance-based and students will be in performance much of the year. This course is designed for students who wish to further their acting and directing skills. Focus will be on performance of monologues, scenes, reader's theatre, and one-act plays. Students who take this course should be comfortable performing for others. The intention is to develop fundamental performance and ensemble collaboration skills.

500513HHS - Acting I

Credit: 0.5 Grade Scale: Regular Scale – 4.0

Prerequisite: Introduction to Theatre or THEA 151

Comment: This course must be taken in conjunction with DC500513.

Description

This course is designed to be performance-based and students will be in performance much of the year. This course is designed for students who wish to further their acting and directing skills. Focus will be on performance of monologues, scenes, reader's theatre, and one-act plays. Students who take this course should be comfortable performing for others. The intention is to develop fundamental performance and ensemble collaboration skills.

DC500513 – THEA 101 WKU: Acting I

Credit: 1 Grade Scale: Regular Scale – 4.0

Prerequisite: Introduction to Theatre

Comment: Dual credit offering with Western Kentucky University. This course must be taken in conjunction with 500513HHS.

Description

This course is designed to be performance-based and students will be in performance much of the year. This course is designed for students who wish to further their acting and directing skills. Focus will be on performance of monologues, scenes, reader's theatre, and one-act plays. Students who take this course should be comfortable performing for others. The intention is to develop fundamental performance and ensemble collaboration skills.

500512 - Foundations of Technical Theatre

Credit: 1 Grade Scale: Regular Scale – 4.0

Prerequisite: None

Comment: This course fulfills the Humanities requirement.

Description

Students will explore the technical aspects of live performance. Students will interpret technical drawing, as well as learn fundamental concepts of shop and theatre safety, construction techniques, and equipment set-up and operation. Students are expected to participate in class in such areas as building and designing. Topics to be covered include set construction, lighting set-up and operation, costume construction, and stage management. An experiential learning course designed to provide practical experience in all areas of theatrical production under actual production conditions. Students are required to gain 40 hours of productions on events that occur throughout the school year. Course may be repeated in grades 10-12 as Lighting Design, Sound Design, and/or Set Design.

* Students who complete this course will have the option to pay for 2 college credits (PERF 121 WKU/PERF 220 WKU) from Western Kentucky University upon successful completion of this course.

500515 - Directing

Credit: 1 Grade Scale: Regular Scale – 4.0

Prerequisites: Intro to Theatre, Acting I

Grade(s): 10, 11, 12

Description

This course is intended to provide students with the basic principles involved in directing for the stage, a foundation for artistic and conceptual analysis of a script, and the artistic exploration needed to bring that script to realization on the stage. Topics included are the elementary principles of directing, exercises in implementation of specific skills relevant to the exercise of that craft, text analysis and interpretation, goals and methods of collaboration, and interpretive/creative projects in which research and experimentation is stressed.

500516 - Playwriting

Credit: 1 Grade Scale: Regular Scale – 4.0

Prerequisites: Introduction to Theatre

Grades: 10, 11, 12

Description

This course focuses on the skills necessary to create, and ultimately, write a play. The focus of the first semester is on the elements of drama and the intellectual and creative understanding of those concepts. Assignments will help spark creative impulses culminating in a scene reflecting those concepts at the end of the first semester. The second semester will focus on expanding those scenes into true plays. A workshop format will be used for student feedback and constructive criticism. Student plays will be read by actors and a public staging of student plays will take place at the end of the year.

500599- Theatre Assistant

Credit: 1 Grade Scale: Regular Scale – 4.0

Grade(s): 11, 12

Prerequisite: Participation in a Theatre Class and Instructor Approval

Description

This class is designed for a theatrically strong student who is involved in the theatre program and may have a desire to major in theatre in college.

500530 – Foundations of Technical Theatre II

Prerequisite: Foundations of Technical Theatre

Description

Students will deepen their exploration of the technical aspect of live performance by choosing a certain field in technical theatre to focus on their development. The fields of focus that are available are: Scenic Design, Light Design, Sound Design, Stage Management, Prop Design and Technical Direction. At the beginning of the school year, students will decide their specialized field with the guidance of the instructor. Students will then spend the entire year with specialized instruction in that field with separate tasks, projects and learning outcomes.

MUSIC

500929 - non-dual credit choice – DC500929 – dual-credit choice - AP Music Theory (MUS100)

Credit: 1 (dual credit) Grade Scale: AP Scale – 5.0

Prerequisites: Students must have a sincere desire to study and improve abilities in the field of music, a love of classical music literature, and a talent for performing music. Student must have a GPA of 3.0 or higher.

Grade(s): 10, 11, 12

Comment: Application required. Students must sit for the AP Music Theory exam. Dual credit offering with Western Kentucky University. Meets Humanities requirement.

Description

A major component of any college music curriculum is a course introducing the first-year student to musicianship, theory, musical materials, and procedures. This course will integrate aspects of melody, harmony texture, rhythm, form, musical analysis, elementary composition,

and style. Musicianship skills such as dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of this course.

500912 - non-dual credit choice – DC500929 – dual-credit choice - Music Appreciation

Credit: 1 (dual credit – MUS 120) Grade Scale: Advance Scale – 4.5

Prerequisites: None

Comment: Dual credit offering with Western Kentucky University. This course fulfills the Humanities requirement.

Description

This course is designed to help the student critically listen to and develop an enjoyment of extraordinary music. The student will understand, recognize and hopefully delight in a wide variety of musical forms and formats. This is a survey of Western music from early to modern times. The course aims to widen the musical horizons and receptivities of the general student and to make them a more discriminating listener. Emphasis is placed on the ability to aurally identify a variety of musical styles and to describe the characteristics of each.

500xxx – Advance Music Performance

Credit: 1 Grade Scale: Advance Scale – 4.5

Grade(s): 9-12

Prerequisite: Participation in a Music Performance Class and Instructor approval

Description

Students who participate in any music performance course, including vocal and instrumental, who meet the higher expectations based on the Pre-AP Music framework may request advance music to receive a weighted grade scale.

VOCAL MUSIC

500925 - Highlandaire Chorale

Credit: 1 (May be repeated for up to four credits) Grade Scale: Regular Scale – 4.0

Prerequisites: Audition and instructor approval

Grade (s): 9-12

Comment: This course fulfills the Humanities requirement.

Description

Highlanders Chorale is the entry-level choral ensemble at the high school. The ensemble will perform music from all major style periods and genres, including contemporary music. Special emphasis will be placed on the teaching of vocal technique, musical literacy and the performance of quality music. Students will also learn the function of music in society throughout history and how music relates to other disciplines. This ensemble will perform at least four formal concerts per academic year.

500927 - Chamber Choir

Credit: 1 (May be repeated for up to 3 credits) Grade Scale: Regular Scale – 4.0

Grade(s): 10, 11, 12

Prerequisites: Audition and instructor approval

Comment: This course fulfills the Humanities requirement.

Description

Chamber Choir is a highly selective, auditioned choral ensemble that will perform music from all major style periods and genres. This ensemble will perform challenging, developmentally-appropriate music. Special emphasis will be placed on the teaching of vocal technique, musical literacy and the performances of quality music. Students will also learn the function of music in society throughout history and how music relates to other disciplines. This ensemble will perform at least four formal concerts per academic year.

500926 - Bel Canto (Women's Choir)

Credit: 1 Grade Scale: Regular Scale – 4.0

Grade(s): 9-12

Prerequisites: Audition and instructor approval

Comment: This course fulfills the Humanities requirement

Description

Bel Canto is a highly selective, auditioned choral ensemble for women's voices that will perform music from all major style periods and genres. This ensemble will perform challenging, developmentally-appropriate music. Special emphasis will be placed on the teaching of vocal technique, music literacy and the performance of quality music. Students will also learn the function of music in society throughout history and how music relates to other disciplines. This ensemble will perform at least four formal concerts per academic year.

INSTRUMENTAL MUSIC

500919 - Symphonia

Credit: 1 (May be repeated for up to four credits) Grade Scale: Regular Scale – 4.0

Comment: Students do not have to perform in the marching band to participate in the band class. This course fulfills the Humanities requirement.

Description

Instrumental music is a course that explores the performing arts. The performing ensemble consists of string instruments (violin, viola, cello & bass). Emphasis is placed on the playing of notes and rhythms, musicality, and the understanding of the music. Students will gain a better appreciation for music by studying and performing various works.

500917 – Concert Band

Credit: 1 (May be repeated for up to four credits) Grade Scale: Regular Scale – 4.0

Comment: Students do not have to perform in the marching band to participate in the band class. This course fulfills the Humanities requirement.

Description

Instrumental music is a course that explores the performing arts. The performing ensemble consists of woodwind, brass, and percussive instrumentalists. Emphasis is placed on the playing of notes and rhythms, musicality, and the understanding of the music. Students

will gain a better appreciation for music by studying and performing various works.

500921 - Percussion Ensemble

Credit: 1 (May be repeated up to four credits) Grade Scale: Regular Scale – 4.0

Comment: Students do not have to perform in the marching band to participate in the percussion ensemble class. This class is an extension of the concert band class. This course fulfills the Humanities requirement.

Description

Percussion ensemble is a course that explores the performing arts. This performing ensemble will consist of only percussive instrumentalists. Emphasis is placed on exploring all instruments in the percussion family, the playing of notes and rhythms, percussion technique, and the understanding of percussion literature. Students will gain a better appreciation for music by studying and performing various concert band works and percussion ensemble pieces. The percussion ensemble class will study the works being performed by the concert band, along with several percussion ensemble pieces. The ensemble will give various percussion ensemble concerts throughout the year and perform with the concert band on concerts.

500926 - Chamber Orchestra

Credit: 1 Grade Scale: Regular Scale – 4.0

Prerequisite: Students are accepted by audition only. Chamber Orchestra is the most advanced performing group. Students must exhibit the technical and music reading skills necessary to perform advanced orchestra literature, as established in audition requirements.

Description

This is a major performing orchestra. Further training is provided both in technical skills and in music reading. Advanced string orchestra literature is performed. Students will perform music from a broad range of musical styles. Attendance at scheduled performances and after school rehearsals is part of the required class work and is mandatory. Training is provided which will enable the student to continue music training and/or performance beyond the high school level.

Students are encouraged to participate in appropriate enrichment opportunities, such as private lessons, All-State Orchestra, Regional Honors Orchestra, Solo and Ensemble Festival, community music school orchestra programs, and other various community orchestras.

500940 - Music Workplace Experience

Credit: 1 Grade Scale: Regular Scale – 4.0

Grade(s): 11, 12

Prerequisite: Participation in a Music Performance Class and Instructor approval

Description

This class is designed for a musically strong student who is involved in performance ensembles and may have a desire to major in music in college. Assistant positions may be available in both the choral and instrumental performance classes.

500xxx – Full Orchestra

Credit: 1 Grade Scale: Regular Scale – 4.0

Grade(s): 9-12

Prerequisite: Participation in a Music Performance Class and Instructor approval

Description

Combine the best winds/brass with the top string players and create a full orchestra experience. This will exist in tandem during the regular band and strings class. Those students participating will meet several times a week during a given semester and still participate in the "regular" band and strings class.

MASS COMMUNICATIONS

JOURNALISM

239111- Journalism I

239111 - Journalism II

239111 - Journalism III

239111- Journalism IV

Credit: 1 (May be repeated for up to four credits) Grade Scale: Regular Scale – 4.0

Prerequisites: None

Grade(s): 9-12

Comments: This course fulfills the Humanities requirement.

Description

Journalism I is a course for good writers who want to learn to write in the specialized style of news, editorials and feature writing. Students will also learn to design and publish *The Highlander*, *The Hilltopper* and *Bird's Eye View*. Students who enroll in this class should have genuine curiosity about the school and community. This class requires a great deal of self-discipline and an ability to meet deadlines. Students will leave Journalism with a working knowledge of news writing, feature writing and editorial writing. Students will also assist in the production of the yearbook. Students will become proficient in desktop publishing and digital photography.

239142 - Photojournalism

Credit: 1 Grade Scale: Regular Scale – 4.0

Prerequisites: Successful completion of Journalism I

Comment: Students are considered part of the journalism staff and may be required to complete tasks not directly related to photography.

Grade(s): 10, 11, 12

Description

Photojournalism is a class that will offer students the opportunity to develop several skills in the field of photography, journalism, and desktop publishing.

FILM

480901 - Intro to Filmmaking/Broadcasting

Credit: 1 Grade Scale: Regular Scale – 4.0

Prerequisite: None

Grade(s): 9,10,11,12

Comments: This course fulfills the Humanities requirement.

Description

This course is an introduction to production focusing on all aspects of creative filmmaking and television news broadcasting. In addition, the class explores how film is an art form, how the elements of art contribute to the final product, and how film allows for expression of ideas, feelings, and experiences. Students will perform actual jobs conducted by today's film, video, and television broadcasting professionals. As film, video, and television news production is a collaborative field, students will learn to function as members of an integrated production team on a wide variety of creative projects. This develops a framework to access, analyze, evaluate and create messages in a variety of forms, while exercising the skills of inquiry and self-expression necessary for citizens of a participatory culture.

480911 - News Broadcasting I

Credit: 1 (may be repeated as News Broadcasting II and III) Grade Scale: Regular Scale – 4.0

*Prerequisite: Intro to Filmmaking and Broadcasting
Grade(s): 10,11,12*

Description

In this course students will be responsible for producing the monthly news program, as well as the afternoon video announcements. Through this process they will learn interviewing and investigative skills, along with expanding their production skills, which are necessary to film, edit, and broadcast a consistently high quality production.

480910 - Advanced Filmmaking

Credit: 1 Grade Scale: Regular Scale – 4.0

*Prerequisites: Intro to Filmmaking/Broadcasting, or by approval
Grade(s): 10, 11, 12*

Description

This is an advanced filmmaking class aimed at giving the students the ability to take their recently developed production skills to another level. The students will work on multiple projects, including documentaries, trailers, animated storybooks and short films. They will continue to develop their lighting, camera, sound and editing skills. They will also have opportunities to present their final products to multiple audiences.

480912 - Video Production

Credit: 1 Grade Scale: Regular Scale – 4.0

*Prerequisite: Intro to Filmmaking and Broadcasting,
Grade(s): 10,11,12*

Description

This class is for advanced production students with an interest in continuing to develop their technical skills and storytelling abilities and applying them in real world scenarios. They will work on various projects for the school, the district, and the wider community. They will work by themselves or within small groups and create projects with

agreed upon objectives. They will learn to meet with "clients" as well as other stakeholders to establish these objectives as well as listen to and apply feedback.

480913 – Independent Film Making and Production

Credit: 1 Grade Scale: Regular Scale – 4.0

*Prerequisite: Video Production, or by approval
Grade(s): 10,11,12*

Description

This class is for advanced production students who are self-motivated and independent minded. The students will fine-tune their production skills acquired through their earlier filmmaking or broadcasting classes by working individually on projects throughout the community. They will work on various projects for the school, the district, and the wider community, with minimal oversight. They will mentor students with less experience in all of the areas of production.

