

**WHITLEY COUNTY SCHOOLS**



*Making Great Things Happen!*

# Curriculum Guide

2020-2021

# WHITLEY COUNTY HIGH SCHOOL

350 BOULEVARD OF CHAMPIONS

WILLIAMSBURG, KY 40769

549-7025

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Dear Students:

Welcome to the Whitley County High School Curriculum Guide. This booklet was developed to assist you in planning your high school education. Whitley County High School is proud to offer quality programs that provide you the opportunity to achieve your educational goals. We continue to seek out ways to improve our instruction, provide a comprehensive program of studies, and meet the educational needs of every student. At Whitley County High School, we think we have something for everyone.

The decisions you make during high school will drastically affect your future. From selecting your class schedule, choosing school activities, managing your time, to deciding on a career, you need to seek assistance in order to make informed choices. This Curriculum Guide is specifically intended to aid you in preparing for this upcoming school year. I strongly encourage you to involve your parents, teachers, and counselors in this process.

Additions and revisions are made to our Curriculum Guide each year that may affect your academic choices for the 2020-2021 school year. Please take some time to read this booklet and consider the options available. Give some thought to your plans beyond the next school year. How might those plans determine what courses you choose to take this year and each year following? Remember, as you read, think ahead in terms of planning. You are not planning for this year but planning for college and/or a career! We have provided a course planning sheet on page 73 of this Curriculum Guide to help you determine a plan for the next few years of your education. Also, located on page 74, you will find the diploma requirements for both the General and Pre-college Curriculum. We encourage you to use the forms as a general guide in preparing the best path for you while here at WCHS.

Whitley County High School offers a wide variety of courses and programs for 2020-2021. Please select your elective courses based on a career pathway, area of interest, and curriculum choice. As you make your choices, explore new areas and challenge yourself by selecting the highest-level course possible. Push yourself to get prepared for life after high school and to be college and career ready.

I hope this coming school year will be your best year ever.

Sincerely,

*Julie Osborne*

Principal

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This 2020-2021 Curriculum Guide was produced by the administration of Whitley County High School. The faculty of Whitley County High School is responsible for the material included under each department heading.

Thanks to all for the many hours of labor that have gone into the production of this guide. We feel this will help meet the goal of assisting students to make wiser and more productive education and career choices. Production of this book is evidence of the excellence in education for Whitley County High School students.

## **GENERAL INFORMATION**

The information in this book is designed to assist students and parents in understanding the breadth of programs available at Whitley County High School and in making decisions about courses in which students should enroll. Interest and ability are two important factors; however, the following general information is offered to facilitate those decisions.



This information is available online at <http://www.whitley.kyschools.us>; follow the link to the Whitley County High School homepage.

# 10 STEPS TO SELECTING YOUR CLASSES!

- I. Be familiar with the various tests taken throughout high school and the scores you earn on the assessments. Try hard and do your best because you may be placed in specific MATH and ENGLISH courses based on those scores.
- II. You will typically take 3 or 4 core classes every year (English, Math, Science, and Social Studies). You may also take 1 or more elective courses, depending on choice of career pathway. Choose electives that will meet your needs/interests and will prepare you for your future career.
- III. Be aware of the advanced courses available. Eligible students may earn college credit by: (1) Taking dual credit college classes at the University of the Cumberlands, Eastern Kentucky University, Somerset Community College, Murray State University, or (2) Taking Advanced Placement classes and earning an exam score that will qualify for college credit.
- IV. Review the Diploma Requirement Options: **General or Pre-College**.
- V. Review the graduation requirements for WCHS.
- VI. Read and review the course offerings and career pathways. Select a couple of areas of interest and take note of the recommended and elective course in those career pathways.
- VII. Complete the yearly planning guide.
- VIII. Talk with teachers, counselors and parents.
- IX. Complete your schedule request form.
- X. Utilize the help available through 21<sup>st</sup> Century Colonels after school homework/tutoring at WCHS and the variety of test prep programs available via the internet. Take advantage of every class and apply yourself in each to earn the highest grade possible!

## **ACT TESTING**



All junior students in the state of Kentucky take the ACT during the spring. These test scores are valid for college entrance requirements. (Exception: some special needs students who receive non-ACT approved accommodations.)

Kentucky sets “College Readiness” benchmarks in English, Math, Reading and Science. The current ACT benchmark scores for Kentucky are: **English 18, Math 19, Reading 20 and Science 23**. Students are expected to meet these benchmark scores before graduation or provide evidence of “Career Readiness” using benchmarks discussed later in this guide. Currently the benchmarks for English, Math and Reading are used to determine “College Readiness” for all students.

## **ADVANCED PLACEMENT**



The AP curriculum, administered by The College Board, consists of standardized high school courses that are roughly equivalent to undergraduate college courses. Students should expect to handle the rigor and workload of a college course within the supportive environment of the high school. While there is merit to taking a challenging course at any time, AP classes target a specific audience of prepared, conscientious, motivated students who wish to attempt to earn college credit while still enrolled in high school. Both student and parent must be aware that these courses are comparable to rigorous college courses.

After completing an AP class, students typically take the AP exam in that subject, which can earn credits and accelerated placement in college. This program provides academically talented students with excellent preparation for college work and the opportunity to earn college credit while enrolled in high school. Advanced Placement courses are weighted (on the HS transcript) with regard to GPA to reflect the quality of the work undertaken. A’s, B’s and C’s will be weighted for AP courses with an A = 5 quality points, a B = 4 quality points, a C = 3 quality points; anything below a C will carry the normal weight and equivalent quality points. AP courses may be offered in the following departments: English, Foreign Language, Mathematics, Science, Computer Science, Art and Social Studies. *AP students must have earned a minimum grade of a “C” by the first progress report and must maintain at least a grade of “C” at each progress report to continue in the course.* Students who fail to meet this requirement may be removed from the class and enrolled in another course.

## CAREER PATHWAYS

The following career pathways have been established at Whitley County High School:



**Administrative Support**  
**Agriculture Power, Structural & Technical Systems**  
**Army JROTC**  
**Culinary & Food Services**  
**Engineering Design**  
**Environmental Science & Natural Resource Systems**  
**Horticulture & Plant Science Systems**  
**Marketing**  
**Patient Care Technician**  
**Phlebotomy Technician**  
**Web Development & Administration**

All students will select a career pathway to follow until graduation. Students are expected to take at least one course or equivalent to one credit under a designated career pathway during each year of high school.

Each career pathway has a designated set of courses that students will be expected to take in order to complete the pathway. Along with designed courses, each pathway has either a career test that students will be expected to pass or an industry certification that students will be expected to earn to prove proficiency in that career pathway. According to the Kentucky Office of Career and Technical Education, students must complete the required coursework and pass the appropriate career test or earn the appropriate industry certification to prove they are “Transition Ready” (formerly called Career Ready).

## COLLEGE ENTRANCE EXAMS

Seniors who are planning to attend college must take a college entrance exam. The ACT and SAT are the two most commonly used college entrance exams in our area. Both tests are available several times throughout the year, at various locations in and around Whitley County; however, students must register independently, make appropriate payment and plan for transportation to and from the test center of their choice. Whitley County High School is not a national test center for either of these tests. The ACT and SAT offer online registration. Registration information is available in the counselors' office at WCHS or online at [www.actstudent.org](http://www.actstudent.org) or [www.sat.collegeboard.com](http://www.sat.collegeboard.com).