480914- Sports Broadcasting

Credit: 1 Grade Scale: Regular Scale – 4.0

*Prerequisite: Video Production, or by approval;
Grade(s): 10, 11, 12*

Description

This class is designed for advanced production students who are self-motivated, independent minded, with a strong interest in sports related production. Responsibilities for these students will include: production of various sporting events, seasonal recap videos designed to highlight different teams and their achievements, as well as training small groups to produce different events for online streaming.

**909999 - Film Appreciation for the Modern Audience
Advanced Filmmaking**

*Credit: 1 Grade Scale: Regular Scale – 4.0
Grade(s): 12*

Description

This is a senior level course for students 17 or older. This course is an introduction to film as creative expression through technical advancements. The first semester of the course will focus on the history of film, and the technology of filmmaking. The second semester will focus on the roles of those involved in filmmaking, and the techniques and processes involved in producing a film. Students will watch a variety of films and analyze various filmmaking techniques through discussions, written assignments, as well as applications.

909999 – Independent Audio Engineering

Credit: 1 Grade Scale: Regular Scale – 4.0

*Prerequisite: Video Production, or by approval
Grade(s): 10,11,12*

Description

An advanced production class for students who are self-motivated and independent minded with an interest in audio production. They will work on various audio related projects for the school, the district, and the wider community, with minimal oversight. In this course students will be responsible for producing an online radio program

as well as the management of the audio recording studio, including assisting other programs with the use of the shared recording space.

SPEECH

DC800015- CMST-101 NKU Public Speaking

Credit: 1 (dual credit) Grade Scale: Regular Scale – 4.0

Prerequisite: None

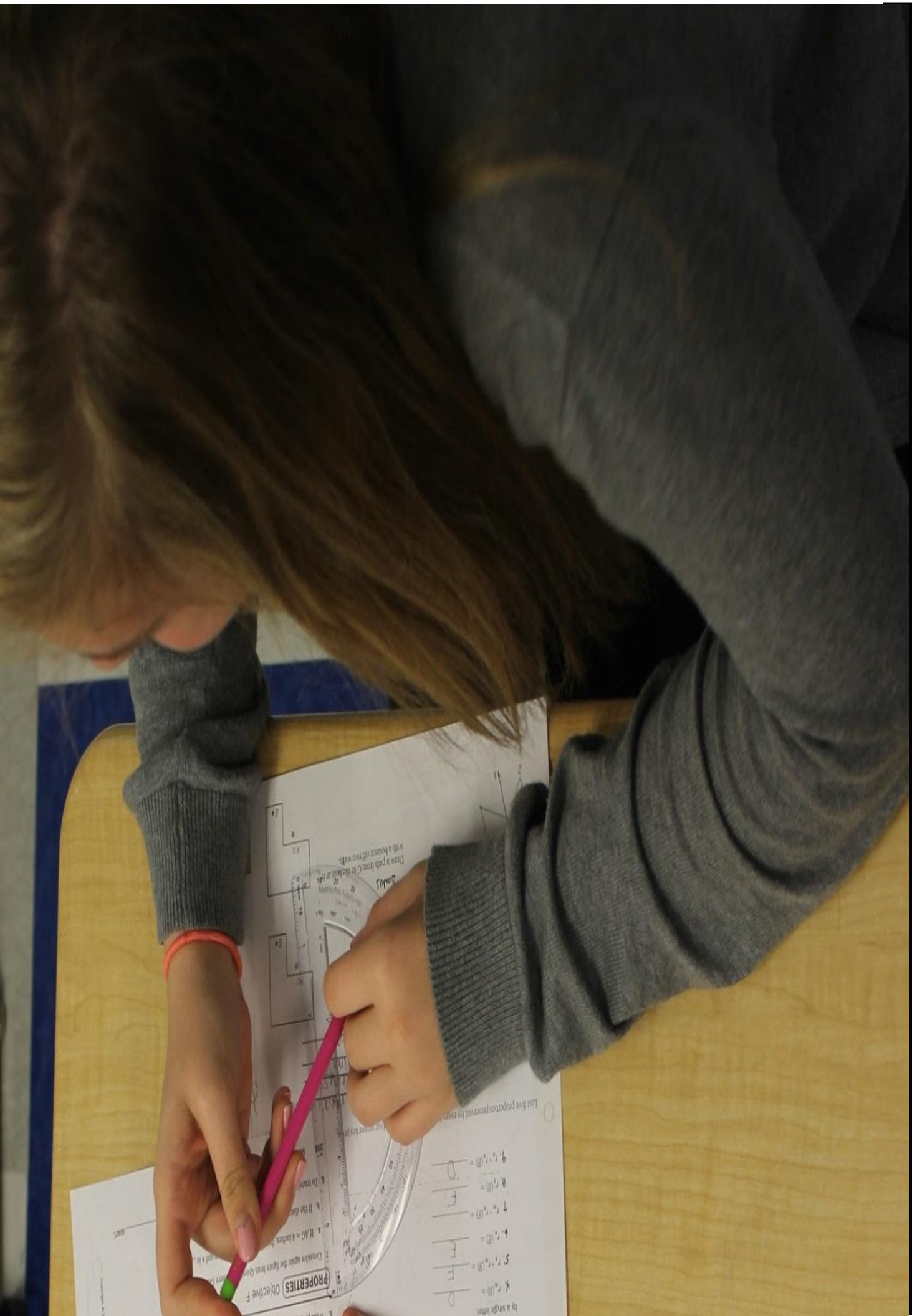
Comment: Dual credit offering with Northern Kentucky University.

Grade(s): 11, 12

Description

This course is designed to introduce the student to the elements involved in public speaking and to acquaint the student with speech as a performing art. The student presents informative and persuasive speeches as well as being introduced to the elements of debate and group discussion. Students will participate in a formal professional job interview complete with a resume. A strong research component is included as well.

MATHEMATICS



MATHEMATICS

The mathematics curriculum is designed to ensure that students are college and/or career ready upon their exit from high school. For this reason, great effort is given to be certain that the high school mathematics curriculum keeps up with changes in mathematics and the ways in which mathematics is used. In addition, the mathematics curriculum at Highlands is designed to meet the high standards set by the National Council of Teachers of Mathematics and by the Kentucky Department of Education.

The foundation of the mathematics curriculum is solidified by the use of Carnegie Learning's High School Mathematics Solution in Algebra I, Geometry, and Algebra II. The program is a research-proven blended approach to mathematics instruction, utilizing both print and digital resources (MATHia). The Carnegie approach allows the teacher to step away from the whiteboard, instigate questions, facilitate discussion, and guide collaboration. Students are invested, accountable, and confident. They feel safe enough to learn from their peers as well as from their own individual experiences, challenges, and successes. They become problem solvers, critical thinkers, and curious, resilient learners, able to apply knowledge to other subjects, to other learning environments, and the wider world around them. MATHia is the digital portion of the blended program and uses artificial intelligence to provide student-specific practice and remediation.

The remainder of the courses in the mathematics curriculum build on this Carnegie foundation. Courses focus on studying the mathematics in detail both for its applications to other courses as well as its applications to real-world situations. Another major feature of the mathematics curriculum as a whole is problem solving. Like skills, problem solving must be practiced. When practiced, problem solving becomes far less difficult. Some problem solving techniques are so important that at times they are the focus of instruction. Each course in the curriculum is also designed to maximize the acquisition of both skills and concepts. Within each course there is ample and constant review of material from previous units. This gives the student more time to learn the material and helps to solidify performance of skills and concepts. Use of the graphing calculator and the MacBook enhance the mathematics curriculum enabling students to quickly study mathematics at a greater depth than ever before.

The mathematics curriculum concludes with a very robust Advanced Placement program offering a variety of computer science, statistics, and calculus courses.

270308 - Applied Algebra 1

Credit: 1 Grade Scale: Regular Scale – 4.0

Prerequisites: 8th Grade CC or teacher recommendation

Comment: Credit cannot be earned in Applied Algebra I after earning credit in Algebra I.

Description

Students learn how to take mathematical relationships and quantify them using variables. Students build their algebraic foundation with an in-depth study of linear relationships and an introduction to exponential functions. A conceptual understanding of Algebra I is developed through active student engagement, problem solving, collaboration, and making meaningful connections among mathematical ideas. Students study algebraic concepts at a pace and at a depth that is commensurate with students' unique needs.

270303 - Algebra 1-B

Credit: 1 Grade Scale: Regular Scale – 4.0

Prerequisites: Algebra 1 A or teacher recommendation

Comment: Credit cannot be earned in Algebra 1

Description

Students continue building their algebraic foundation with a further study of linear relationships and systems as well as an introduction to exponential and quadratic functions. A conceptual understanding of Algebra I is

developed through active student engagement, problem solving, collaboration, and making meaningful connections among mathematical ideas. Students study algebraic concepts at a pace and depth that is commensurate with students' unique needs.

270304 - Algebra I

Credit: 1 Grade Scale: Regular Scale – 4.0

Prerequisites: 8th Grade CC or teacher recommendation

Comment: Credit cannot be earned in Algebra I-B and Applied Algebra I after taking Algebra I.

Description

Students learn how to take mathematical relationships and quantify them using variables. Students build their algebraic foundation with an in-depth study of linear relationships and systems, as well as an introduction to exponential and quadratic functions. A conceptual understanding of Algebra I is developed through active student engagement, problem solving, collaboration, and making meaningful connections among mathematical ideas. Students study algebraic concepts at a pace and at a depth that is commensurate with students' unique needs.

270408 - Applied Geometry

Credit: 1 Grade Scale: Regular Scale – 4.0

Prerequisites: Applied Algebra I or teacher recommendation

Description

Students build their geometric foundation with a study of shapes (2- and 3- dimensional), congruency, similarity, measurement, and coordinate geometry. A conceptual understanding of geometry is developed through active student engagement, problem solving, collaboration, computer-based explorations, and making meaningful connections among mathematical ideas. Students study geometric concepts at a pace and at a depth that is commensurate with students' unique needs.

270401 - Geometry

Credit: 1 Grade Scale: Regular Scale – 4.0

Prerequisites: Algebra I or teacher recommendation.

Entering 9th grade students must earn a passing score on the Algebra I competency exam to gain placement in Geometry.

Description

Students build their geometric foundation with an in-depth study of shapes (2- and 3- dimensional), congruency, similarity, measurement, and coordinate geometry. A conceptual understanding of geometry is developed through active student engagement, problem solving, collaboration, computer-based explorations, and making meaningful connections among mathematical ideas. Students study geometric concepts at a pace and at a depth that is commensurate with students' unique needs.

270402 - Geometry Advanced

Credit: 1 Grade Scale: Advanced Scale – 4.5

Prerequisites: Algebra I Advanced with final average of "B" or better or teacher recommendation.

Description

Students build their geometric foundation with an in-depth study of shapes (2- and 3- dimensional), congruency, similarity, measurement, coordinate geometry, and proofs. A conceptual understanding of geometry is developed through active student engagement, problem solving, collaboration, computer-based explorations, and making meaningful connections among mathematical ideas. Students study geometric concepts at a faster pace and in greater depth than that of the Geometry and Applied Geometry courses.

270318 - Applied Algebra II

Credit: 1 Grade Scale: Regular Scale – 4.0

Prerequisites: Applied Geometry or teacher recommendation

Description

Students continue to develop their algebraic thinking by building on their Algebra I foundation. This course emphasizes facility with algebraic expressions and forms while building a mastery of linear functions. Students also study quadratic, polynomial, and exponential functions both for their abstract properties and as tools for modeling real world situations. Students

study algebraic concepts at a pace and at a depth that is commensurate with students' unique needs.

270311 - Algebra II

Credit: 1 Grade Scale: Regular Scale – 4.0

Prerequisites: Geometry or teacher recommendation

Description

Students continue to develop their algebraic thinking by building on their Algebra I foundation. This course emphasizes facility with algebraic expressions and forms while building a mastery of linear and quadratic functions. Students also study polynomial, exponential, and logarithmic functions both for their abstract properties and as tools for modeling real world situations. Students study algebraic concepts at a pace and at a depth that is commensurate with students' unique needs.

270312 - Algebra II Advanced

Credit: 1 Grade Scale: Advanced Scale – 4.5

Prerequisites: Geometry Advanced or teacher recommendation

Description

Students continue to develop their algebraic thinking by building on their Algebra I foundation. This course emphasizes facility with algebraic expressions and forms while developing a mastery of quadratic functions. Students also study polynomial, exponential, logarithmic, and other special functions both for their abstract properties and as tools for modeling real world situations. Students study algebraic concepts at a faster pace and in greater depth than that of the Algebra II and Applied Algebra II courses.

270501 - Pre-Calculus

Credit: 1 Grade Scale: Regular Scale – 4.0

Prerequisites: Algebra II or Teacher Recommendation

Description

Functions are widely recognized as a major unifying theme in mathematics. This course builds on the student's understanding of functions by analyzing both algebraically and graphically a variety of different functions such as polynomials, rational, exponential, and logarithmic. Right triangle trigonometry is reviewed and the unit circle is introduced. This course establishes a firm foundation for further work in Trigonometry.

270631-Trigonometry

Credit: 1 Grade Scale: Regular Scale – 4.0

Prerequisites: Pre-Calculus or Teacher Recommendation

Comment: Credit cannot be earned in Trigonometry after earning credit in Pre-Calculus & Trigonometry

Description

This course is designed for students who have completed Pre-calculus and want to proceed further into more advanced aspects of trigonometry. This course builds on the student's understanding of right triangle trigonometry and extends that understanding to the unit circle. Students will also study trigonometric

functions, inverse trigonometric functions, analytic trigonometry, Law of Sines/Cosines, vectors, and analytic geometry. Real world applications are incorporated throughout the course. This course further prepares students for calculus and culminates in an introduction to limits and derivatives.

270502 - Pre-Calculus & Trigonometry

Credit: 1 Grade Scale: Advanced Scale – 4.5

Prerequisites: Algebra II Advanced or Teacher Recommendation

Description

Functions are widely recognized as a major unifying theme in mathematics. This course builds on the student's understanding of functions by analyzing both algebraically and graphically a variety of different functions such as polynomials, rational, exponential, and logarithmic. This course builds on the student's understanding of right triangle trigonometry and extends that understanding to the unit circle. Students will also study trigonometric functions, inverse trigonometric functions, analytic trigonometry, Law of Sines/Cosines, vectors, and analytic geometry. Real world applications are incorporated throughout the course. This course establishes a firm foundation for calculus and culminates in an introduction to limits and derivatives.

270604 - AP Statistics

Credit: 1 Grade Scale: AP Scale – 5.0

Prerequisite: Algebra II

Comment: Students must sit for the AP Statistics exam.

Description

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data.

Students are exposed to four conceptual themes:

1. Exploring Data: Observing patterns and departures from patterns
2. Planning a Study: Deciding what and how to measure
3. Anticipating Patterns: Producing models using probability theory and simulation
4. Statistical Inference: Confirming models.

270513 - AP Calculus (AB)

Credit: 1 Grade Scale: AP Scale – 5.0

Prerequisites: Pre-Calculus and Trigonometry or teacher recommendation

Comment: Students must sit for the AP calculus AB exam.

Description

Students will study the math of tangent lines, slopes, areas, volumes, and a variety of other concepts that scientists, engineers, and economists use to model real life situations. Both differential calculus, which deals with the rate at which a variable quantity is changing, and integral calculus, which deals with finding a function when the rate of change is known, are studied in this course. A rigorous development of functions and graphs, limits, continuity, differentiation, integration, and

applications of differentiation and integration is a feature of this course. Students will be expected to represent problems graphically, numerically, analytically, and verbally, as well as to make connections between these representations.

270514 - AP Calculus (BC)

Credit: 1 Grade Scale: AP Scale – 5.0

Prerequisites: AP Calculus AB or teacher recommendation

Comment: Students must sit for the AP Calculus BC exam.

Description

Calculus BC is designed to provide students with a learning experience equivalent to a full-year of single variable college calculus. Calculus BC includes all the topics in Calculus AB (techniques and applications of the derivative and techniques and applications of the definite integral and the fundamental Theorem of Calculus) plus additional topics in differential and integral calculus (including parametric, polar, and vector functions) and series. This course emphasizes a multi-representational approach to calculus with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally.

110701 - AP Computer Science A

Credits: 1 Grade Scale: AP Scale – 5.0

Prerequisites: Concurrent enrollment in Algebra II or higher or teacher recommendation

Comment: Application required. Students must sit for the AP Computer Science A exam.

Description

AP Computer Science is an introductory course in computer science. Because the development of computer programs to solve problems is a skill fundamental to the study of computer science, a large part of the APCS course is built around the development of computer programs or parts of programs that correctly solve a given problem. The course also emphasizes the design issues that make programs understandable, adaptable, and, when appropriate, reusable. At the same time, the development of useful computer programs and classes is used as a context for introducing other important concepts in computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, and the study of standard algorithms and typical applications. In addition, an understanding of the basic hardware and software components of computer systems and the responsible use of these systems are integral parts of the course.

The APCS course is intended to prepare students for the AP Computer Science "A" exam. The course uses the Java programming language to emphasize object-oriented programming methodology with emphasis on problem solving and algorithm development. It also includes the study of data structures, design, and abstraction. The nature of the course is suggested by

the words "computer science", which indicates a disciplined approach to a more broadly conceived subject than "computer programming".

110220 - Advanced Computer Science II – Python I

Credits: 1 Grade Scale: Advanced Scale – 4.5

Prerequisite: AP Computer Science A

Description

Advanced Computer Science II is a course that follows AP Computer Science A. This course will develop the student's current understanding and concepts of object-oriented programming using a different programming language than Java called Python. This course will also include some advanced graphics and topics in programming that were not covered in APCS. Advanced Computer Science II emphasizes object-oriented programming methodology with an emphasis on problem solving and algorithm development and is meant to be the equivalent of a college-level course in computer science. It also includes the study of data structures and abstraction. Because the development of computer programs to solve problems is a skill fundamental to the study of computer science, a large part of this course is built around the development of computer programs or parts of programs that correctly solve a given problem.

The nature of the course is suggested by the words "computer science", which indicates a disciplined approach to a more broadly conceived subject than "computer programming."

110711 - AP Computer Science Principles

Credits: 1 Grade Scale: AP Scale – 5.0

Prerequisites: Concurrent enrollment in Advanced Geometry, Algebra II, or higher or teacher recommendation

Comments: The course may be taken before, concurrently with, or after AP Computer Science A. Students must sit for the AP Computer Science Principles exam.

Description

AP Computer Science Principles introduces students to the essential ideas of computer science with a focus on how computing can impact the world. Along with the fundamentals of computing, students will learn to analyze data, information, or knowledge represented for computational use; create technology that has a practical impact; and gain a broader understanding of how computer science impacts people and society. The major areas of study in the AP Computer Science Principles course are organized around seven big ideas: Creativity, Abstraction, Data and Information, Algorithms, Programming, the Internet, and Global Impact.

110752 – Special Topics, Computer Science - Lab Assistant

Credit: 1 Grade Scale: Regular Scale – 4.0

Prerequisite: Application, AP Computer Science A. Students selecting Lab Assistant for AP Computer

Science A should be planning on pursuing Computer Science or Computer Science education as a career. Elective: One student per period per section

Description

Student will assist in setting up programming labs and assisting in the classroom during labs being implemented under the direction of the classroom teacher. By providing assistance with programming skills, the student that is interested in pursuing a career in either Computer Science or teaching Computer Science will better understand common misconceptions in coding and gaps in the learning that takes place. They will also be able to help create real world problems for the students in class to solve.

- App Development with Swift

Credits: 1 Grade Scale: Advanced Scale – 4.5

Prerequisites: AP Computer Science Principles unless recommended by instructor; Concurrent enrollment in Algebra II or higher

Description

App Development with Swift is designed to teach the skills needed to be an app developer capable of bringing their own ideas to life. The course starts by introducing students to iOS development tools, basic programming concepts using Swift as the language, and industry best practices. Building on this foundation, students will working through practical exercises, creating apps from scratch, and building the mindset of an app developer. By the end of App Development with Swift, students should have the skills and knowledge required to create real-world apps that adhere to many industry best practices. Equally important, they'll have a solid foundation to support their continued learning as they create more complex apps on their own.

270671 – College Transitions

1st Semester class taught in conjunction with DC800022 – MAT 114 NKU Finite Mathematics

Credits: 0.5 Grade Scale: Regular Scale – 4.0

Prerequisites: Grade 12 only and ACT Math score lower than benchmark or teacher recommendation

Comment: To earn credit, students must register for both College Transitions and Finite Math during the same school year.

Description

This course is designed to be taken after completion of Algebra 1, Geometry, Algebra 2, and/or Pre-Calculus. Topics include a review of algebraic and geometric concepts, extensions of functions, probability, and statistics.

DC800022 – MAT 114 NKU Finite Mathematics

2nd Semester class taught in conjunction with 270671 – College Transitions Algebra

Credits: 1 Grade Scale: Regular Scale – 4.0

Prerequisites: College Transitions

Comment: Finite Mathematics may be offered as a dual credit course (MAT 114) with NKU if it is taught by a Highlands teacher that meets the requirements to teach at the college level. If offered as dual credit, each student must meet the qualifications to earn dual credit from NKU.

Description

Finite Mathematics serves as an introduction to non-calculus portions of mathematics. It is intended for senior students not planning to pursue a degree in the

physical sciences, engineering, mathematics, computer science, or other related fields. The course will include the study of logic, mathematics of finance, probability, combinatorics, statistics, linear programming, and other special topics such as game theory. Emphasis will be placed on mathematical model comprehension and problem-solving in the areas of business and the life and social sciences.



SCIENCE

SCIENCE

304821 – Conceptual Physics I

Credit: 1 Grade Scale: Regular Scale – 4.0

Prerequisite: Recommendation of science teacher in 8th grade.

Comment: If you have taken Algebra I in the eighth grade and earned a “C” or higher, sign up for Physics I Advanced.

Description

Introduction to Physics provides topics from basic physics and Earth and space sciences emphasizing how the selected topics in each discipline reflect aspects of broad scientific themes. Attention is given to current issues and applications of science and technology in today's world. The approach of the course is inquiry based, enabling students to develop skills and capture concepts through lab exercises and activities. Math skills will be frequently used to generate data for analysis and interpretation.

304824 - Physics I Advanced

Credit: 1 Grade Scale: Advanced Scale – 4.5

Prerequisites: Algebra I, with a final average of “C” or better, and recommendation of science teacher in 8th grade.

Description

Physics is the study of the nature of things such as motion, force, energy, matter, heat, sound, light, and the behavior of atoms and how those affect earth systems and astronomical phenomena. The course will consist of lectures, laboratory activities, and other activities relating to physics and Earth-space sciences. This course is recommended for those students interested in attending college or technical school and interested in health careers, computer technology, mathematics, or education. Students should check with their counselor, college, or technical school catalogs for specific information. This course may be used as an introduction, but not a necessary course for AP Physics.

302601 - Biology I

Credit: 1 Grade Scale: Regular Scale – 4.0

Prerequisite: Physics

Description

Biology I is an introductory course designed to provide students with a fundamental understanding of important biological concepts, strengthen critical thinking skills and relate various scientific issues to their everyday lives and to society as a whole. Topics covered will include the structure and function of the cell, genetics, molecular biology, zoology, botany, evolution, ecology and a systematic survey of the taxonomy and natural history of the major groups of living organisms. Classroom instruction will include lab investigations, individual projects, etc.

302603 - Biology I Advanced

Credit: 1 Grade Scale: Advanced Scale – 4.5

Prerequisites: Current enrollment in Physics I Advanced or/and recommendation of teacher and/or counselor based on first semester physics performance.

Description

This course is designed to introduce students to the most important biological principles. The advanced class in biology provides in-depth studies, laboratory investigations and individual projects for students who have a deeper interest in biology. The concepts presented are centered around the modern cell and cell processes essential to life. Topics covered in this course include biochemistry, cytology, photosynthesis/respiration, genetics, evolution, ecology, botany, and a systematic survey of the classification and natural history of the major groups of living organisms. Independent study in the various fields of biology will provide the student with knowledge of the basic life processes and make the student more aware of his or her own role in life.

304521 - Chemistry I Conceptual Chemistry

Credit: 1 Grade Scale: Regular Scale – 4.0

Prerequisites: Successful completion of Algebra I, Physics or Biology I. Currently enrolled in Algebra II or Geometry.

Description

Designed for the college bound student in a non-science or technical field, the goal of this course is to allow students practical experiences with solving problems related to chemistry in the community. The student is lead to integrate what they have learned to see how it addresses issues in the real world. Chemistry I is a practical approach to understanding how Chemistry drives the interactions of everyday materials. The resource text, Chemistry in the Community, is divided into eight units that revolve around a societal question. The chemistry presented to the student builds upon vocabulary, thinking skills, problem-solving and lab techniques, without as much emphasis on mathematical calculations. In Chemistry I, students are presented with the skills to acquire chemical knowledge to make intelligent decisions for themselves and for the communities in which they belong.

304523 - Chemistry I Precollege Chemistry

Credit: 1 Grade Scale: Advance Scale – 4.5

Prerequisites: Algebra I, Physics and currently enrolled or completed Algebra II. Current enrollment in Biology I Advanced or teacher recommendation based on current first semester science class performance.

Description

Designed for college bound students pursuing a science/engineering career (other professional fields of study are encouraged if desired). The goal of this course is to adequately prepare students for success in a first year college chemistry course designed for science related professions. Chemistry I Advanced is aligned with the National Science Education Standards, which emphasize inquiry and high-level thinking/logic skills. Students discover concepts through strategies that allow them to obtain a great depth of understanding of chemistry principles, which provides the foundation for Advanced Placement Chemistry. Active involvement in classroom activities utilizing independent problem solving, research skills, data collection and interpretation, reading for understanding, hypothesizing and developing logical

explanations/models for observations are required rather than memorization of facts/completion of work. Safe, independent laboratory practices as well as abstract mathematical applications as they relate to chemistry concepts are stressed. The pace and depth of content of this course is rigorous, yet prepares students for the next step in their scientific pursuits.

302616 - Forensics

Credit: 1 Grade Scale: Regular Scale – 4.0

Prerequisite: Biology I and Algebra I

Grade(s): 11, 12

Description

Forensics is the application of scientific methods to those criminal and civil laws that are enforced by police agencies in a criminal justice system. This course may cover the topics listed below. This course has a strong emphasis on laboratory work, inquiry and problem solving. Working as a team is strongly stressed throughout the course.

304612 – Astronomy / 304631 Geology

Credit: 1 Grade Scale: Regular Scale – 4.5

Prerequisites: Algebra I and Physics

Grade(s): 10, 11, 12

Description

This course is designed to prepare students for the rigors of introductory astronomy and geology classes in college (whether they be science or non-science majors), and to provide opportunities for students to learn about the universe and Earth. The contents of the course are divided into two semesters, one for astronomy and the other for geology and basic elements of meteorology. Attention is given to current issues and applications of science and technology in today's world. The approach to the course is inquiry-oriented, enabling students to develop skills and understanding through direct laboratory experience.

Comment: Although not a requirement for students taking Astronomy and Geology, dual credit may be offered in collaboration with NKU for those who opt to do so and may be taught in part by NKU staff. Students may receive 4 credit hours in GLY 110 with lab. This content will be covered in the spring semester only, however, students who elect to participate in the dual credit class at NKU must take the entire year course at Highlands High School. Students who choose to complete the course for both Highlands High School and dual credit must also complete the following:

- *Dual credit grades reported to NKU will be determined by college policies and rely on major assessments. HHS grades will follow policy communicated by the instructor.*
- *Students must meet ACT and GPA requirements for the University Scholars program.*
- *Current cost associated with the dual credit program.*
- *A course syllabus explaining additional details from NKU is available upon request.*

302631 – Anatomy; Human Physiology

Credit: 1 Grade Scale: Advanced Scale – 5.0 - 4.5 for non dual credit

Description

Anatomy & Physiology involves an in-depth study of human anatomy and physiology. The dissection of the cat is a very important part of the curriculum. Other topics, which are studied in detail, are cytology, histology, cell energetic, and nutrition. Guest speakers from various health related fields, such as nurses, doctors, and physical therapists, greatly enhance the program. Field trips are also taken to hospitals and medical institutions.

Comment: Although not a requirement for students taking Anatomy and Physiology, dual credit maybe offered in collaboration with NKU for those who opt to do so and maybe taught in part by NKU staff. Students may receive 8 credit hours in Bio208 and Bio209. Students who choose to complete the course for both Highlands High School credit AND dual credit must also complete the following:

- *Attend an additional lab component that will be offered on Thursday afternoons on the Highland Heights campus of NKU. These laboratories will have a cadaver component. Credit will not be earned unless students also earn credit in lab*
- *Dual credit grades reported to NKU will be determined by college policies and rely primarily on major assessments. HHS grades will follow policy communicated by the instructor*
- *Students must meet ACT and G.P.A. requirements for University Scholars program*
- *Current cost associated to dual credit program*
- *A course syllabus explaining additional details from NKU is available upon request.*

304999 - Lab Technology

Credit: 1 Grade Scale: Regular Scale – 4.0

Elective in grade 12

Prerequisite: Application, interview and/or approval of science department. Students selecting Lab Technology should have indicated pursuit of science related major in post-secondary studies.

Comment: Limited to one student per science teacher per day

Description

Student will work with science teacher in discipline of their choice provided teacher is available. Under the direction of a participating teacher, the student will set up and break down labs, maintain supply inventories, clean glassware, organize supplies, and troubleshoot equipment problems. The goal is to give the student who is interested in science and technology an opportunity to learn new laboratory operational skills.

302646 - AP Biology

Credit: 1 Grade Scale: AP Scale – 5.0

Prerequisites: Biology I Advanced. Chemistry I or currently enrolled in Chemistry I, Teacher approval based on prior science class performance. Comment: Summer work is required. Students must sit for the AP Biology exam.