Junior/Senior students who receive free/reduced lunch are eligible to receive fee waivers for up to two (total) ACT exams during their high school career. Eligible students should see one of the school guidance counselors for these fee waivers.

Although the school guidance counselors remind students of the necessity of these college entrance exams, students or parents must complete the registration form online at [www.actstudent.org](http://www.actstudent.org) or [www.sat.collegeboard.com](http://www.sat.collegeboard.com). For the ACT, students must have an official ACT admission ticket with photo printed on the ticket and one additional form of photo ID for admission to the test. If help is needed in completing or understanding the registration form, a counselor will be available to give assistance.

Materials to help prepare for the test are available in the testing packet, in the high school library, the school cafeteria and in the counselors' office.

## COLLEGE SCHOLARSHIP APPLICATIONS AND LETTERS OF RECOMMENDATION

Applications for college scholarships are in the Colonel Café on the "College and Career" wall. Announcements of available scholarships are made over the school's public address system and on the WCHS web page under ***Counselors' Page, which is updated as needed.*** Students who apply for and receive scholarships of any kind need to remember that good grades are essential in maintaining the scholarship. Students should inform the counselors when they have received a scholarship. This is essential in order to recognize students for their achievements.

Each student asking for a letter of recommendation will be required to complete a request form, which will give the counselor information to include in the recommendation letter. Students should plan far enough in advance to allow time for the counselor to carefully prepare these letters of recommendation. One week's advance notice is much appreciated.

## CREDIT RECOVERY

In order to help students who are not on track to graduate on time, WCHS offers a Credit Recovery Program. Students may be assigned to "Credit Recovery" during the regular school day, during a summer term, and/or as a part of our 21<sup>st</sup> Century Colonels After-School Program. Students may take core or elective courses in Credit Recovery (depending upon availability).

**First Year Students** may become eligible for after-school Credit Recovery after the first trimester.

**Upper Level Students** may become eligible for Credit Recovery during the school day beginning the second year of high school, provided the student is significantly behind in credits and not on track to graduate with his/her cohort group.

**Seat Availability** – Fourth year students will be given priority for Credit Recovery. Any remaining seats may be offered to third year students, second year students and first year students respectively.

**Grading** – Through Credit Recovery, students can recover lost credits; however, the original failing grade is not replaced on a student’s transcript. Both the original failing grade, as well as the grade earned in the Credit Recovery course, are factored into the GPA and will appear on the student’s final high school transcript.

**21<sup>st</sup> Century Colonels Credit Recovery Program** may be offered after school for those qualified students listed above. Based on seat availability, fourth year students who qualify will be given priority to participate in the program. Any remaining seats may be offered to third year students, second year students, and first year students respectively, at the principal’s/counselor’s discretion, based on the existing credit recovery policy.

**Progress Monitoring For “Day Program”**– Students involved in the “Daytime Credit Recovery” program must show consistent progress and will be evaluated on a regular basis to determine the effectiveness of this program in helping a student “recover” credits at an accelerated pace. Students will be expected to maintain a positive, increasing percentage of course completion weekly and will be expected to be earning credits at a more rapid pace than could be earned in a regular seat-time course. Minimal expectations would be that a student would earn at least 1 credit per class period, per 12-week grading cycle. If continued progress is not being made in the Credit Recovery program the student may be removed from the day program and placed in an alternative program/course.

## DRIVER’S LICENSE LAW



Before a student can earn a permanent driver’s license, he/she must go through the following procedures:

1. Take a written test to receive a permit. *(You will need to have a SCHOOL COMPLIANCE FORM with you when you go to take the written test. This form may be obtained from Mrs. Angie Angel in the Guidance Office. This form requires a PARENT SIGNATURE, which must be done in the presence of Mrs. Angel. You will also need a copy of your BIRTH CERTIFICATE AND SOCIAL SECURITY CARD.)*
2. If you pass the permit test, you may drive only when accompanied by a driver at least 21 years old. For teens under 18, driving is restricted from midnight to 6:00 A.M.
3. You must have your permit for at least 180 days before taking the driving skills test.
4. If you pass the driving skills test, you enter the “provisional privileges phase” (from permit date to age 18) and a license will be issued to you. For persons under the age of 21, a distinctive “under 21” license will be issued.
5. All drivers under 21 are subject to zero alcohol tolerance (defined as .02 BAC).
6. A 4-hour graduated licensing education course must be completed within one year AFTER obtaining the license or proof that a Driver’s Education course was completed must be provided.

The Transportation Cabinet will conduct free education courses in every Kentucky County. High school driver's education class and approved private driving school courses are also acceptable in place of a cabinet-provided course. Adult licensing privileges begin at age 18, with the exception of zero alcohol tolerance. \*\*\*Please note that any student who wishes to test for their driver's permit must obtain paperwork that states that they are in compliance with No Pass/No Drive from the attendance clerk. We recommend that you request this paperwork a few days in advance and not wait until the day of the test as it may not be possible to get it on short notice.

## **DUAL CREDIT COURSES @** ***EASTERN KENTUCKY UNIVERSITY***

Eligibility and Tuition Acknowledgement 2020/2021 Academic Year  
Participating Postsecondary Institution in the KY Dual Credit Scholarship Program

EKU's dual credit program is open to high school juniors and seniors, residing within Kentucky, who meet eligibility requirements, and whose school is partnering with EKU through a memorandum of agreement. Dual credit programs are designed to reduce degree cost and time required to obtain a degree for Kentucky students.

### **EKU Dual Credit Criteria**

Students who meet the criteria stated below may enroll in two EKU courses per semester (fall/spring) at the dual credit tuition rate (To be determined according to the KY State Dual Credit Scholarship Program). A maximum of 8 courses in total may be taken at the dual credit tuition rate.

- You must be a junior or senior in high school residing in Kentucky.
- You must have a high school GPA of 3.0.
- You must meet college readiness in English (ACT 18 in English, equivalent KYOTE, EKU Placement Test scores, ENG 101 AP credit or EKU ENG 101 equivalent transfer credit).
- Your high school must be a participating partner. (Check with your guidance counselor.)

### **Additional Charges**

- Dual Credit students are responsible for the cost of textbooks (hard copy and digital) and parking permits if applicable.
- Dual Credit students who withdraw from a course will not receive a tuition refund unless withdrawal occurs within the partial refund period. For more information, see Colonel's Compass on EKU's website for dates and partial refund schedule.

**Dual Credit Scholarships** – KY State Dual Credit Scholarships and Work Ready Scholarships may be used towards tuition. [KHEAA-Administered Programs](#) (Dual Credit) and [KHEAA-Administered Programs](#) (Work Ready)

EKU offers a one-time Freshman scholarship for students with EKU Dual Credit and AP credit who attend EKU as freshmen – See Study Strong Scholarship at [Study Strong | Scholarships | Eastern Kentucky University](#).

### **Invoices**

Students should view their EKU account regularly by logging into their EKUDirect account and clicking on “Billing Statement.” A monthly billing notification is currently emailed to all individuals with a balance due to the university to that individual's official EKU email account. Failure to receive a bill does not relieve the student of obligation to pay by the due date. Invoice payment instructions can be accessed on the Student Accounting Website ([www.studentaccounting.eku.edu](http://www.studentaccounting.eku.edu)). Students should be aware that any financial obligation while on campus (e.g. unpaid parking tickets, unpaid fines, etc.) will result in a hold on any further activity, such as enrollment in classes or receipt of transcripts, until such obligations are met.

### **EKU Dual Credit Continuing Participation**

EKU Dual Credit students rarely make D's and F's in their classes; however, you should know that continued participation in EKU's Dual Credit Program is dependent upon successful completion of courses. Dual credit students are expected to maintain a 2.0 minimum cumulative EKU GPA. Students who earn a "D" or an "F" in a course(s) will be required to successfully repeat the course(s) and earn a 2.0 term GPA in order to continue in the Dual Credit Program. Students who elect to repeat a course will contact the Office of the Registrar for registration approval and assistance. Courses repeated by EKU Dual Credit students are subject to the full dual credit tuition charge. State scholarships will not apply.

### **Unsatisfactory Academic Progress**

EKU Dual Credit students are EKU students and receive transcribed credit/grades for their courses. Unsatisfactory Academic Progress can have a negative impact on a dual credit student's high school and college GPAs, undergraduate financial aid/scholarships and KEES money. For complete information on Satisfactory Academic Progress see <https://finaid.eku.edu/satisfactory-academic-progress-sap>.

### **To apply for EKU Dual Credit,**

Students must submit a Dual Credit application, ACT scores and a high school transcript by the application deadline specified for each semester. A new application and supporting documentation must be submitted each academic year to continue.

**Parent/Guardian Acknowledgement** (Students can access a printed copy of this form in the Guidance Office at WCHS.) This form is required for all Dual Credit students.

## DUAL CREDIT COURSES @ UNIVERSITY OF THE CUMBERLANDS

Select sophomore, junior and senior students are given the opportunity to take dual credit courses through the University of the Cumberland. Eligible students may take up to three courses per semester at the cost of approximately \$50.00 per seat-time course or \$145.00 per online course (subject to change per University policy) and the student is responsible for the purchase price of the textbook(s) for each course. A **high school credit** is given for most dual credit courses that are successfully completed with a grade of “D” or better. Some dual credit college classes may be substituted for KDE required courses towards graduation. (Examples: College English Composition 131 may be substituted for English 4). The grade earned will become part of the student’s high school transcript, is factored into their high school GPA, and is weighted at the high school with an A=5 quality points; a B=4 quality points, C=3 quality points. These grades will appear on both the high school and University transcripts.

On days that students are not in class at the University, they will be required to attend WCHS for a supervised study hall. Also, on days that there is school at the University but not at WCHS, students must attend their college classes. (***Failure in one of these courses MAY jeopardize a student’s ability to be admitted after graduation.***) Furthermore, students must provide their own transportation and meet the following conditions for eligibility:

### General Requirements to Participate:

- The student must have an ACT composite score of 18 or better or recommendation of a counselor. (Waived for the 2020-2021 school year)
- The student must have a cumulative grade point average of 2.5 or better (3.0 with no ACT score).
- The student must have permission of both the parent(s) or guardian and the school system to participate in this program.
- The student must be able to provide transportation to and from the University for in-seat courses.
- The student may not have an outstanding bill from previous college/university coursework.
- The student may not have a pattern of unsuccessful dual credit coursework.
- Dual-credit informational packets are available in the WCHS Guidance Office with more specific information regarding this program.

## **EXTENDED SCHOOL SERVICES & 21<sup>st</sup> CENTURY COLONELS PROGRAMS**

To assist students in the successful completion of their high school courses, WCHS provides the extended school service of after school tutoring. Tutoring may be offered before and after school hours. Completion of a permission form is required for any student wishing to participate in after-school tutoring.

Summer School is traditionally provided through the Extended School Services and 21<sup>st</sup> Century Colonels Programs. The availability of Summer School is dependent on student need and available school funds. Summer school is for students needing to recover lost credits from failed classes. Subjects taught are based upon student needs and available staff.

## **WCHS POLICY FOR 5<sup>TH</sup> YEAR SENIORS**

Those students who have completed four full years of high school, but are still unable to graduate, will be considered fifth year seniors.

Per WCHS site-based policy, all fifth-year seniors will be required to attend a credit recovery program during summer school immediately following the end of their fourth year of high school. Anyone who is unable to complete the required credits for graduation by the end of the summer term will be placed in a credit recovery classroom for all 6 periods of the school day until graduation requirements are met or referred to Whitley County Alternative School.

Students who lack one credit or less, from the required 26 credits, will be permitted to walk in graduation during the current school year. Students who lack more than one credit, from the 26 required credits, will be afforded the opportunity to participate in commencement exercises during the next school year.

## **GENDER EQUITY**

When enrolling students in classes, Whitley County High School does not discriminate because of race, creed, color, sex, age, natural origin, or handicap. In fact, we encourage students to become involved in non-traditional courses of study so they will be better informed and, therefore, make wiser career choices.

## GRADUATION REQUIREMENTS

**Per Whitley County Board of Education Policy  
(Class of 2020 and beyond) WCHS students will be required to earn 26 credits for graduation.**

<u>SUBJECT</u>	<u>NO. OF CREDITS</u>	<u>SUBJECT</u>	<u>NO. OF CREDITS</u>
ENGLISH	4	HEALTH	1/2
MATH	4	P.E.	1/2
SCIENCE	3	VISUAL/PERF. ARTS	1
SOCIAL STUDIES	3	ELECTIVES	10

**See page 69 for planning sheet and page 70 for specific requirements.**

- A minimum of five academic classes is required each trimester and a minimum of 4 full years are required before graduation.
- Students are required to be enrolled in a **Math** class and **English** class all 4 years of high school.

## HOMEBOUND STUDENTS

Homebound services are provided for students who are unable to attend school during the regular school day for an extended period. For high school students, the homebound teacher will serve as liaison between the high school teacher and student, informing students of assignments to be completed and returning them to the high school teacher to be graded.

To be considered for homebound instruction, a form must be obtained from the superintendent's office, completed by the student's doctor, and returned to the superintendent's office. After reviewing this form and the student's school records, a committee then determines if the student is eligible for homebound instruction.

**\*\* Guidelines for Homebound grades:** If a student is on homebound less than 12 weeks, the regular classroom teacher will be responsible for assignments and grades. If a student is on homebound for more than 12 weeks, the homebound teacher is responsible for assignments and grades.

## **KENTUCKY EDUCATIONAL EXCELLENCE SCHOLARSHIP**

KEES is administered by the Kentucky Higher Education Assistance Authority (KHEAA). Students can earn scholarships for college or technical school by making good grades in high school. Scholarships are based on the students' GPA for each year in high school and bonus awards are based on their highest ACT score achieved before graduating from high school. Students must have an annual 2.5 or higher GPA for the base amount of the scholarship and a 15 or above ACT score or equivalent SAT score for the bonus award. Students who have free or reduced lunch can also earn bonuses for passing scores on AP exams. In order to qualify for KEES money, students must be enrolled in 5 credit courses per year. This means that no student can have 2 study halls in one year and no senior can have school to work and a study hall. The scholarship can be used at any participating accredited public or private institution in Kentucky, including community and technical colleges. More information can be obtained on the KEES scholarship by accessing the website of Kentucky Higher Education Assistance Authority at [www.kheaa.com](http://www.kheaa.com).