Description

With the exponential growth of biological information in recent years, it has become very apparent that students should have not just have a broad factual base in their subject but should also develop a deep understanding of the major concepts that run through the discipline and an appreciation of science as an exciting and ongoing process. To that end, the AP Biology Development Committee has expanded the course outline to include the following themes: the overarching concepts which recur, connect and unify our understanding of topics; and concepts which enhance understanding of how and why particular processes or patterns occur.

304526 - AP Chemistry

Credit: 1 Grade Scale: AP Scale – 5.0

Prerequisites: Successful completion of Algebra I, Algebra II, Physics, Precollege Chemistry. Teacher approval based on prior science class performance.

Comment: Summer work is required. Students must sit for the AP Chemistry exam.

Description

AP Chemistry is the equivalent of the general chemistry survey course usually taken during the first year of college by a student pursuing a science or engineering degree. This course includes laboratory investigations that provide practical application of chemistry topics and support the course standards. The curriculum includes all of the topics covered in the College Board AP Chemistry exam.

DC304526 – Dual Credit Chemistry

Credit: 1 Grade Scale: AP Scale – 5.0

Prerequisites: Successful completion of Algebra I, Algebra II, Physics, Precollege Chemistry. Teacher approval based on prior science class performance.

Description

This course includes laboratory investigations that provide practical application of chemistry topics and support the course standards.

Further details of this course will be provided after the university articulation is complete.

304622 - AP Environmental Science

Credit: 1 Grade Scale: AP Scale – 5.0

Grade (s): 11, 12

Prerequisites: Successful completion of Algebra I and/concurrent enrollment in Algebra II, Biology I or Biology I Advanced, successful completion or concurrent enrollment in Chemistry I or Chemistry I Advanced.

Comment: Teacher approval based on prior science class performance. Field work required, which may take place after school or on Saturdays. Students must sit for the AP Environmental Science Exam. Summer assignment may be required.

Description

AP Environmental Science is designed to be the equivalent of a one-semester, introductory college course in environmental science. The course will provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. The course includes a wide variety of science disciplines including geology, biology, environmental studies, chemistry and geography.

304622 – Sustaining the Environment

Credit: 1 Grade Scale: Regular Scale – 4.0

Grade (s): 9-12

Prerequisites: Application and Recommendation

Description

Sustaining the Environment is a student-led, project-based course that will bring together students with school and community partners in discussion and action to advance sustainability. The course will provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. An emphasis on the human connection to the planet as stewards of natural resources will lay the foundation for why sustainability is important.

304825 - AP Physics C: Mechanics

Credit: 1 Grade Scale: AP Scale – 5.0

Prerequisites: Successful completion of Physics I and concurrent enrollment in AP Calculus or instructor approval.

Comment: Teacher approval based on prior science class performance. Students must sit for the AP Physics C Exam. Summer assignment may be required.

Description

AP Physics C builds on the conceptual framework attained in a first course in physics and is intended to be equivalent to a one-semester sequence of an introductory college-level physics course. For students planning to specialize in a physical science (physics, chemistry, astronomy, etc.) or in engineering, most colleges require an introductory physics sequence in which the C course is the first part.



SOCIAL STUDIES

SOCIAL STUDIES

450712- AP Human Geography

Credit: 1 Grade Scale: AP Scale – 5.0

Prerequisite: Recommendation of guidance

Grade(s): 9th grade elective or guidance recommendation

Description

Human Geography is the regional study of the world, after a brief study of physical features. Each region will be examined through the people, their cultures, climatic features, topographical features, agricultural products, natural resources, industrial products, and major trade centers. The purpose of the class is to introduce students to the systematic study of patterns and processes that shape human understanding, use, and alteration of the earth's surface. Course content includes map reading, interpreting charts and graphs, and acquiring a social studies vocabulary. This is an AP course and as such, students are required to take the AP exam.

450837 - World History; Modern

Credit: 1 Grade Scale: Regular Scale -4.0

Description

A chronological survey of the Renaissance to present day World Civilization concentrating on Western Civilizations and laying basic foundations of Eastern Civilizations. Discussions include contributions and basic facts of each civilization with an understanding of social, institutional, and intellectual forces which have influenced mankind. Materials include library reading, films and other audio-visual aids, simulations, lectures and discussions. Some historical writings will be required.

450876 - AP World History

Credit: 1 Grade Scale: AP Scale – 5.0

Prerequisites: Recommendation of counselor, English I teacher or AP Geography teacher

Comment: Application and summer work required.

Students must sit for the AP World History exam

Description

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes a relevant factual knowledge deployed in a conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course.

450812 - US History

Credit: 1 Grade Scale: Regular Scale – 4.0

Prerequisites: English II and World Civilization teacher recommendation

Description

The eleventh grade American History course is a survey of our country's history from the period of Exploration to the present time. Emphasis is placed on political, diplomatic, economic, and social history; however, cultural developments are also stressed, with primary emphasis on modern history. The student is expected to acquire basic factual knowledge concerning the events and major personalities involved in the United States history. They should have some experience in historical research, analysis and interpretation. However, the primary objective of the course is to develop in the student an understanding of and appreciation for his/her country and its culture. All U.S. history classes will organize to address the Kentucky Core Content and Program of Studies. There is a state mandated end of course assessment for this class.

450814 - AP American History

Credit: 1 Grade Scale: AP Scale – 5.0

Prerequisite: Recommendation from World Civilizations teacher.

Comment: Summer work is required. Near the conclusion of the course, students must sit for the AP US History Exam. There is a state mandated course assessment given at the end of the year.

Description

The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical material- their relevance to a given interpretive problem, reliability, and importance- and to weigh the evidence and interpretations presented in historical scholarship. An AP U.S. History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

451004 - American Government

Credit: 1 Grade Scale: Regular Scale – 4.0

Required in grade 12

Description

This course will be a broad study of government- local, state, and federal. This will include a study of the structure of government, the operations of government, and the obligations and responsibilities of citizens toward that government. This course will also include emphasis on the legal system as it affects the individual in society. Attention will be given to other areas of the social studies, such as economics, sociology, psychology, culture, law, and other fields of study. The underlying theme of the course is a discussion of practical application and issues students may encounter in their lives.

451039- Law & Justice; We the People

Credit: 1 Grade Scale: Advanced Scale – 4.5

Comment: A limited number of class meetings outside of the school day will occasionally be required, as will participation in the state (and possibly national) competition. This course can be taken as an elective or can be used to fulfill the government requirement for graduation. If used as a government requirement, additional class work may be necessary.

Grade(s): 12

Description

This course is a broad study of the Constitution- using the nationally acclaimed "We the People" curriculum. It is vital that the student agrees to fulfill the commitment to the class. All students are required to participate in the state competition in February. Students are also responsible for current event assignments designed to enhance their competition skills. The class will focus on the general skills of research, writing, public speaking, team work, and analytical thinking. This course will be especially useful and interesting for those considering a future in law, politics, and government.

451030 - AP United States Government and Politics

Credit: 1 Grade Scale: AP Scale – 5.0

Prerequisites: Preferred recommendation from American History and English teachers.

Comment: Summer work may be required. Students must sit for the AP Government exam. Fulfills senior year Government requirement.

Grade: 12

Description

This course will give students an analytical perspective on government and politics in the United States. It includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. The course requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics. Students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. The topics covered will parallel those explored in college courses. "Big Idea" topics of the class include: Constitutional Democracy, Civil Liberties & Civil Rights, American Political Culture & Beliefs, Political Participation, and Interactions Among the 3 Branches. This course also requires the student to interpret media bias, dissect polling data and methodology, develop academic arguments using founding documents and required Supreme Court cases, and demonstrate an understanding of issues from college-level Political Science readings.

459890 - Introduction to Logic & Philosophy

Credit: 1 Grade Scale: Regular Scale – 4.0

Prerequisites: Completion of English I and English II

Description

This course is an introductory level seminar addressing the thinking and questions that shape our world. Who am I? What is right? What do I know? What do I believe? How do I think? Students will be expected to both participate in and lead regular seminar discussions. Students will also

complete a variety of assignments/projects that will ask them to connect the ideas from the course beyond the classroom.

450605 - AP Macroeconomics

Credit: 1 Grade Scale: AP Scale – 5.0

Prerequisite: Completed Algebra II

Description

Study begins with fundamental economic concepts such as scarcity, opportunity cost, production possibilities, specialization, comparative advantage, demand, supply, and price determination. Major topics include measurement of economic performance, national income and price determination, fiscal and monetary policy, and international economics, and growth.

Attendance and instructor meeting is required.

450844 - AP European History

Credit: 1 (dual credit) Grade Scale: AP Scale – 5.0

Grade(s): 11, 12

Comment: Dual credit course with Thomas More College.

Description

The purpose of the AP European History course is to provide students with the analytic and factual knowledge necessary to deal critically with the problems and materials in European history since 1450 CE. Such knowledge helps students develop contextual understandings of the development of current institutions in present-day European societies. Emphasis on the social, economic, political, diplomatic, intellectual and cultural development of governments and societies. Moreover, students will continue to develop their ability to analyze historical evidence and interpretations. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses.

459901 - Psychology

Credit: 1 Grade Scale: Regular Scale – 4.0

Prerequisite: None

Grade(s): 10, 11, 12

Description

Psychology is designed to provide student with a broad overview of the major theories and topics in the study of human and animal behavior. Emphasis will be placed on an understanding of the basic principles in areas such as personality, learning, consciousness, memory, human development and mental dysfunction. The question of human behavior as a product of nature (genetics) or nurture (environment) is a continual theme in this course. Contemporary issues and research in the field of psychology will be integrated into the course throughout the year.

459990 - Abnormal Psychology Advanced

Credit: 1 Grade Scale: Advanced Scale – 4.5

Prerequisite: Student must have passed Psychology or AP Psychology and have the recommendation of the psychology teacher.

Grade(s): 11, 12

Description

This year-long elective explores in greater detail one of the most popular and fascinating and popular topics in psychology- psychological disorders. This elective will focus on the main categories of mental dysfunction outlined by the *Diagnostic and Statistical Manual*. The specific conditions in these categories, such as depression obsessive-compulsive disorder and schizophrenia, will be studied. This will include a discussion of potential causes and symptoms as well as assessment and treatment of these disorders. A main objective of this course will be to destigmatize mental illness and help students gain an appreciation of the importance of their mental health.

459902 - AP Psychology

Credit: 1 Grade Scale: AP Scale – 5.0

Prerequisites: Advanced biology and recommendations from World Civilization and English teacher.

Comment: Students must sit for the AP Psychology exam. Grade(s): 10, 11, 12

Description

Advanced Placement Psychology is a course for students who wish to complete studies in secondary school equivalent to an introductory college course in psychology. The course is a challenging and rigorous introduction to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Within this study, students will be exposed to the psychological facts, principles, and phenomena associated with each of the major subfields of psychology. This will include learning about ethics and methods that psychologists. Use in their science and practice. The course will cover the topics and areas recommended by College Board. This class is an elective designed for the student who possesses the motivation and maturity level necessary to investigate the content material of the discipline.

Advanced Placement Psychology is offered to juniors or seniors who have demonstrated superior ability in language arts and biology as indicated by test scores and class performance. The student may be able to receive college credit for his/her work in psychology depending upon the AP exam score and the policy of the college of choice.

The aim of this course is to provide the student with a learning experience equivalent to that obtained in most college introductory psychology courses.

459813 - The Bible in U.S. History and Government

Credit: 1 Grade Scale: Regular Scale – 4.0

Description

This elective social studies course, open to juniors and seniors, will be a broad study of the influence of the Bible and religion in U.S. history and government. The course will include a study of the role that the Bible and religion have played in our nation's history from colonial times until the present. Attention will be given to various interpretations of the Bible with regard to the founding documents, U.S. government, the role of religion in politics, the legal system, etc.

POP 205 Introduction to Popular Culture - AH (3 credits)

Credit: 1 Grade Scale: Regular Scale – 4.0

Hours: 3 classroom + 0 lab/studio

Taught: Fall and spring

Major areas of popular culture studies; values and attitude expressed in and passed on by activities, objects and entertainment forms of popular culture.

Repeatable: No

General Education Credit: Culture and Creativity

CAREER & TECHNICAL EDUCATION



BUSINESS PROGRAM

SEE “CAREER PATHWAY” SECTION FOR PLANNING AND PATHWAY DESCRIPTIONS

Career and Technical Education...your key to the future!

Students at Highlands have the opportunity to prepare for a career in business while earning a high school diploma. Business courses are designed to meet the needs of all students, offering skills for those who plan to seek immediate employment as well as for those who wish to continue their education. The business education program prepares students of all levels of ability for successful participation in our free enterprise democratic society.

Students who take Computer Applications classes will work toward MOS Certification and take the tests in one or more of these Microsoft areas. Having a MOS certification on your resume, college/scholarship applications and job applications is just one more way to show your expertise in the area of computer software.

060111 – Business Principles and Applications

Credit: 1 Grade Scale: Regular Scale – 4.0

Prerequisite: None

Grades(s): 8, 9, 10

Description

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

060112 - Computer Tech I MOS/Digital Literacy

Credit: 1 Grade Scale: Regular Scale – 4.0

Prerequisite: None

Grades (s): 9, 10, 11, 12

Description

Students will use a computer and application software including word processing, presentation, database, spreadsheet, internet, and email to prepare elementary documents and reports. The impact of computers on society and ethical issues are presented. The course emphasizes skills that are essential for all student for both personal and business application used in word processing, spreadsheet, database, and presentation software using Microsoft Office 2016. The student applies techniques for proofreading, editing word division, capitalization, and punctuation for producing malleable

copy of letter, memos, reports, tables, flyers with graphics, etc. Language art skills are emphasized. Students will also be introduced to the basics of computer literacy such as file maintenance, operating systems, etc. Internet projects are incorporated into the curriculum. Students will develop competency operating popular software programs currently used in the business world such as Microsoft Word, Power Point, Excel, and Access as they complete units of study in word processing, PowerPoint database, and spreadsheets. Students will work toward MOS Certification and take the tests in one or more of these Microsoft areas. Having a MOS certification on your resume, college/scholarship applications and job applications is just one more way to show your expertise in the area of computer software. Leadership development will be provided through FBLA (Future Business Leaders of America) and/or DECA.

070743 - Computer Tech II/Office Administration

Credit: ½ Credit A / ½ Credit B. Student must enroll in A&B

Grade Scale: Regular Scale – 4.0

Prerequisites: Computer and Technology Applications I/II Grade(s): 10, 11, 12

Description

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

060411 - Business Management

Credit: First Semester - ½ Credit. Second Semester - matched with ENTP 201.