## **KENTUCKY TECH - CORBIN AREA TECHNOLOGY CENTER**

Corbin Area Technology Center located near Corbin High School provides technical opportunities for high school students, including Whitley County High School. Transportation is provided for students who wish to attend. Students can receive one and one-half credits per semester or three credits per year. Courses are offered so students can work toward certification in: Automotive Technology, Criminal Justice, Electricity, Emergency Medical Systems, Engineering, Health Science, Industrial Maintenance and Welding. Due to current Kentucky graduation requirements, WCHS sophomore, junior and senior students are the only students able to participate in Corbin Area Technology classes. Priority will be given to Juniors, Seniors who attended during their Junior year, and then Sophomores. Students interested in this program need to work closely with their counselor on scheduling options.

The mission of KY Tech Corbin Area Technology Center is to provide education and technical training that:

- Prepares students for entry into the World of Work
- Assists students in selecting a career major for additional post-secondary training
- Helps meet the needs of Business and Industry for a skilled and versatile workforce

## **KHSAA ELIGIBILITY REQUIREMENTS**

By-Law 5. MINIMUM ACADEMIC REQUIREMENT (For Athletic Eligibility)

### **Sec. 1. Proper Grade Level for Schools/Districts Requiring 26 Carnegie Units for Graduation**

On the first day of each school year, a student must be at his/her proper grade level. To be considered to be at the proper grade level, a student must have been enrolled during the previous grading period and must be on schedule to graduate on the first day of school. For the verification of this provision, all course work, including summer and correspondence work, must be complete, including receipt of the final grade(s) by the first day of the school year for the student body.

- (a) For a student in the ninth grade to be considered to be on schedule to graduate, that student must have been promoted from grade eight (8) to grade nine (9) and be in compliance with all other bylaws.
- (b) For a student in the ***second year*** following initial enrollment in grade nine (9) (normally grade 10) to be on schedule to graduate, that student must have received **5.20** credits applicable to graduation prior to the first day of the second year following initial enrollment in grade nine (9), and be in compliance with all other bylaws.
- (c) For a student in the ***third year*** following initial enrollment in grade nine (9) (normally grade 11) to be on schedule to graduate, that student must have received **11.7** credits applicable to graduation prior to the first day of the third year following initial enrollment in grade nine (9) and be in compliance with all other bylaws.
- (d) For a student in the ***fourth year*** following initial enrollment in grade nine (9) to be on schedule to graduate, that student must have received **18.2** credits applicable to graduation prior to the first day of the fourth year following initial enrollment and be in compliance with all other bylaws.
- (e) The eligibility of a student failing to meet the provisions of subsections (a) through (d) above may be reinstated a maximum of one time. This reinstatement is possible by the student passing five full units of credit applicable to graduation during the year he/she is ineligible. He/she, upon reinstatement, shall remain eligible as long as he/she passes four full units of credit applicable to graduation during each subsequent year.

### **Sec. 3 Continual Progress during the School Year**

On Friday of each grading period, a student in grades nine (9) through twelve (12) must be enrolled as a full time student according to regulations promulgated by the Kentucky Department of Education in order to be eligible for athletics. On Friday of each grading period, a student shall also be passing in at least four hours of instruction as defined by Kentucky Department of Education regulations (of the six hours of instruction required) or the equivalent of four hours of instruction acceptable to graduation in order to be eligible to participate in athletics during the next seven day period (Saturday to Friday). No special test or recitations are to be given for the purpose of making the student eligible. Cheerleaders, student managers, and any other student having an official connection with the athletic program shall comply with this rule.

### **YOUR RESPONSIBILITY AS A PROSPECTIVE COLLEGE STUDENT/ATHLETE**

Prospective Division I, II or III Athletes, must register with the NCAA Initial-Eligibility Clearinghouse. Standards are constantly changing, and it is the student's responsibility to ascertain

that he/she meets NCAA requirements. The clearinghouse recommends that all student contact be made via their website, [www.ncaaeligibilitycenter.org](http://www.ncaaeligibilitycenter.org). Prospective NAIA Athletes must register with the NAIA eligibility center at [www.playnaia.org](http://www.playnaia.org).

## **MEDIA CENTER**

Whitley County High School has one of the most modern media centers in the area. Our students have access to a wide range of fiction and non-fiction books for pleasure reading and/or research. There is a lounge area where magazines and newspapers are readily available for casual reading.

Because the Media Center is completely automated, technology is used to complete numerous tasks associated with research and reading. Lab A is reserved daily for students working in the Electronic Computer School (Edgenuity). Labs B and C feature Mac computers, offering a variety of software packages such as: Skills Bank, Physics Quizzes, Toolkit for Interactive Mathematics and the Carnegie Math program for algebra and geometry classes. The center is open each school day from 7:30 A.M. until 3:30 P.M. All students are encouraged to use the resources available.

## **NO PASS /NO DRIVE**

No Pass/No Drive is Kentucky legislation that became law on June 25, 2007. It affects all 16 and 17 year old students. The law resulted in the denial or revocation of a student's license for academic deficiency, excessive absenteeism or dropping out of school.

Academic deficiency is defined as a student who does not have passing grades in at least 66% of their classes from the preceding semester. For students taking six classes at WCHS, this means that they must pass at least four classes.

Any 16 or 17 year old student who drops out of school or who has nine or more unexcused absences in a semester is also considered to be non-compliant.

A student may reapply as early as the end of the semester during which he/she successfully completes the educational requirements. It is recommended that the student be in compliance a full trimester before driving privileges are returned.

\*\*\*Please note that any student who wishes to test for their driver's permit must obtain paperwork that states that they are in compliance with No Pass/No Drive from the Records Clerk, Angie Angel in the Guidance Office. We recommend that you request this paperwork a few days in advance and not wait until the day of the test as it may not be possible to get it on short notice.

## **RECOGNITION OF OUTSTANDING SENIORS**

Beginning with the graduating class of 2010, WCHS will no longer recognize a valedictorian and salutatorian. Rather, those students graduating with a weighted GPA above a 4.0 will be recognized as graduating with Highest Honors. Those students graduating with a weighted GPA of at least a 3.9 but no more than a 4.0 will be identified in the program as graduating with High Honors.

## **PROMOTIONS**

Students will be assigned to each grade level at the beginning of each school year according to their cohort/graduation year:

Freshman – 1<sup>st</sup> year of high school  
Sophomore – 2<sup>nd</sup> year of high school  
Junior – 3<sup>rd</sup> year of high school  
Senior – 4<sup>th</sup> year of high school

## **TECHNOLOGY**

Whitley County High School utilizes technology on a school-wide basis. In 2017-18, WCHS became a “one-to-one” school providing students daily access to their very own Chromebook for school use. All classrooms are equipped with SMARTBoards and projectors. The business program features four complete computer labs where students are taught advanced business skills on multiple platforms.

The media center has three full-service computer labs, a photocopier/scanner, resources in the CD-ROM format, computer card catalogue and circulation system, internet capabilities, and video cameras. Students are encouraged to use technology to document classroom events and make presentations.

## **TESTING**

Whitley County High School uses a variety of tests to gauge student ability and measure academic growth. *Kentucky's Assessment and Accountability System* is designed to provide in-depth information about the performance of students, schools, districts and the state.

Kentucky's public-school students participate in annual testing, and the results of those tests are included in the state's accountability system for schools and districts.

Kentucky's educational reforms are based upon the principle that schools must be held accountable for the progress of their students. Frequent, meaningful testing is required to assess the extent of student progress toward proficiency; accurate, understandable reporting is required so that all stakeholders in Kentucky education have the data needed for making effective decisions concerning school policies, programs and curricula.