Regular Scale – 4.0

Prerequisite: None

Grade(s): 11, 12

Description

Introduction to Management expands student understanding of management. It exposes students to several types of management, including customer relationship management, human resources management, knowledge management, information management, project management, quality management, risk management, and strategic management. Business law, communication skills, economics, operations, and professional development are also stressed throughout the course. Current technology

will be used to acquire information and to complete activities. Throughout the course, students are presented ethical dilemmas and problem-solving situations for which they must apply academic and critical-thinking skills. Leadership development will be provided through FBLA (Future Business Leaders of America)

080310 - ENTP 201 - Entrepreneurial Mindset

Credit: First Semester - Business Management. Second Semester - 1 credit. Advanced Scale – 4.5
Prerequisite: Business Management
Grade(s): 11, 12

Description

An introductory course that provides students with an overview of the essential role of entrepreneurs in the global economy. Consistent with research in the field, this course approaches the study of entrepreneurs and the enterprises they create as a process of value creation, which can take place in a variety of contexts. As such, students will be exposed to the breadth of activities by entrepreneurs in the for-profit, not-for-profit, corporate, and a variety of other organizational contexts as well as the founding of new ventures.

080317 - Business Economics A & B

Credit: ½ Credit A / ½ Credit B. Student must enroll in A&B
Grade Scale: Regular Scale – 4.0
Prerequisite: None
Grade(s): 10, 11, 12

Description

This course is designed to be a comprehensive study of economics which meets the economics requirement for graduation. It provides an in-depth study of how people produce, distribute, and consume goods and services. Economic terminology, theory, and a comparison of economic systems and policies are integral to the course. Leadership development will be provided through FBLA (Future Business Leaders of America).

450605 – AP Economics: Macro

Credit: 1 Grade Scale: AP Scale – 5.0
Prerequisite: Completed Algebra II
Grades: 11, 12

Description

The purpose of the AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Attendance and instructor meeting is required.

060109 - Ethical Leadership

Credit: 1 Grade Scale: Regular Scale - 4.0
Prerequisite: None
Grades: 11, 12

Description

Ethical Leadership is a principles-based ethics course introducing students to key leadership and ethical

knowledge and skills, including integrity, trust, accountability, transparency, fairness, respect, rule of law, and viability. Throughout the course, students apply ethical principles to contemporary, real-world situations that teens and young adults often encounter in school, at home, with friends, and in entry-level job positions. They examine the concept of ethical leadership and strengthen their leadership and ethical decision-making skills through the planning, implementation, and evaluation of at least one class service-learning project. Leadership development will be provided through FBLA (Future Business Leaders of America).

071097- Cooperative Work Program

1 Period / 1 Credit Grade Scale: Regular Scale – 4.0
Prerequisites: Computer and Technology Application I/II and one other business course
Elective in Grade 12

Description

This is a cooperative work experience program for senior business education students. The co-op job is related to the student's career major and, therefore, provides experience in a specific area of interest. The student receives class instruction in the morning and works in the afternoon. The program coordinator trains students for and arranges job interviews. The employer pays students an hourly wage, and students also receive credit for the work experience. One of the morning classes must be Workplace Communications that counts as English IV. Employers complete quarterly evaluations of the student's progress on the job.

060122 - Accounting and Finance Foundations

ONLINEption

Credit: 1 Grade Scale: Regular Scale – 4.0
Prerequisites: None
Grade(s): 10, 11, 12

Description

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

070125 – Advanced Accounting ONLINE

Credit: 1 Grade Scale: Advanced Scale – 4.5
Prerequisite: Accounting I
Grade(s): 11, 12

Description

This course uses an integrated approach to teach accounting. Students first learn how businesses plan for and evaluate their operating, financing, and investing decisions and how accounting systems gather and

provide data to internal and external decision makers. This year-long course covers all the learning objectives of a traditional college level financial accounting course, plus those from a managerial accounting course. Topics include an introduction to accounting, accounting information systems, time value of money, accounting for merchandising firms, sales and receivables, fixed assets, debt, and equity. Other topics include statement of cash flows, financial ratios, cost-volume profit analysis, and variance analysis. Leadership development will be provided through FBLA (Future Business Leaders of America). Students will have the opportunity to take a skills test at the end of the year to earn college credit through Western Kentucky University.

Personal Finance, Adult Wellness, and Fitness for Life
Two Semester Course: 060170 – Financial Literacy (0.5 credit) & a secondary course

Credit: 1 Grade Scale: Regular Scale – 4.0

Prerequisite: None

Grade: 12

Personal Finance Description

Understanding and managing personal finances are keys to one's future financial success. This course will present essential knowledge and skills to make informed decisions about real world financial issues. The course content is designed to help the learner make wise spending, saving, and credit decisions and to make effective use of income personal financial success.

Literacy principles taught in this course include managing a Checking Account, Payroll Taxes, budgeting, Credit, Taxes, Employee Benefits, and Insurance. Decision-making, problem solving, goal setting and using technology are integrated throughout the content.

P.E. Description

The general focus of Contemporary Issues revolves around the decision-making process and knowledge required to achieve an overall healthy lifestyle. A knowledge base will be established covering heart disease, sexually transmitted diseases, common cancers, nutrition, mental illnesses, and addictions. This will be achieved through class/group discussion, group projects, guest speakers, and variety of teaching methods engaging all styles of learning.

Modern-day issues include drug/alcohol, peer pressure situations, abstinence, teen pregnancy, and S.T.D.'s/AIDS,

Adult Wellness Description

Being prepared for life after high school is the focus of the adult wellness portion of the class. The course will prepare students for future relationships and focus current issues facing young adults. Basic nutrition and meal preparation skills will be taught through lab experiences and hands on projects.

Relationship topics include communication, working with colleagues, developing friendships and families, dating and engagement & marriage. Nutrition topics include basic nutrition and wellness, food and menu planning, and basic food preparation

110102– Help Desk Operations

Credit: Earn up 3 credits Grade Scale: Regular Scale – 4.0

Prerequisites: Knowledge of computers and completed application

Grade(s): 10-12 - Limited to 2 per period

Description

Students will receive "on-the-job-training" as it relates to responsibility, policy, procedure and troubleshooting skills. Addressing these is the student's primary role. Students will utilize Apple's ATLAS program to cover the "Service Fundamentals" during the first semester and "Mac Hardware and Software" during the second semester. Upon completion of these modules students will have the opportunity to take the Apple Certified Macintosh Technician (ACMT) exam.

110101– Computer Hardware and Software Maintenance

Credit: 1 Grade Scale: Regular Scale – 4.0

Prerequisites: Help Desk Operations

Grade(s): 10-12

Description

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

909020 - Business Office Assistant

Credit: 1 Grade Scale: Regular Scale – 4.0

Prerequisites: Grade 12 and completion of application and interview

Comment: Students are encouraged to join Future Educators of America (FEA) if they are assigned to a classroom.

Description

Students participating in this program are selected by the supervisor following an application process including a written application, teacher recommendation, and personal interview. Students may request placement in the principal's office, assistant principal's office, guidance office, or resource center. Following placement, Business

Office Assistants will meet with the program supervisor for training in general office procedures as well as specific duties to be performed in each office.

Launch



Launch @ 20 Grand

Why Launch?

Highlands is a school that annually meets local and national expectations of greatness. To continue that track record, the staff and administration recognize that there is different learning that needs to take place to prepare students for the jobs of the future. Launch is a place where learning can happen more authentically through clusters of courses taught in larger blocks of time. Students will dive into a single content area yet make connections through multiple courses. Students and teachers will work toward mastery in the subject-area while preparing to pass industry certifications.

What is Launch?

Launch is the professional studies center, located at 20 North Grand Ave. It is a satellite campus for Highlands. It provides a flexible space for collaboration, presentation, exploration and integration. Students and teacher work together to dive into various topics. The current flight plans were chosen based on student interest and current industry growth.

How does Launch work?

Depending on the chosen flight plan, students will spend either the first or second half of the school day at Launch. These 2-3 period blocks will be utilized in a variety of ways. The large block of time allows for experts to consult with students, students to visit with clients and to go out and investigate and learn. Students will return to the main campus and take the other 3-4 classes of the day. Students will have time to travel between Launch and the main campus. Transportation options will be available including personal vehicle and bussing.

Students will earn credit for the courses taken through the flight path. This may also include dual credit and online courses. Course will be outlined in the different flight paths. Students are encouraged to complete the industry standard certification for the course work studied.

Entrepreneurship (3-period block)

- Business Management
- ENTP 201: Entrepreneurial Mindset (Dual Credit)
- Ethical Leadership
- AP Computer Science Principles (Meets Math Requirement for Graduation)

Business Analytics (3-period block)

- AP Microeconomics
- AP Macroeconomics
- AP Research
- A statistics and calculus based math course, to be defined later.

App Development (3-period block)

- AP Computer Science Principles
- Swift App Development
- INF 120: Elementary Programming (Dual Credit)
- INF 282: Intro to Databases (Dual Credit)

Health Innovation (2-period block)

- HSC 101: Introduction to Health Professions (Dual Credit)
- HEA 135: Safety & First Aid (Dual Credit)
- Health Professions Investigation

ENGINEERING & TECHNOLOGY EDUCATION



ENGINEERING & TECHNOLOGY EDUCATION CAREER MAJORS SEE "CAREER PATHWAY" SECTION FOR PLANNING AND PATHWAY DESCRIPTIONS

The Technology Education Department provides boys and girls with awareness, exploration, and skill development relative to the modern workplace. It also gives the practical application and development of academic skills taught in other disciplines. All courses are sequential and most require no prerequisites. Students are expected to pay for all materials and supplies used by them during their course work.

210221 - Engineering I A & B

Credit: ½ Credit A / ½ Credit B. Student must enroll in A & B Grade Scale: Regular Scale – 4.0

Prerequisite: None

Grade(s): 8-12

Description

This course applies the skills, concepts, and principles of engineering. Students explore various technological systems and engineering processes in related career fields. Topics include investigating technological system, design optimization, and problem solving. Students utilize CAD (computer-aided design) and physical and virtual modeling concepts to construct, test, collect, and report data. Participation in Kentucky Technology Student Association will greatly enhance instruction.

210222 - Engineering II A& B

Credit: ½ Credit A / ½ Credit B. Student must enroll in A & B Grade Scale: Regular Scale – 4.0

Prerequisite: Engineering I (210221) or Tech Design 210138 CAD NKU Dual Credit

Grades 9-12

Description

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

210138 - Technical Design I A & B/ NKU Dual Credit

Credit: A Semester ½ Credit; B Semester 1 credit. A Student must enroll in A & B Grade Scale: Regular Scale – 4.0/5.0

Grades 10-12

Description

This course will provide students with instruction in the characteristics and evolution of drafting technology, underlying principles of design and fundamental knowledge and skills in the use of mechanical drawing, illustrations, and various forms of mechanical drawings, geometry and applied mathematics that apply to

engineering design. Introduction to various forms of computer aided software to gain basic skills and knowledge. Participation in Kentucky Technology Student Association will greatly enhance instruction.

210140 - Architectural Design

Credit: ½ Credit A / ½ Credit B. Student must enroll in A & B Grade Scale: Regular Scale – 4.0

Grades 10-12

Description

This course is for students who wish to broaden their basic skills in the field of residential architectural drafting and surveying. Covers procedures used in developing complete set of residential plans, history of surveying, mathematics, measurement and computations, and the proper use of basic drafting and surveying instruments, equipment and software. Students will develop projects in accordance to drafting and building code requirements. Projects will emphasize the importance of communication and organization as they participate in the roles of civil engineers, architects, land developments, surveyors, and/or general contractors in residential planning and construction. Participation in Kentucky Technology Student Association will greatly enhance instruction.

210110 – Engineering Capstone A & B

Credit: ½ Credit A / ½ Credit B. Student must enroll in A & B Grade Scale: Regular Scale – 4.0

Grade(s): 11-12

Prerequisite: Engineering I (210221) and/or Engineering II (210222) or Instructors Approval

Description

Engineering scope, content, and professional practices are presented through practical applications in this capstone course. Students in engineering teams apply technology, Kentucky Academic Standards, and skills to solve engineering design problems and create innovative designs. Students research, develop, test and analyze engineering designs using criteria such as design effectiveness, public safety, human factors and ethics. Participation in Kentucky Technology Student Association will greatly enhance instruction.

210331- Engineering Internship A & B

Credit: ½ Credit A / ½ Credit B. Student must enroll in A & B Grade Scale: Regular Scale – 4.0

Prerequisite: Engineering I and Engineering II and Instructors approval

Grades: 12

Description

Internship for CTE courses provides supervised work-site experience for high school students associated with their identified career pathway. Internship experiences consist of a combination of classroom instruction and field experiences. Participation in Kentucky Technology Student Association will greatly enhance instruction.

210330- Engineering Co-Op A & B

Credit: ½ Credit A / ½ Credit B. Student must enroll in A & B Grade Scale: Regular Scale – 4.0

Prerequisite: Engineering I or Engineering II or Architecture Design or Tech Design CAD I and Instructors approval

Grades: 12

Description

Cooperation Education is a paid education program consisting of in-school instruction combined with the program related on-the-job work experience in a business or industrial establishment. These are planned experiences supervised by the school and the employer to ensure that each phase contributes to the student's Individual Learning Plan (ILP). Refer to the KDE Work-Based learning Manual for further specifications. Participation in Kentucky Technology Student Association will greatly enhance instruction.

210251- Unmanned Aircraft Systems A & B- ONLINE

Credit: ½ Credit A / ½ Credit B. Student must enroll in A & B Grade Scale: Regular Scale – 4.0

Prerequisite: none

Grades: 12

Description

This course is an introduction to unmanned aircraft systems (UAS). A history of UAS, typical applications and an overview of regulations, airframe and powerplant systems, sensors, ground control stations, airspace, weather, and other foundational skills needed to safely operate UAS in the U.S. airspace systems will be covered. This course will incorporate hands-on practical applications and will give students the opportunity to design, build, and pilot UAS, both remotely and autonomously. Students will be prepared to complete the Federal Aviation Administration's Part 107 Remote Pilot written exam upon completion of this course. Participation in Kentucky Technology Student Association will greatly enhance instruction.

FAMILY & CONSUMER SCIENCES



FAMILY AND CONSUMER SCIENCE CAREER PATHWAYS

SEE "CAREER PATHWAY" SECTION FOR PLANNING AND PATHWAY DESCRIPTIONS

Family and Consumer Sciences Education is the only educational program that addresses the total concept of family life. The purpose of Family & Consumer Sciences Education is to empower individuals and families throughout the lifespan to manage the challenges of living and working in a diverse, global society. The unique focus is families, work, and their interrelationships. The curriculum is aligned to the knowledge and skills identified within the National Standards for Family and Consumer Sciences Education.

Kentucky FCS Education provides students the opportunity to:

- Explore and prepare for careers in many of today's high-demand occupations
- Engage in hands-on, contextual learning that incorporates core academic concepts
- Acquire valuable and essential leadership and life skills
- Demonstrate the ability to effectively collaborate, communicate and think critically and creatively to problem-solve real world issues
- Engage in entrepreneurial activities and work-based learning experiences that provide hands on application
- Earn industry certifications and career readiness through KOSSA assessment

200113 - FACS Essentials

Credit: 1 Grade Scale: Regular Scale – 4.0

Prerequisite: None

Grade(s): 9, 10

Description

Life Skills/FACS Essentials is an exciting class that introduces students to Family and Consumer Science topics. This class contains many hands on activities. Units include personal development, housing and interiors, consumer economics, clothing and fashion design, food and nutrition, and child development. Students will participate in sewing and food labs and will help run an in-school preschool program at the end of the school year.

Contemporary Issues – Personal Finance, Relationships, and Fitness for Life

Two Semester Course: 060170 – Financial Literacy (0.5 credit) & 340219 – Lifetime Fitness (0.5 credit) & 200171 Relationships (0.5 Credit)

Credit: 1 Grade Scale: Regular Scale – 4.0

Prerequisite: None

Grade: 12

Personal Finance Description

Understanding and managing personal finances are keys to one's future financial success. This course will present essential knowledge and skills to make informed decisions about real world financial issues. The course content is designed to help the learner make wise spending, saving, and credit decisions and to make effective use of income personal financial success.

Literacy principles taught in this course include managing a Checking Account, Payroll Taxes, budgeting, Credit, Taxes, Employee Benefits, and Insurance. Decision-making, problem solving, goal setting and using technology are integrated throughout the content.

P.E. Description

The general focus of Contemporary Issues revolves around the decision-making process and knowledge required to achieve an overall healthy lifestyle. A knowledge base will be established covering heart disease, sexually transmitted diseases, common cancers, nutrition, mental illnesses, and addictions. This will be achieved through class/group discussion, group projects, guest speakers, and variety of teaching methods engaging all styles of learning.

Modern-day issues include drug/alcohol, peer pressure situations, abstinence, teen pregnancy, and STD/AIDS.

Relationships Description

Being prepared for life after high school is the focus of the adult wellness portion of the class. The course will prepare students for future relationships and focus current issues facing young adults. Basic nutrition and meal preparation skills will be taught through lab experiences and hands on projects.

Relationship topics include communication, working with colleagues, developing friendships and families, dating and engagement & marriage. Nutrition topics include basic nutrition and wellness, food and menu planning, and basic food preparation

200223 - Early Lifespan Development

Credit: 1 Grade Scale: Regular Scale – 4.0

Prerequisite: None

Grade(s): 9 (if received FACS Essentials credit in 8th grade) 10, 11, 12

Description

Early Lifespan Development addresses the practical problems involved in raising and working with children. Students will participate in an in-school preschool program at the end of the school year. This course is a prerequisite for Child Development Services and is recommended for any student who is planning to be a parent and/or have a career in Child Care or Education.

200261 - Child Development Services I

200262 - Child Development Services II

Credit: 1 Grade Scale: Regular Scale – 4.0 /4.5

Prerequisites: Parenting/Child Development/Early Lifespan Development or teacher recommendation.

Grade (s): 10, 11, 12

Comment: Students will be in the classroom 1-21 days per week, and will participate in a work experience program in a daycare or preschool facility on alternate days.

Description

This class is designed for students who want to work with children as a future career- teaching, early childhood education programs, nursing, social work, physical and occupational therapy, etc. Students will earn three industry certifications (CCCC, Orientation Training and PAHT Certification) through the course of pathway.

200201 - Early Childhood Education Internship

Credit: 1period/1 credit – 2 periods/2 credits Grade

Scale: Regular Scale – 4.0

Prerequisite: Child Development Services I or II (currently enrolled)

Grade: 12

Description

This is a cooperative work experience program for senior Child Development Services students. The co-op job is related to the placement in Child Development Services and the student's career pathway. The program coordinator trains students for and arranges placement in the early child care setting.

200821 - Fashion and Interior Design I

Credit: 1 Grade Scale: Regular Scale – 4.0

Grade(s): 9 (if received FACS Essentials credit in 8th grade) 10, 11, 12

Comments: This course fulfills the Humanities requirement.

Description

Fashion and Interior Design students explore all areas of both industries, from current trends, the design process, impact of history and construction and space planning. Students will construct at least 4 sewing projects and are responsible for the fabric and supplies. This course is a prerequisite Fashion and Interior Design II.

200825 - Fashion and Interior Design II A & B

Credit: ½ Credit A / ½ Credit B. Student must enroll in A & B Grade Scale: Regular Scale – 4.0

Grade(s): 10 11, 12

Prerequisites: Fashion and Interior Design I

Description

Fashion and Interior Design II students explore the fashion and interior design industries in depth through a combination of teacher led and student led projects. Projects focus on the elements and principles of design, trends in fashion and interiors and design. Students will construct at least 4 sewing projects. Students will also run the student-based enterprise, Bluebird Embroidery.

200826 - Fashion and Interior Design III

Credit: 1 Grade Scale: Regular Scale – 4.5

Prerequisite: Fashion and Interior Design II

Grade(s): 11, 12

Description

Fashion and Interior Design III students develop their own projects to expand their exploration of the fashion or interior industry. This course is designed for students who are very motivated and can work at an independent level. Students will also run the student-based enterprise, Bluebird Embroidery.

200801 - Fashion and Interior Design Internship A & B

Credit: ½ Credit A / ½ Credit B. Student must enroll in A & B Grade Scale: Regular Scale – 4.0

Prerequisite: Fashion II or III (currently enrolled)

Grade: 11, 12

Description

This is a cooperative work experience program for a junior or senior Fashion and Interior Design II/III students. The co-op job is related to the student's career pathway and could include Bluebird Embroidery, Highlands school based business, or could be a placement in a fashion or interior design firm in the area. The program coordinator trains students for and arranges placement in the chosen placement.

200831 – Special Topics in Fashion and Interior Design:**Costuming**

Credit: 1 Grade Scale: Regular Scale – 4.0

Prerequisite: None

Grade (s): 11, 12

Description

Costuming is an interdisciplinary course for students who have a basic understanding of the principles of theatrical design or a basic understanding of clothing construction and who want a more intensive study of costume design and the psychology of clothing. Students will develop designs that emerge through a process of character analysis. Students will assist with costumes for theatrical productions in all schools in the district.

200441 - Foods and Nutrition

Credit: 1 Grade Scale: Regular Scale – 4.0

Prerequisite: None

Grade (s): 9 (if received FACS Essentials credit in 8th grade) 10, 11, 12

Description

This course focuses on core competencies required in selecting, planning, and preparing a variety of food products. Students will analyze factors that influence nutrition and wellness while concentrating on safe food preparation, cooking techniques, and planning menu items in a lab setting.

200411 - Culinary I

Credit: 1 Grade Scale: Regular Scale – 4.0

Prerequisite: Food and Nutrition

Grade(s): 10, 11, 12

Description

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

the opportunity to receive industry certification in ServSafe Essentials, and will participate in a student-run catering business.

200412 - Culinary II

Credit: 1 Grade Scale: Regular Scale – 4.5

Prerequisite: Culinary I

Grade: 11,12

Description

In Culinary II, students resume progress in pursuing competencies in food production and services. More in-depth information is provided and higher levels of skills are taught, such as garnishing, food presentation and menu planning. Students will also participate in a student-based enterprise, Bluebird Cuisine.

200499 –Special Topics in Culinary Arts/FCS/Lab Assistant

Credit: 1 Grade Scale: Regular Scale – 4.0

Prerequisite: Culinary Arts, Fashion and Interior Design or Child Development Services, and approval of FCS Department

Grade(s): Elective in Grade 12

Limit: One student per teacher per day

Description

Student will set up labs and demonstrations and assist in lab classes. Under the direction of the classroom teacher, student will gain experience in the culinary, fashion or early childhood education while gaining organizational skills. This program is limited to students with culinary, fashion or early childhood education experience who plan to go into one of these fields.

VOCATIONAL PROGRAMS



VOCATIONAL PROGRAMS

KENTUCKY TECH PREP

In 1997, Highlands High School received a 5-year grant from the State Department of Education for the purpose of designing and implementing the *Kentucky Tech Prep Program*. Tech Prep is a program of study that consists of a sequence of courses and requirements that identifies both academic and technical courses that lead to a specific associate degree/bachelor's degree or certificate in a technical field at the post-secondary level.

Tech Prep is a combined secondary and post-secondary course of study that will provide competencies in science, communications, technology, and math through academic and vocational subjects. Students are encouraged to explore a number of career options by showing them the future of technology. They are guided into taking appropriate electives toward their future career goals.

Students may take tests at the post-secondary level to qualify for college credit if specific high school courses have been taken in business, family and consumer sciences, or technology. Contact a teacher in one of these departments to obtain more detailed information about this course of study.

Students at Highlands have the valuable opportunity to enroll as part-time students at Northern Kentucky area vocational schools. Students so enrolled will be able to earn a diploma from Highlands. Three credits per year may be earned at the vocational centers for transfer to Highlands High School. The student must qualify for the particular vocational area in which he/she is interested. A conference with the Highlands counselor and recommendation of the administration, as well as written parental permission, are required before a student can be admitted to the program. A student must be sixteen years of age to enter this program and must have completed their sophomore year.

CAMPBELL COUNTY AREA TECHNOLOGY CENTER

909 Camel Crossing, Alexandria, KY 41001

Phone: 635-4101

Website: www.campbell.k12.ky.us

COURSES OFFERED

Health Sciences I

Courses include: Principals of Health Sciences, Body Structures and Functions, Medical Term I, Emergency Procedures, Health and Wellness (Human Growth and Development)
Credit (s): 3 Grade Scale: Regular Scale – 4.0

Health Sciences II

Courses include: Medicaid Nurse Aid, Nurse Assistant Skills I, Medical Math, Health Sciences Microbiology/Infection Control

Credit (s): 3 Grade Scale: Regular Scale – 4.0

Description

In Health Sciences, you will explore the many different types of careers available in the health care field. You will have experiences in medical, physical therapy, pharmacy, respiratory therapy, x-ray technology, nursing and other health careers. In addition to your classroom training, you will participate in clinical experiences with health care workers.

Health Sciences I topics include Medical Terminology, Emergency Procedures, Health Science, Health Care Skills I, Anatomy & Physiology.

Health Sciences II topics include Industrial Safety, Health & Wellness, Microbiology, Intro to Computers, Total Quality Management, Medical Math.

Electrical Technology I

Courses include: National Electrical Code, Circuits I, Electrical Construction I, Electrical Construction II

Credit (s): 3 Grade Scale: Regular Scale – 4.0

Electrical Technology II

Courses include: Basic Troubleshooting, Renewable Energy Systems, Circuits II, Special Problems I – Electrical Tech

Credit (s): 3 Grade Scale: Regular Scale – 4.0

Description

In your first year of Electrical Technology, you will study electrical principles, tools, residential wiring, safety, electrical motors, and alternating current. During the second year of your studies, you will learn advanced electrical principles, residential construction methods, motor controls, programmable logic controllers, and safety. Electrical Technology I topics include Direct Circuits, Electrical Construction II, Technical Algebra, National Electrical Code, Total Quality Workplace Principles.

Electrical Technology II topics include Alternating Current, Electrical Construction II, Circuit Math, Intro to Computers, Transformers.

Auto Collision Repair I

Courses include: Intro to Body Repair, Non-Structural Damage Repair I, Paint and Refinishing I, Non-Structural Damage Repair II

Credit (s): 3 Grade Scale: Regular Scale – 4.0

Auto Collision Repair II

Courses include: Paint and Refinishing II, Paint and Refinishing III, Non-Structural Damage Repair III, Special Projects I – Collision Repair

Credit (s): 3 Grade Scale: Regular Scale – 4.0

Description

In Collision Repair, you will learn how to repair wrecked or damaged automobiles. You will weld; repair dents;

analyze and repair structural and nonstructural damage; do painting and refinishing; and repair plastic, fiberglass, and flexible automobile parts. You will replace and align automotive parts such as doors, hoods, and fenders.

Auto Body Repair I topics include intro to Auto Body, Workplace Principles, Non-structural Repair I, Painting & Refinishing with Lab.

Auto Body Repair II topics include Non-Structural Damage II, Painting & Refinishing with Lab, Special Projects I.

Automotive Technology I

Courses include: Auto Maintenance and Lt Repair Sct A, Auto Maintenance and Lt Repair Sct B, Auto Maintenance and Lt Repair Sct C, Auto Maintenance and Lt Repair Sct D

Credit (s): 3 Grade Scale: Regular Scale – 4.0

Automotive Technology II

Courses include: Auto Special Problems I, Auto Special Problems II, Auto Special Problems III, Auto Special Problems IV

Credit (s): 3 Grade Scale: Regular Scale – 4.0

Description

In Automotive Technology, you will learn how to maintain and repair cars, trucks, and other gasoline powered vehicles. You will receive instruction in engines, fuel, on-board computers, transmissions, steering, suspension, and brakes. You will develop trouble-shooting, repair, and preventative maintenance skills.

Automotive Technology I topics include Brake Systems Lab, Suspension and Steering with Lab, Basic Automotive Electric with Lab, Climate Control with Lab.

Automotive Technology II topics include Electrical Systems with Lab, Basic Fuel and Ignition with Lab, Computer Control with Lab, and Emissions Control with Lab.

Masonry I

Courses include: Intro to Masonry, Intermediate Masonry, Industrial Safety, Basic Blueprint Reading, Residential Maintenance Masonry

Credit (s): 3 Grade Scale: Regular Scale – 4.0

Masonry II

Courses include: Concrete Finishing, Anchors and Reinforcement, Advanced Masonry, Internship Masonry

Credit (s): 3 Grade Scale: Regular Scale – 4.0

Description

In Masonry, you will learn how to lay brick, tile, stone, and concrete block. You will apply mortar; pour and finish concrete surfaces; and cut brick, tile, stone, and block for proper fit. You will mix and measure, read blue prints, erect scaffolding, and learn safe practices. You will practice constructing footings, foundations, partitions, walls, and chimneys.

Masonry I topics include Intro to Masonry, Construction Prints, Workplace Principles, Intermediate Masonry.

Masonry II topics include Advanced Masonry, Fundamentals Math, Industrial Safety, Special Problems II, Floor & Steps.

Carpentry I

Courses include: Intro to Construction, Floor and Wall Framing, Ceiling and Roof Framing, Exterior and Interior Finish

Credit (s): 3 Grade Scale: Regular Scale – 4.0

Carpentry II

Courses include: Construction Forms, Site Layout and Foundations, Construction Prints, Industrial Safety, Internship Carpentry

Credit (s): 3 Grade Scale: Regular Scale – 4.0

Description

In Carpentry you will learn how to build houses and other buildings. Instruction will include the care and use of hand and power tools, equipment, and materials; frame construction; cutting, shaping, and fastening a variety of building materials to exact specifications; drafting; blueprint reading; applied math; and materials estimating.

Carpentry I topics include Intro to Construction with Lab, Floor & Wall Framing with Lab, Basic Blueprint Reading, Ceiling and Roof Framing with Lab, Fundamentals of Math.

Carpentry II topics include Construction Forms with Lab, Site Layout & Foundations, Industrial Safety, Blueprint Reading, Exterior & Interior Finish with Lab.