## **CIVICS TEST**

In 2017, the Kentucky General Assembly passed [Senate Bill 159 \(2017\)](#). The law reads that beginning in July 2018, a student must pass a civics test composed of 100 questions in order to graduate from a public high school with a regular diploma. Each local board of education will be expected to prepare or approve an exam that must be composed of questions from the United States Citizenship and Immigration Services test. Students are required to score 60% or higher and may retake the exam as many times as deemed necessary to pass the test.

## **YOUTH SERVICES CENTER**

The Youth Services Centers were established as a component of the historic Kentucky Education Reform Act (KERA) of 1990. The mission of these school-based centers is to help academically at-risk students succeed in school by helping to minimize or eliminate non-cognitive barriers to learning.

Each center offers a unique blend of programs and services to serve the special needs of their student and family client populations. The goal of the FRYSCs is to meet the needs of all children and their families served by the centers as a means to enhance student academic success.

Youth Services Centers serve students in middle and high school and coordinate

- referrals to health and social services;
- career exploration and development;
- summer and part-time job development (high school only);
- substance abuse education and counseling; and
- family crisis and mental health counseling.

Whitley County High School is proud to have our very own Youth Services Center located in the back hall of WCHS. Mrs. Margie Centers is the director of the YSC and stands ready and willing to help any student and/or family in need.

# DEPARTMENT COURSE OFFERINGS AND DESCRIPTIONS OF COURSES

## AGRICULTURE

<u>SUBJECT</u>	<u>GRADE LEVEL</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>
Principles of Ag Science & Tech	09-09	2 Trimesters	1
Agriscience	09-09	2 Trimesters	1
Small Power	09-12	1 Trimester	.5
Ag Power	10-12	2 Trimesters	1
Intro. To Greenhouse Technology	09-12	2 Trimesters	1
Greenhouse Technology	10-12	2 Trimesters	1
Landscape & Turf Management	10-12	2 Trimesters	1
Agriculture Construction Skills	10-12	2 Trimesters	1
Wildlife	09-12	1 Trimester	.5
Forestry	10-12	2 Trimesters	1
Agriculture Structures & Designs	11-12	2 Trimesters	1
Agriculture Co-op	12-12	3 Trimesters	2

### REQUIREMENTS FOR AN AGRICULTURE CAREER PATHWAY:

To sit for the EOP, a student must have earned 2 credits in recommended courses. To earn a certificate, a student must complete 3 credits of recommended courses and 1 elective credit for a total of 4 credits.

## Pathway - Ag Power, Structural, Technical Systems

### ▶ Courses offered at WCHS

- Principles of Agricultural Science
- Agriscience
- Agriculture Construction Skills
- Small Power & Equipment
- Agriculture Power & Machinery Operations
- Agriculture Structures & Designs
- Agriculture Co-op

### ▶ Articulated EOP Credit

- Eastern Kentucky University
- Henderson Community College
- Hopkinsville Community College
- Morehead State University
- Murray State University
- Owensboro Community & Technical College
- Western Kentucky University
- University of Kentucky (pending signatures)

### ▶ Dual Credit

- In the process of finalizing paperwork to offer Dual Credit with Murray State
  - ✓ AGR 185 Ag Leadership

### ▶ Industry Certification

- MSSC - Certified Production Technician (CPT) HIGH DEMAND
- AWS - Sense Certification Level 1 (Welding) HIGH DEMAND



## Pathway - Environmental Science & Natural Resources Systems

### ▶ Courses offered at WCHS

- Principles of Agricultural Science
- Agriscience
- Forestry
- Introduction to Greenhouse
- Greenhouse Technology
- Agriculture Co-op

### ▶ Articulated EOP Credit

- Eastern Kentucky University
- Henderson Community College
- Hopkinsville Community College
- Morehead State University
- Murray State University
- Western Kentucky University
- University of Kentucky (pending signatures)

### ▶ Dual Credit

- In the process of finalizing paperwork to offer Dual Credit with Murray State
  - ✓ AGR 140 Plant Science
  - ✓ AGR 160 Horticulture Science
  - ✓ AGR 185 Ag Leadership



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## Pathway - Horticulture & Plant Science Systems

### ▶ Courses offered at WCHS

- Principles of Agricultural Science
- Agriscience
- Introduction to Greenhouse
- Landscape & Turf Management
- Greenhouse Technology
- Agriculture Co-op

### ▶ Articulated EOP Credit

- Eastern Kentucky University
- Henderson Community College
- Hopkinsville Community College
- Kentucky State University
- Morehead State University
- Murray State University
- Western Kentucky University
- University of Kentucky (pending signatures)

### ▶ Dual Credit

- In the process of finalizing paperwork to offer Dual Credit with Murray State
  - ✓ AGR 140 Plant Science
  - ✓ AGR 160 Horticulture Science
  - ✓ AGR 185 Ag Leadership

### ▶ Industry Certification

- Must complete one of the five:
  - ✓ KY Department of Agriculture Pesticide Operator Certification:
    - ✓ Category 1A - Agricultural Pests
    - ✓ Category 2 - Forest
    - ✓ Category 3 - Turf and Ornamental Plants
    - ✓ Category 18 - Golf Course
    - ✓ Category 19 - Interior Plantscape
    - ✓ Category 20 - Athletic Turf



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## **AGRISCIENCE**

Agriscience introduces the scientific agricultural approach to animal science and selection, and plant and land science. Agricultural career opportunities will be emphasized in each class. Laboratory experiences relating to basic and current technology will be part of the program. Content may be enhanced by utilizing appropriate computer applications. Leadership development will be provided through FFA (Future Farmers of America). Each student will be expected to have a supervised agricultural experience program and keep appropriate records.

## **PRINCIPLES OF AGRICULTURAL SCIENCE AND TECHNOLOGY**

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

## **INTRODUCTION TO GREENHOUSE TECHNOLOGY**

Introduction to Greenhouse and Crop Production develops basic scientific knowledge and skills pertaining to management of soil and its effects on human and animal food and fiber production, the environment, and meeting basic needs of life. The relationship of soil to plant growth and horticulture will be emphasized. Plant anatomy, reproduction, growth, health, and current biotechnological advances will be included. Leadership development will be provided through FFA (Future Farmers of America). Each student will be expected to have a supervised agricultural experience program.

## **GREENHOUSE TECHNOLOGY**

Greenhouse Technology provides instruction in greenhouse structures and greenhouse environment regulations. Plant growth and development and propagation are included as well as production and maintenance of bedding and container produced plants. Fundamental principles of vegetable production and commercial production of vegetable crops as well as marketing of horticulture products may be included. Leadership development will be provided through FFA (Future Farmers of America). Each student will be expected to have a supervised agricultural experience program.

## **AGRICULTURAL CONSTRUCTION SKILLS**

This course prepares students to construct and maintain agricultural structures and equipment. Develops basic skills such as: tool identification, interpreting plans, calculating a bill of materials, electrification, carpentry, welding, metal fabrication, plumbing and masonry. Leadership development will be provided through FFA (Future Farmers of America). Each student will be expected to have a supervised agricultural experience program.

## **FORESTRY**

This course introduces the science of silviculture. The course includes career opportunities, tree identification, tree production, forestry management, timber harvesting, wood utilization, and the environmental and ecological aspects of forestry. Leadership development will be provided through FFA (Future Farmers of America). Each student will be expected to have a supervised agricultural experience program.

## **WILDLIFE**

Students develop an awareness of wildlife industry resources. This course includes: a study of ecology and ecosystems, wildlife habitat, population dynamics, management techniques that deal with wildlife in all areas, and the regulations that affect the wildlife industry. Content may be enhanced with appropriate applied scientific laboratory activities. Leadership development will be provided through FFA (Future Farmers of America). Each student will be expected to have a supervised agricultural experience program.

## **SMALL POWER EQUIPMENT**

This course is designed to develop skills in maintenance, repair, and operation of equipment, small combustion-type engine and electric motors. Leadership development will be provided through FFA (Future Farmers of America). Each student will be expected to have a supervised agricultural experience program.

### **AG POWER & EQUIPMENT**

This course provides instruction and hands-on experience in basic principles of agricultural machinery assembly, operation, maintenance, service repair and safety. Leadership development will be provided through FFA (Future Farmers of America). Each student will be expected to have a supervised agricultural experience program.

### **AGRICULTURE STRUCTURES & DESIGNS**

This course prepares students to evaluate, design and construct agricultural structures. Students learn to design, evaluate and interpret construction plans and calculate a bill of materials. The skills learned in the Agricultural Construction Skills course may be incorporated to construct an agricultural structure. Leadership development will be provided through FFA (Future Farmers of America). Each student will be expected to have an agricultural experience program.

### **LANDSCAPE AND TURF MANAGEMENT**

This course includes identification of landscape plants and their characteristics, site evaluation, site design, calculation of materials needed, costs for bidding, and installing landscape plans. Landscape plant maintenance will also be presented. Selection, culture, and management of turf species used for lawns, golf courses, athletic fields and erosion control may also be included. Leadership development will be provided through FFA (Future Farmers of America). Each student will be expected to have a supervised agricultural experience program.

### **AGRICULTURE COOPERATIVE**

Cooperative Education for CTE (Career and Technical Education) course provides supervised work site experience related to the student's identified career pathway. A student must be enrolled in an approved pathway course during the same school year that the co-op experience is completed or have already completed the pathway the previous year. Students who participate receive a salary for these experiences, in accordance with local, state and federal minimum wage requirements according to the Work Based Learning Guide. *To be approved for this class, students must complete the application process, have passing grades, have good attendance record (fewer than 15 days absent per school year), have a very low number of discipline referrals, meet the prerequisites, and obtain teacher approval.* During the duration of the class, students must maintain passing grades, good attendance, and very few discipline referrals, complete all required forms, adhere to the policies and rules of co-op, and stay employed. If a student has excessive absences (5 or more) during any trimester, the student's schedule may be changed for the next trimester.

## **CORBIN AREA TECHNOLOGY CENTER**

### **AUTOMOTIVE TECHNOLOGY**

Automobile Maintenance & Light Repair

### **CRIMINAL JUSTICE**

Health and Wellbeing for Law Enforcement

Correctional Systems

Intro to Criminal Justice

### **ELECTRICAL TECHNOLOGY**

Electrical Construction

Circuits I

Electrical Construction II

Circuits II

Industrial Safety

National Electric Code

### **EMERGENCY MANAGEMENT SERVICES**

Emergency Medical Technician  
First Responder  
Medical Terminology  
Body Structures and Functions

### **HEALTH SCIENCES**

Medical Terminology  
Medicaid Nurse  
EKG Tech  
Pharm Tech  
Special Topics  
Body Structures and Functions  
Principals of Health Science  
Holistic Health  
Microbiology/Infection Control  
Emergency Procedures

### **WELDING**

Basic Blueprint Reading  
Basic Welding  
Shielded Metal Arc Welding (SMAW)  
Arc Welding (GMAW)  
Oxy-fuel Systems  
SMAW Groove Lab  
Gas Tungsten Arc Welding  
Metal Arc Welding

The Industrial Technology and Health Sciences programs offered at Corbin Area Technology Center are designed to provide specialized skills related to a variety of occupations. Emphasis is placed upon employability skills, state and national skill standards, and student transition to post-secondary education or the workplace. Courses are intended to be relevant to the modern workplace as related to technology, academics, skill standards and technical skills. Students exiting secondary industrial technology and/or health sciences programs should be prepared to enter the workforce with marketable job skills. However, it must be realized that additional education beyond high school is necessary to obtain and maintain the higher-level skills demanded by today's employers. Leadership and professionalism will be provided through Skills USA and HOSA (Health Occupation Students of America).

Brochures describing each program area and a listing of the required courses are available by contacting the Corbin Area Technology Center.

**\*Students wishing to attend Corbin ATC, must be pre-approved. The Guidance Staff at WCHS will evaluate students based on grades, attendance, and discipline. During the duration of the class, students must maintain passing grades, good attendance and good behavior. If a student does not adhere to these guidelines, his/her schedule may be changed.**

### **AUTOMOTIVE TECHNOLOGY**

Instruction in systems such as engines, fuel, on-board computers, transmissions, steering, suspension and brakes is the basis of this program. Knowledge of the various systems is used to develop skills in troubleshooting, performing preventive maintenance, servicing and repairing automobiles. The Corbin ATC auto tech program was one of the first in the state to be certified by ASE (Automotive Service Excellence), a national certification program of automotive technicians and programs. Students may earn ASE certificates while enrolled.

## **EMERGENCY MANAGEMENT SERVICES**

The EMS program is an experience that will last a lifetime. Courses involve both experience in the classroom and lab. Students participate in hands-on opportunities to master skills necessary for a beginning firefighter and EMS provider. Students can compete in firefighting competition through Skills USA. Firefighting/EMS program provides secondary students with preparation and skills to enter the field of emergency services. Learn to save lives, protect property and advance in the emergency field.

## **ELECTRICAL TECHNOLOGY**

The Electrical Technology program focuses on preparing students for entry-level electrician positions in industry and the building trades. Electrical Technology provides experiences in layout, assembly, installation, testing, maintenance of electrical circuits, apparatus, and residential wiring. Training involves electrical theory and electrical codes current in industry. Safety and the use of tools and test equipment is an integral part of the instruction. Completers of this program have been successful in obtaining employment with local construction companies as well as large companies such as Bell South and CSX.

## **HEALTH SCIENCES**

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

## **WELDING**

The Welding program prepares students for industry or other job-related fields. Welding students are presented with the knowledge to weld various types of metal using several methods and processes. Students are trained in layout, blueprint reading, work orders, job site safety, and estimating materials for the job. The welding program at Corbin ATC is certified as a "Job Entry Level Welder" program by the AWS (American Welding Society). Completers of this program have been very successful in obtaining employment with some of the area's best employers such as Wayne Supply, CSX, Aisin Mfg., and Firestone where many of them have quickly risen to management positions.

# **DRIVER'S EDUCATION**

<b>SUBJECT</b>	<b>GRADE LEVEL</b>	<b>COURSE LENGTH</b>	<b>CREDIT</b>
DRIVER'S ED	10-12	1 Trimester	½

**DRIVER'S EDUCATION:** Prerequisite: All students assigned to Driver's Education must have their permit by the first day of class. This course provides classroom and laboratory experiences designed to enable motor vehicle operators to become safe and efficient highway users. All classroom and laboratory experiences must be completed within the span of one semester. Students who successfully complete the driving education course may receive a discount from their insurance company. Students in Driver's Education will be required to participate in random drug testing.