Welding I

Courses include: Shielded Metal Arc Welding, Cutting Processes, Shielded Metal Arc Welding Groove Welds, Shielded Metal Arc Welding Pipe Lab A

Credit (s): 3 Grade Scale: Regular Scale – 4.0

Welding II

Courses include: Gas Metal Arc Welding, Blueprint Reading for Welding, Gas Metal Arc Welding Groove Lab, Special Problems for Welding

Credit (s): 3 Grade Scale: Regular Scale – 4.0

Description

In Welding, you will learn how to make and repair metal products by joining pieces of metal together to form a permanent bond. You will have classroom training and shop practice in blueprint reading, MIG AND TIG welding, and safety. You will also learn about metals and the types of welds that can be made.

Welding I topics include Industrial Safety, Basic Welding, Oxy-Fuel Systems with Lab, Cutting Processes with Lab, and Blue Print Reading with Lab.

Welding II topics include Gas Metal Arc with Lab, Shielded Metal Arc with Lab, Gas Tungsten Arc, and Welding Certification with Lab.

Information Technology I

Courses include: Computer Literacy, Computer Hardware and Software Maintenance, Intro to Networking Concepts, Security Fundamentals
Credit (s): 3 Grade Scale: Regular Scale - 4.0

Description

Maintenance of the personal computer with emphasis on installation, upgrading, and configuration of the operating system. Memory management, boot sequences, printing subsystem, application software, and networking are also covered. Troubleshooting is a main focal point including viruses. This course will help prepare students to take standard industry certification tests.

Introduction to the maintenance of computer workstation hardware, including setup of workstation for network and Internet access. Internal addressing, architecture, interrupts, complete PC construction and basic troubleshooting will be focal points

Information Technology II

Courses include: Network Fundamentals/Cisco I, Routing Protocols and Concepts/Cisco II, LAN Switching and Wireless/Scal. Net/Cisco III, Accessing the WAN/Con Network/Cisco IV

Credit (s): 3 Grade Scale: Regular Scale – 4.0

Description

This is a four course series that prepares students for the Cisco Certified Network Associate exam. This course is designed to provide students the skills necessary to understand and apply basic networking concepts. Topics covered include the OSI model, TCP/IP, Cabling media, Cabling standards, and Local Area Network (LAN) design, Router elements, protocols, Cisco IOS, Configuring Routers, troubleshooting router problems, LAN switching, Virtual Local Area Networks (VLAN's), Advanced network design concepts, Advanced router configuration, Advanced network management projects, Wide Area Networks (WAN) design, WAN connectivity protocols such as PPP, ISDN, and Frame Relay and Advanced network management projects.

**Campbell County Area Technical Center
Highlands Credits & Articulation of Core Credits**

| Health Sciences | | |
|--|-----|-----|
| Year 1 Credits | | |
| Principles of Health Sciences | Q1 | 0.5 |
| Body Structures and Functions | Q2 | 1.0 |
| Medical Term 1 | Q3 | 0.5 |
| Emergency Procedures | Q3 | 0.5 |
| Health & Wellness (Human Growth & Development) | Q4 | 0.5 |
| TOTAL CREDITS | 3.0 | |
| Year 2 | | |
| Medicaid Nurse Aid | Q1 | 0.5 |
| Nurse Assistant Skills 1 | Q2 | 0.5 |
| Medical Math | Q3 | 1.0 |
| Health Sciences Microbiology/Infection Control | Q4 | 1.0 |
| TOTAL CREDITS | 3.0 | |

| Electrical Technology | | |
|-----------------------------------|---------|-----|
| Year 1 | Credits | |
| National Electrical Code | Q1 | 1.0 |
| Circuits I | Q2 | 1.0 |
| Electrical Construction I | Q3 | 0.5 |
| Electrical Construction II | Q4 | 0.5 |
| TOTAL CREDITS | 3.0 | |
| Year 2 | | |
| Basic Troubleshooting | Q1 | 1.0 |
| Renewable Energy Systems | Q2 | 1.0 |
| Circuits II | Q3 | 0.5 |
| Special Problems I --- Elect Tech | Q4 | 0.5 |
| TOTAL CREDITS | 3.0 | |

| Auto Body Repair | | |
|---|---------|-----|
| Year 1 | Credits | |
| Intro to Body Repair | Q1 | 0.5 |
| Non--- Structural Damage Repair I | Q2 | 1.0 |
| Paint & Refinishing I | Q3 | 0.5 |
| Non---Structural Damage Repair II | Q3 | 1.0 |
| TOTAL CREDITS | 3.0 | |
| Year 2 | Credits | |
| Paint & Refinishing II | Q1 | 0.5 |
| Paint & Refinishing III | Q2 | 0.5 |
| Non---Structural Damage Repair III | Q3 | 1.0 |
| Special Projects I --- Collision Repair | Q4 | 1.0 |
| TOTAL CREDITS | 3.0 | |

| Automotive Technology | | |
|------------------------------------|----------------|-----|
| Year 1 | Credits | |
| Auto Maintenance & Lt Repair Sct A | Q1 | 0.5 |
| Auto Maintenance & Lt Repair Sct B | Q2 | 0.5 |
| Auto Maintenance & Lt Repair Sct C | Q3 | 1.0 |
| Auto Maintenance & Lt Repair Sct D | Q4 | 1.0 |
| TOTAL CREDITS | 3.0 | |
| Year 2 | Credits | |
| Auto Special Problems I | Q1 | 0.5 |
| Auto Special Problems II | Q2 | 0.5 |
| Auto Special Problems III | Q3 | 1.0 |
| Auto Special Problems IV | Q4 | 1.0 |
| TOTAL CREDITS | 3.0 | |

| Masonry | | |
|---------------------------------|----------------|-----|
| Year 1 | Credits | |
| Intro to Masonry | Q1 | 0.5 |
| Intermediate Masonry | Q2 | 0.5 |
| Industrial Safety | Q3 | 0.5 |
| Basic Blueprint Reading | Q3 | 0.5 |
| Residential Maintenance Masonry | Q4 | 1.0 |
| TOTAL CREDITS | 3.0 | |
| Year 2 | Credits | |
| Concrete Finishing | Q1 | 0.5 |
| Anchors & Reinforcement | Q2 | 0.5 |
| Advanced Masonry | Q3 | 1.0 |
| Internship Masonry | Q4 | 1.0 |
| TOTAL CREDITS | 3.0 | |

| Carpentry | | |
|----------------------------|----------------|-----|
| Year 1 | Credits | |
| Intro to Construction | Q1 | 1.0 |
| Floor and Wall Framing | Q2 | 0.5 |
| Ceiling and Roof Framing | Q3 | 0.5 |
| Exterior & Interior Finish | Q4 | 1.0 |
| TOTAL CREDITS | 3.0 | |
| Year 2 | Credits | |
| Construction Forms | Q1 | 0.5 |
| Site Layout & Foundations | Q2 | 0.5 |
| Construction Prints | Q3 | 0.5 |
| Industrial Safety | Q3 | 0.5 |
| Internship Carpentry | Q4 | 1.0 |
| TOTAL CREDITS | 3.0 | |

| Welding | | |
|---|----------------|-----|
| Year 1 | Credits | |
| Shielded Metal Arc Welding | Q1 | 1.0 |
| Cutting Processes | Q2 | 0.5 |
| Shielded Metal Arc Welding Groove Welds | Q3 | 1.0 |
| Shielded Metal Arc Welding Pipe Lab A | Q4 | 0.5 |
| TOTAL CREDITS | 3.0 | |
| Year 2 | Credits | |
| Gas Metal Arc Welding | Q1 | 1.0 |
| Blueprint Reading for Welding | Q2 | 0.5 |
| Gas Metal Arc Welding Groove Lab | Q3 | 0.5 |
| Special Problems for Welding | Q4 | 1.0 |
| TOTAL CREDITS | 3.0 | |

| Information Technology | | |
|---|----------------|-----|
| Year 1 | Credits | |
| Computer Literacy | Q1 | 1.0 |
| Computer Hardware & Software Maintenance | Q2 | 1.0 |
| Intro to Networking Concepts | Q3 | 0.5 |
| Security Fundamentals | Q4 | 0.5 |
| TOTAL CREDITS | 3.0 | |
| Year 2 | Credits | |
| Network Fundamentals/Cisco 1 | Q1 | 0.5 |
| Routing Protocols & Concepts/Cisco 2 | Q2 | 0.5 |
| LAN Switching & Wireless/Scal.Net/Cisco 3 | Q3 | 1.0 |
| Accessing the WAN/Con Network/Cisco 4 | Q4 | 1.0 |
| TOTAL CREDITS | 3.0 | |

| Automotive Collision Repair | |
|------------------------------------|---------------------------------------|
| First Year | 3 elective credits |
| Second Year | 2 elective credits & 1 science credit |
| Automotive Technology | |
| First Year | 2 elective credits & 1 science credit |
| Second Year | 2 elective credits & 1 math credit |
| Carpentry | |
| First Year | 3 elective credits |
| Second Year | 2 elective credits & 1 math credit |
| Electrical Technology | |
| First Year | 2 elective credits & 1 science credit |
| Second Year | 2 elective credits & 1 math credit |
| Health Sciences | |
| First Year | 2 elective credits & 1 science credit |
| Second Year | 2 elective credits & 1 math credit |
| Information Technology | |
| First Year | 3 elective credits |
| Second Year | 2 elective credits & 1 math credit |
| Masonry | |
| First Year | 3 elective credits |
| Second Year | 2 elective credits & 1 math credit |
| Welding | |
| First Year | 2 elective credits & 1 science credit |
| Second Year | 2 elective credits & 1 math credit |

WORLD LANGUAGE



WORLD LANGUAGE

"The state of Kentucky has mandated the following requirement beginning with the graduating class of 2004: Two units of world language study in the same language must be completed for all students pursuing college entrance in the state of Kentucky. Students not fulfilling this requirement will be deemed "deficient" in the world language area and must make up the study in college." It is assumed that the classes they take to make up the deficiency will not count toward their college credits for graduation. It is the opinion of the World Language department that taking the world language as a high school course gives the student the opportunity to better absorb the complexities of the language.

The world language program is designed to accommodate a wide range of students. The program enhances career opportunities, provides a field of interest which will contribute to his/her adult life, and increase his/her awareness of the world. Knowledge of a world language is useful in special fields of interest such as literature, music, art, and the sciences. Increased opportunity to travel for business and personal reasons make the knowledge of a world language a practical and enjoyable skill to have. Furthermore, many students will discover more about their cultural heritage through world language study. For the college-bound student, the program fulfills college preparatory requirements and offers a solid background in the language which he/she can continue to develop during his/her college years. Any student at Highlands High School who can be motivated to study a world language for any of the above reasons will be readily accepted into the program.

Students are strongly encouraged to continue their world language study into the third and fourth years since more selective colleges are now recommending three or four units in one language. Frequently, colleges will award undergraduate credit for language courses beyond the second level. If a student has only one unit of credit, this unit is applicable toward high school graduation but will not meet the requirement of the college preparatory curriculum. In order to receive a Commonwealth Diploma, a student must complete a sequence of courses which terminate with the completion of an advanced placement course.

160508 - German I

Credit: 1 Grade Scale: Regular Scale – 4.0

Description

Students will explore the German language and culture in this course. While the main focus will be the language and culture of the people of Germany, students will compare the language and culture of other German-speaking countries to their own. Students will be exposed to the cultural products, perspectives and practices through songs, blogs, websites, emails, postcards, letters, advertisements, tables, videos, podcasts, etc. Students completing German I will be able to perform at the

novice-low to novice-mid proficiency level as outlined by ACTFL.

160509 - German II

Credit: 1 Grade Scale: Regular Scale – 4.0

Prerequisite: German I

Description

This course is a continuation of first-year work with emphasis on further development of the basic skills. Speaking and listening continue to be primary objectives, but reading and writing are also stressed. Students continue to expand their understanding of German products, perspectives and practices related to the cultures of the German-speaking countries. Students completing German II will be able to perform at the novice-high to intermediate-low proficiency level as outlined by ACTFL.

160510 - German III Advanced

Credit: 1 Grade Scale: Advanced Scale – 4.5

Prerequisite: German II

Description

In this course students continue the development of speaking, listening comprehension, reading, and writing skills. The lessons are conducted primarily in German. Emphasis is on more complex language structures and vocabulary development. This is an advanced class and students receive advanced credit. An increasing number of colleges and universities are requiring three or more years of study of a world language. This course is designed to complement Pre AP curriculum. Students completing German III will be able to perform at the intermediate-mid proficiency level as outlined by ACTFL.

160511 - German IV Advanced

Credit: 1 Grade Scale: Advanced Scale – 4.5

Prerequisite: German III

Description

German IV is recommended for those who would like to continue learning German for advanced credit. This is an ideal course for juniors who would like to take the AP Exam in their senior year or for seniors who wish to prepare for the required language proficiency exam, which is given prior to entering college or university level of study. In a global community and work world of coming decades, proficiency in a world language like German is not going to be optional. Students completing German IV will be able to perform at the intermediate-mid to intermediate-high proficiency level as outlined by ACTFL.

160512 - German V Advanced

Credit: 1 Grade Scale: Advanced Scale – 4.5

Prerequisites: German IV or AP German

Description

German V is recommended for students who began their study of language in the 8th grade and desire to continue study in the same language in grades 9 through 12. Many colleges and universities demand higher AP scores, and this course allows a student more time to improve the skills tested on the AP German Language Exam or a

proficiency exam. Fifth-year students are more capable of testing out of the world language requirement at the college or university of their choice after completing five years of the same language. Students completing German V will be able to perform at the intermediate-high to advanced-low proficiency level as outlined by ACTFL.

160530 - AP German Language and Culture

Credit: 1 Grade Scale: AP Scale – 5.0

Prerequisites: German III

Description

The AP German Language course has been designed to prepare students for the AP exam. Curriculum focuses on the three communication modes: interpersonal, presentational and interpretive. This course is equivalent to the learning experience in a third-year college course in German language. Students completing AP German Language and Culture will be able to perform at the intermediate-high to advanced-low proficiency level as outlined by ACTFL.

161108 - Spanish I

Credit: 1 Grade Scale: Regular Scale – 4.0

Description

This course emphasizes fundamental grammar, high-frequency vocabulary and pronunciation applied actively in speaking, reading, writing and listening comprehension. At the end of Spanish I students should be able to perform at novice low to novice mid proficiency level as outlined by ACTFL. Hispanic culture is an integral part of the course.

161109 - Spanish II

Credit: 1 Grade Scale: Regular Scale – 4.0

Description

This course is a continuation of first-year work with emphasis on further development of the basic skills of speaking, reading, writing and listening. Students continue to expand their understanding of Hispanic culture, geography and history. Student should be able to demonstrate a novice high proficiency.

161110 - Spanish III

Credit: 1 Grade Scale: Advanced Scale – 4.5

Prerequisites: Spanish II and teacher recommendation

Description

In this course students continue the development of speaking, listening comprehension, reading and writing skills. The class is conducted primarily in Spanish. Emphasis is on advanced language structure and vocabulary development is stressed. Students continue to expand their understanding of Hispanic culture. This is an advanced class and receives advanced credit. Students should be able to perform at the intermediate mid-proficiency level as outlined by ACTFL.