**Due to the number of students requesting the driver's education class, seniors and juniors without a valid driver's license will be given first priority.**

# **ENGINEERING**

# Pathway – Engineering Design

## ▶ Courses offered at WCHS

- Engineering I
- Engineering I
- Introduction to 3D Printing Technology
- Engineering Capstone

## ▶ Articulated EOP Credit

- Eastern Kentucky University



<b>SUBJECT</b>	<b>GRADE LEVEL</b>	<b>SUBJECT LENGTH</b>	<b>CREDIT</b>
Engineering I	09-12	2 Trimesters	1
Engineering II	10-12	2 Trimesters	1
Introduction to 3D Printing Technology	10-12	2 Trimesters	1
Engineering Capstone	10-12	2 Trimesters	1
AP Computer Science	11-12	Full Year	1.5

### **ENGINEERING I**

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 systems, 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.

### **ENGINEERING II**

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.

### **INTRODUCTION TO 3D PRINTING TECHNOLOGY**

An introduction to additive rapid prototyping manufacturing (three-dimensional printing), and its applications in conjunction with computer technology, including hardware, software, three-dimensional printing technology, file management, internet, security, and computer intellectual property ethics. Presents basic use of applications, programing, systems and utility software. Participation in Kentucky Technology Student Association will greatly enhance instruction.

### **ENGINEERING CAPSTONE**

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.

### **AP COMPUTER SCIENCE**

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

## **ENGLISH**

<b>SUBJECT</b>	<b>GRADE LEVEL</b>	<b>SUBJECT LENGTH</b>	<b>CREDIT</b>
English I	09	Full Year	1
Honors English I	09	Full Year	1
English II	10	Full Year	1
Honors English II	10	Full Year	1
English III	11	Full Year	1
AP English III - LANGUAGE	11	Full Year	1
English IV	12	2 Trimesters	1
AP English IV - LITERATURE	12	Full Year	1
College English Composition 131	12	Col. Semester	1
College English Composition 132	12	Col. Semester	1
Study Skills English/Reading	09	1-3 Trimesters	0.5-1.5
Study Skills Reading	10	1-3 Trimesters	0.5-1.5
ACT English Enrichment	11	1-3 Trimesters	0.5-1.5

### **ENGLISH I**

The material in this course will include an in-depth explanation of critical methods in thinking, reading, interpreting, discussing, and writing based upon selected novels, essays, short stories, plays, and poetry. Both oral and written expression will be required in this course. The student will write papers based on literature that demonstrate solid awareness of grammar rules, correct spelling and punctuation. Paragraphing skills will be developed and expanded by concentrating specifically on the narrative and descriptive writing styles with emphasis on the development of a thesis statement and supporting sentences.

### **HONORS ENGLISH I**

*This class is recommended for freshman students planning to take advanced English courses during their HS career.* Students will be enrolled in Honors English I based on 8<sup>th</sup> grade test scores, grades, and/or teacher recommendation. The objective of Honors English I is to present, at an accelerated pace and in an intensified study, the requirements for English I. (Refer to the course descriptions of English I.)

### **ENGLISH II**

The material in this course will include an in-depth explanation of critical methods in thinking, reading, interpreting, discussing, and writing based upon selected novels, essays, short stories, plays, and poetry. This course requires the student to use both oral and written expression. The student will write papers that demonstrate paragraphing skills and the use of multi-leveled sentence structures that are grammatically correct. Students will concentrate on expository writing, using a thesis statement, supporting sentences and appropriate transitional phrases. One speech, one literary piece, and one letter will be developed. There will be a Reading Proficiency State Assessment in the Spring of the 10th grade year.

## **HONORS ENGLISH II**

*This class is recommended for sophomores planning to take AP English III their junior year.* Students will be recommended by the English I teacher for enrollment in this class. The objective of Honors English II is to present, at an accelerated pace and in an intensified study, the requirements for English II. (Refer to the course descriptions of English II.) There will be a Reading Proficiency State Assessment in the Spring of the 10th grade year.

## **ENGLISH III**

The material in this course will include an in-depth explanation of the critical methods in thinking, reading, interpreting, discussing and writing based upon selected novels, essays, short stories, plays and poetry from American literature. This course requires the student to use the tools of language in oral and written expression and to develop proficiency in expression. Also, this course uses literature as a tool for writing critical papers that demonstrate paragraphing skills and control of grammar skills in written English. Persuasive writing will be emphasized. One speech, one literary, and one editorial will be developed. Various writing styles will be emphasized in this course to prepare students for the On-Demand Writing State Assessment given in the spring.

## **ADVANCED PLACEMENT ENGLISH III**

The AP course in English Language and Composition will help students to become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts. The course should also help students to become flexible writers, emphasizing expository, analytical, and argumentative writing. Throughout the course, emphasis will be placed on the students' development of stylistic maturity, which is characterized by the following: a wide-ranging vocabulary used with denotative accuracy and respect for connotation; variety in sentence structure; logical organization; and use of rhetorical devices. Students will study a wide variety of authors, but the primary focus will be on American writers. Various writing styles will be emphasized in this course to prepare students for the On-Demand Writing State Assessment given in the spring. As with other Advanced Placement courses an exam will be offered in May, whereby the student may receive college credit for a high score. Students must take this class in order to take the AP English III exam. The students who take this course should already be proficient in Standard English grammar and must have had an A/B average in their sophomore English classes. *It is recommended that students who want to enroll in AP English III have taken Honors English II.*

## **ENGLISH IV**

The material in this course will include an in-depth explanation of the critical methods in thinking, reading, interpreting, discussing, and writing based upon selected novels, essays, short stories, plays, and poetry from English literature. This course requires the student to use the tools of language in oral and written expression and to develop proficiency in expression. Also, this course uses literature as a tool for writing critical papers that demonstrate paragraphing skills and control of grammar skills in written English. At the senior level, mastery of the writing process is expected.

## **ADVANCED PLACEMENT ENGLISH IV**

The AP course in English Literature and Composition provides highly motivated, perceptive students an opportunity to do college-level work in high school. Writing focuses on the critical analysis of literature, but it also includes expository, persuasive, and narrative forms of writing. In this course students will participate in a more in-depth, accelerated study of literature than in other English IV classes. Preparation for the national Advanced Placement Exam given each May is one primary element of the program. The student may receive college credit for a high score on that test. Students must take this class in order to take the AP English IV exam. *Students should have completed AP English III as preparation for this class, and they must have maintained an A/B average in that class. Without this AP III class, teacher recommendation is required.*

## **DUAL CREDIT COLLEGE ENGLISH COMPOSITION 131 & 132**

These Dual-Credit Courses are offered in partnership with the University of the Cumberlands and will be taught on the campus of WCHS. The courses are available to high school juniors and seniors who meet the eligibility requirements for dual credit with UC. These courses can serve to replace KDE's state required English 4 credit, but students should consider carefully the scheduling of these courses as students must be enrolled in an English Course all four years of high school (per WCHS BOE Policy beginning 2019-2020 school year).

## **STUDY SKILLS READING/ENGLISH**

This course is designed for 9<sup>th</sup> grade students who need additional time and support or for students in English/Reading at the high school level who could benefit from enrichment. This course includes content and test taking strategies geared toward improving reading and Reading/English scores on ACT/CERT/MAP testing. This course serves as an English/Language Arts elective for high school graduation but will not serve as one of the four required English/Language Arts courses for graduation.