161130 - AP Spanish Language and Culture

Credit: 1 Grade Scale: AP Scale – 5.0

Prerequisites: Spanish III

Description

The AP Spanish language course is designed to prepare the students for the AP language exam. This course is equivalent to a college Spanish language course at the 3rd year. Curriculum focuses on the three communication modes: interpersonal, presentational and interpretive. Students completing this course will be able to perform at intermediate high to advanced low proficiency as outlined by ACTFL.

161112 - AP Spanish Literature and Culture (online)

Credit: 1 Grade Scale: AP Scale 5.0

Prerequisites: AP Spanish Language and Culture and teacher recommendation

Description

AP Spanish Literature and Culture is recommended for students who began their study of language in the 7th and/or 8th grade and desire to continue study in the same language in grades 9 through 12. Students will enroll in an online AP Spanish Literature course and are held to the same expectations as if they were sitting in a traditional class. Students will read works of literature, write essays, do presentations, and learn literary terms all while preparing for the AP Spanish Literature exam in May.

SPECIAL EDUCATION SERVICES

Highlands High School provides specially designed instruction and related services to implement the Individual Educational Program of each youth with a disability. A variety of program options are used to deliver services in accordance with an IEP, such as collaboration, consultation, resource class, or vocational liaison.

320103 - Pathways to Careers

Credit: 1 Grade Scale: Regular Scale – 4.0

Description

Pathways to Careers is a program which provides a continuum of career education experiences. It begins with an exploration of self and a broad range of work opportunities. It develops job seeking and keeping skills and focuses on orientation and exploration in careers. Incorporated in the Pathways to Careers curriculum are basic concepts of human relation skills, life skills, and opportunities for work exploration.

904010 - Learning Strategies

Credit: 1 Grade Scale: Regular Scale – 4.0

Comment: May be repeated for up to four credits according to IEP.

Description

The Learning Strategies classes are designed for students who have identified educational disabilities. The class is designed to develop individual skills necessary for students to attain success in a 21st Century learning environment. Students will participate in activities that are focused on helping them meet individual goals as determined by the Admission and Release Committee. Students will also complete STAR

testing to determine skill levels. Based on benchmarks, students will participate in lessons and programs designed to enhance existing strengths and develop additional skills necessary for success. The class also provides the opportunity for students to participate in remediation activities that address challenging coursework. The program is fluid and changes to adapt to the needs of the students in regards to 21st Century Learning Skills.

906010 - Peer Tutoring (Student Mentoring)

Credit: 1 Grade Scale: Regular Scale – 4.0

Grade(s): 11, 12

Description

Peer mentors are students who act as mentors for students who have identified educational disabilities. The peer mentors go into the regular and/or special classrooms and works with the special education teacher to assist students with such things as:

- Note taking
- Completion of assignments
- Classroom activities
- Facilitation of content comprehension and application
- Role modeling and assistance with best practices in making choices and practical decision making

904010 - Study Skills

Credit: 1 Grade Scale: Regular Scale – 4.0

Description

This class is designed to help increase students' confidence in their ability to succeed by helping them learn strategies to become more responsible, self-reliant, organized and self-aware. May be taken for a second credit based on counselor recommendation.

HIGH SCHOOL FACULTY

AGARD, PAT (Mathematics) B.A. (Mathematics) University of Virginia, M.A. (Secondary Mathematics Education) Virginia Tech, Rank I (Secondary Mathematics Education) Virginia Tech

ANDERSON, KATHARINE (String Orchestra Director) B.M. (Music Performance) Manhattan School of Music M.M. (Music) Yale University, Certification in Music Education, Xavier University

AUCH, TIMOTHY (Science) B.A. (Geology) Wittenberg, M.S. (Geology) East Carolina University

BARTON, MARLEE (Family and Consumer Science) B.S. (Family and Consumer Sciences Education) Western Kentucky University

BECKER, JEAN (Science) B.S. (Biology) Northern Kentucky University, M. Ed. (Secondary Education) Northern Kentucky University

BEITING, SUSANNAH (Special Education) B.A. State University of New York, M. Ed. (Education) Northern Kentucky University

BERTASSO, MATTHEW (Music) B.A. Brigham Young University - Idaho, B.M. (Music Education) Indiana State University. M.E (School Administration and Supervision)

BOIMANN-HENNIES, MEGAN (Social Studies) B.A. (History and Political Science) Thomas More College, M.A. (History) University of Cincinnati, M.Ed. (Education) Thomas More College

BOOTH, KELLY (Social Studies) B.A. (History) University of Kentucky, M.A. (Secondary Education) University of Kentucky

BRADFORD, BILL (Education) B.A. (Spanish Language and Literature) Transylvania University, M. Ed. (K-12 Education) Georgetown College, M. Ed. (Instructional Leadership) Eastern Kentucky University, Ed. D. (Educational Leadership) Northern Kentucky University [2018]

BRUBAKER, BETH (English) B.S.E. (Integrated Language Arts Education) Kent State University, M. Ed, Xavier University (Educational Administration and Leadership)

BURGESS, JASON (Theatre) B.A. (Theatre and Social/Political Science) Wilmington College, M.A. (Education) Thomas More College

BURNETT, RACHEL (World Language-Spanish) B.B.A. (Marketing) University of Kentucky M.A. (Teaching) Northern Kentucky University

BURNS, KENNON (Health & Physical Education) B.A. (Physical Education) Miami University M.A. (Educational Administration) Xavier, Health Certification Northern Kentucky University

CARELOCK, KATIE (Math) B.A. (Middle School Mathematics and Science) Wingate University, Additional Certification (Secondary Mathematics Teaching) National Board Certification: Mathematics. M.A. (Educational Technology) Central Michigan University

CARTER, ELISE (Business) B.B.A. (Marketing and Product Information and Supply Management) University of Cincinnati, M.B.A. (Business) University of Phoenix, M.A.T. (Secondary Education) Northern Kentucky University

CHESER, KAREN (Education) B.A. (Public Relations, Speech Communication) Western KY Kentucky, B.A. (Education) Northern KY University, M.A. (Education) Northern Kentucky University, Rank I (Instructional Leadership) University of KY, Ed.D. (Executive Leadership and Business Informatics) Northern KY University

CLASGENS, MELISSA (Mathematics) B.A. (Mathematics and English Education) Morehead State University, M.A. (Education-Instructional Leadership) Northern Kentucky University

CODE, MICHAEL (Health & Physical Education) B.A. (Health/P.E.) Northern Kentucky University, M.S. (Physical Education) Northern Kentucky University

DEATON, T. ZACH (Social Studies) B.A. (History) University of Kentucky, M.A. (Secondary Education) University of Kentucky

DONNELLY, KRISTINE (Art) B.F.A. (Art), B.A. (Art History) Indiana University, M.F.A. (Art), M.A. (Art Education) University of Cincinnati

DOWLING, E. BRADY (English) B.A. (English) University of Kentucky, M.A. (Secondary Education) University of Kentucky

DUNCAN, LORI (Music) B.M.M.E. (Music) University of Kentucky, M.A. (Gifted & Talented Education) Northern Kentucky University, Rank I (Instructional Leadership) Northern Kentucky University

ECKERLE, ANDREW (Art) B.F.A. (Studio Art) University of Louisville, M.A.T. University of Louisville, M.F.A. University of Cincinnati (Studio Art)

EHEMANN, DANIELA (Science) B.A. (Chemistry) Northern Kentucky University, M.Ed. (Educational Administration) Xavier University

EIDE, TONYA (Special Education) B.A. (Social Studies) University of Minnesota, M.A. (Special Education) University of North Dakota, Rank I (Visual Impairments, Middle School Education, Vocational Special Needs) University of North Dakota

EPPERSON, COLLEEN (Science) B.S. (Biology) University of Kentucky, M.S. (Education) Northern Kentucky University, National Board Certification

EWALD, MATTHEW (Science) B.S. (Biology) Northern Kentucky University, M.A. (Teaching) Northern Kentucky University

FAHLBUSH, ELIZABETH (Social Studies) B.A. (Social Studies Education), B.A. (History) Northern Kentucky University, M.A. (Teacher as a Leader Social Studies) Northern Kentucky University, Rank I (National Board Certification)

FISCHER, SONJA (Mathematics) B.A. (Mathematics) Westfield State College, M.A. (Middle Grades Mathematics Teaching) Northern Kentucky University, Additional Certification (Secondary Mathematics Teaching) Northern Kentucky University

FRANZEN, ADAM (Social Studies) B.A. (Management) Northern Kentucky University, MAT Secondary (Social Studies Education) Rank II Certification Northern Kentucky University

GAY, JASON (Librarian/Media Specialist) B.A. (Russian and Eastern European Studies) University of Kentucky, M.A. (Teaching) Northern Kentucky University, Rank 1 (Library Science) Eastern Kentucky University

GINTONIO, ANGELINA (English) B.A. (English) University of Kentucky, M.A.T. (Secondary English Education) - Northern Kentucky University, Rank 1 (National Board Certification)

GRILLOT, KIMBERLY (Social Studies, English) B.A. (History with Honors) University of Cincinnati, B.F.A. (Radio/Television) University of Cincinnati, B.S. (Secondary Education) University of Cincinnati, M.A. (Informatics - Communication) Northern Kentucky University

HAFHEY, EMILY (World Language - Spanish) B.A. (Sports Management) Xavier University, M.A. (Teaching) Northern Kentucky University

HEIS, AMY (Special Education) B.S. (Education) University of Cincinnati, M.A. (Education) University of Cincinnati

HENSON, SHANNON (English) B.A. (English Education) University of Kentucky, M.A. (English Education) University of Kentucky, Rank I (National Board Certification)

HILS, MIKE (Social Studies) B.A. (Political Science) Northern Kentucky University, M.A. (Education) Northern Kentucky University

HOFFSTEDDER, SHELLY (Special Education) B.A. University of Kentucky, Moderate and Severe Disabilities (MSD-K-12), M.A. Northern Kentucky University, Learning Behavior Disorders (LBD)

JOHNSON, JODY (Technology) B.S. (Industrial Technology Education) Murray State University; M.S. (Industrial Technology Education) Murray State University; M.A. (Education) Georgetown College

KAMPSCHMIDT, KEVIN (Mathematics) B.S. (Mathematics, Secondary Education) University of Cincinnati, M.A. (Secondary Education) University of Cincinnati

KEARNS, NINA (Social Studies) B.A. (Sociology/Minor Psychology) Wittenberg University, M.A. (Education) Northern Kentucky University

KEMP, ROBIN (Science) B.S. Murray State University (Biology/Chemistry) MA Murray State University (Secondary Education) MA Murray State University (Educational Administration)

LISTERMAN, ANN (Guidance) B.S. (Speech Communications) Northern Kentucky University, M. Ed. (School Counseling) Xavier University

LISTERMAN, KEVIN (Science) B.S. (Biology) Northern Kentucky University, M. Ed. (Education) Northern Kentucky University

LYKINS, TJ (Mathematics) B.S. (Math and Social Studies) Kentucky Christian University M. Ed. (Instructional Leadership) Northern Kentucky University, Rank 1 (Gifted and Talented) Northern Kentucky University

MCCORMACK, MEGAN (English) BS.Ed. (Integrated Language Arts Education), Ohio State University

MEADOWS, KRISTA (World Language - Spanish) B.A. (English/Spanish) Georgetown College, M.A. (Education) Northern Kentucky University, Rank I (Secondary Education) Northern Kentucky University

MURRAY, CARRIE (English) B.A. (English) Northern Kentucky University, M. Ed. (Education) Northern Kentucky University

NASH, JENNIFER (English) B.A. (Secondary English Education) Thomas More College, M.A. (Secondary Education) Northern Kentucky University

NIEDERT, CHAD (Math) B.S. (Mathematics) Xavier University, M.A. (Mathematics Education) Western Kentucky University, Ed. S. (Instructional Leadership and School Administration) Bellarmine University

PETERSON, LAUREN (English) B.A. (English and Comparative Religious Studies), M. Ed. in Educational Leadership Morehead State University

POFF, WILLIAM (Technology) Associate of Applied Science (Audio/Video Production) Southern Ohio College

RALPHES, HEATHER (English Language Learning) B.A. (International Studies) Ohio University, B.A. (Russian) Ohio University, M.Ed. (Teaching English as a Second Language – TESL) University of Cincinnati, Rank I (TESL) Ohio Dominican University

RICHEY, JAIME (Business) B.S. (Business and Marketing) Western Kentucky University M.A. (Education) Northern Kentucky University

ROSEL, RON (Engineering Technology) B.S. (Industrial Technology Education) Morehead State University, M.A. (Career and Technical Education) University of South Florida, Rank I (Instructional Leadership) Xavier University

SCHLARMAN, WILLIAM (Mathematics) B.A. (Mathematics) Northern Kentucky University, M.A. (Mathematics) Northern Kentucky University

SCHNEIDER, JEFFREY (Social Studies) B.A. (History) University of Kentucky, M.A.T. (Secondary Education) Northern Kentucky University, Rank I (Instructional Leadership) Northern Kentucky University

SCHNITZLER, LAURA (Guidance) (English) B.S. (Secondary Education and English) Union College, M.Ed. (School Counseling) Xavier University, Rank I (School Counseling) Xavier University

SHADWELL, COLLIN (Art) B.A. (Fine Arts) University of Kentucky, M.A. (Teaching) Northern Kentucky University

SKIDMORE, DAN (World Language - Spanish) B.A. (Spanish) Berea College, M.A. (Spanish) Miami University

ST. MARTIN, CHELSEY (Mathematics) B.S. (Mathematics) Wright State University, M.A. (Education) Wright State University

STEWART, KATIE (English) B.A. (English) University of Louisville, M.A.T. (Secondary Education) Northern Kentucky University, Ed. S. (Instructional Leadership and School Administration) Northern Kentucky University

THOMAS, ERICA (Guidance) B.A. (Sociology) Franklin College of Indiana, M.A. (Social Work) University of Kentucky, Rank I (Certified School Social Worker) University of Kentucky

TURNER, SCOTT (Science) B.S. (Biological Sciences) Northern Kentucky University, M.A. (Education) Northern Kentucky University

WAGNER, AHREN (Family and Consumer Science) B.S. (Family and Consumer Science Education) University of Kentucky, M. Ed. (Education) Northern Kentucky University, Rank I (Family and Consumer Science Education)

WALSH, TRINITY (Guidance) B.M.E. (Music Education) Otterbein College, M. Ed. (School Counseling) Xavier University

WEN, SHIH YANG (Science) B.S. (Biological Sciences) University of Memphis, M.A. (Secondary Education) Northern Kentucky University

WILSON, KRISTIN (World Language - German) B.A. (German and German Education) University of Cincinnati

YOUNG, JACOB (Music) B.M. (Music Education) Ohio University, M.M. (Music Performance: Choral Conducting) Ohio University

Notes