## **STUDY SKILLS READING**

This course is designed for 10<sup>th</sup> grade students who need additional time and support or for students in English/Reading at the high school level who could benefit from enrichment. This course includes content and test taking strategies geared toward improving reading and English scores on ACT/CERT testing. This course serves as an English/Language Arts elective for high school graduation but will not serve as one of the four required English/Language Arts courses for graduation.

## **ACT ENGLISH ENRICHMENT**

This course is designed for 11<sup>th</sup> grade students who need additional time and support or for students in English/Reading at the high school level who could benefit from enrichment. This course includes content and test taking strategies geared toward improving reading and English scores on ACT/CERT testing. This course serves as an English/Language Arts elective for high school graduation but will not serve as one of the four required English/Language Arts courses for graduation.

# **FAMILY AND CONSUMER SCIENCE**

## Pathway - Culinary & Food Services

### ▶ Courses offered at WCHS

- Foods & Nutrition
- Culinary Arts I
- Culinary Arts II
- Advanced Foods
- Culinary Arts Co-op

### ▶ Articulated EOP

- Pending Signatures with
  - ✓ Sullivan University
  - ✓ KCTCS

### ▶ Articulated Course Credit

- Via the Jump Start Program

### ▶ Industry Certification

- ProStart Certificate of Achievement
- ServSafe Food Manager's Credential



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<b>SUBJECT</b>	<b>GRADE LEVEL</b>	<b>SUBJECT LENGTH</b>	<b>CREDIT</b>
Foods & Nutrition	09-12	2 Trimesters	1
Culinary Arts I	10-12	Full Year	1
Culinary Arts II	11-12	Full Year	1
Culinary Arts Co-op	12-12	Full Year	2
Advanced Foods	10-12	2 Trimesters	1

**Culinary and Food Services Career Pathway:** This career major is a planned sequence of courses that leads to preparation in the culinary field and provides opportunities for industry certification. Students must complete core and elective courses for a total of 2 credits to be considered a Pathway Concentrator so they may take the Skills Standards test. Students will also become nationally certified through the Servsafe assessment and program. Students earning 4 credits are considered a Pathway Completer.

**Career Pathway Articulation:** Students who earn the required four credits may be eligible for substantial college credit. Students can earn 4 to 14 hours of credit at a potential value of up to \$18,000.

## **FOODS & NUTRITION**

This course is designed to assist students in making critical decisions about food, which contributes to health and well-being. Laboratory instruction is included as an application process. Practical problems addressed relate to attitudes toward food, nutrition facts, special health concerns and diets, management of food resources, preparation skills, food safety, sanitation, and careers in nutrition and food service.

## **ADVANCED FOODS & NUTRITION**

This course is designed to assist students in principles related to food preparation. Specific content addressed will include planning, serving, food presentation, special diets, and nutrition for the lifespan, serving, and food planning for entertainment services. An emphasis on careers related to food service and nutrition will be addressed. Lab instruction emphasizes the application process.

## **CULINARY I**

**Prerequisite: Foods and Nutrition.** This advanced course allows students to increase competencies in a variety of food preparation techniques. Emphasis will be placed on food presentation, garnishing, menu planning, and the skills necessary to prepare for a career in the culinary arts profession.

## **CULINARY II**

**Prerequisite: Culinary I** In this course, students resume progress in pursuing competencies in food production and services. Orientation to the food service industry and development of food preparation skills are reinforced. Food service management functions are introduced. More in-depth information is provided and higher levels of skills are taught. Time is provided for work-based learning opportunities.

## **CULINARY ARTS CO-OP**

**Prerequisite: Culinary I & II** Cooperative Education for CTE (Career and Technical Education) courses provide supervised work site experience related to the student's identified career pathway. A student must be enrolled in an approved pathway course during the same school year that the co-op experience is completed or have already completed the pathway the previous year. Students who participate receive a salary for these experiences, in accordance with local, state, and federal minimum wage requirements according to the Work Based Learning Guide. *To be approved for this class, students must complete the application process, have passing grades, have good attendance record (fewer than 15 days absent per school year), have a very low number of discipline referrals, meet the prerequisites, and obtain teacher approval.* During the duration of the class, students must maintain passing grades, good attendance, and very few discipline referrals, complete all required forms, adhere to the policies and rules of co-op, and stay employed. If a student has excessive absences (5 or more) during any trimester, the student's schedule may be changed for the next trimester.

# **FOREIGN LANGUAGE**

<b>SUBJECT</b>	<b>GRADE LEVEL</b>	<b>SUBJECT LENGTH</b>	<b>CREDIT</b>
Spanish I	09-11	2 Trimesters	1
Spanish II	10-12	2 Trimesters	1
AP Spanish III	12-12	Full Year	1

Foreign Language is not a KDE state requirement for graduation, but it is strongly encouraged for any and all students, particularly those planning on attending college. Many colleges/universities expect their incoming freshmen students to have completed two years of the same foreign language while in high school.

### **SPANISH I**

Spanish I includes an introduction to the language and the culture. Basic grammar concepts and structures are taught through the development of useful vocabulary. Students are given the opportunity of conversing, reading, writing, and listening in Spanish. Students are also given a geographical and cultural orientation of Hispanic countries.

### **SPANISH II**

#### **Prerequisite: Spanish I**

Spanish II begins where the first year is concluded. Review is given before beginning the new text. In the second year much emphasis is placed on new verb tenses and structures, vocabulary, and grammatical structures. The student's understanding of Hispanic cultures is furthered through in-depth study.

### **AP SPANISH III**

#### **Prerequisite: Spanish I & II**

The third year of Spanish concentrates on vocabulary building with in-depth practice of grammatical structures. Conversation is practiced through classroom group activities. Students are introduced to Spanish literature. Preparation for the AP exam is a primary focus. Cultural studies are focused on eight themes in preparation for the tasks students will encounter in authentic situations and on the AP Spanish Language & Culture exam.

## **HEALTH SCIENCE**

### **Pathway - Patient Care Technician**

#### ▶ **Courses offered at WCHS**

- Principles of Health Science
- Emergency Procedures\*
- Medical Terminology\*
- Body Structures & Functions
- Acute Care Basic Skills

#### ▶ **Dual Credit**

- Somerset Community College\*

#### ▶ **Industry Certification**

- NHA Patient Care Technician



# Pathway - Phlebotomy Technician

## ▶ Courses offered at WCHS

- Principles of Health Science
- Emergency Procedures\*
- Medical Terminology\*
- Body Structures & Functions
- Medical Laboratory Aide\* (Phlebotomist)

## ▶ Dual Credit

- Somerset Community College\*

## ▶ Industry Certification

- NHA Certified Phlebotomy Technician



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<b>SUBJECT</b>	<b>GRADE LEVEL</b>	<b>SUBJECT LENGTH</b>	<b>CREDIT</b>
Principles of Health Science	09-12	2 Trimesters	1
Body Structures & Functions	09-12	2 Trimesters	1
Medical Terminology	09-12	1 Trimester	0.5
Emergency Procedures	09-12	1 Trimester	0.5
Acute Care	10-12	2 Trimesters	1
Medical Phlebotomy	10-12	2 Trimesters	1

## **PRINCIPLES OF HEALTH SCIENCE**

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

## **BODY STRUCTURES & FUNCTIONS**

Body Structures and Functions is designed to provide knowledge of the structure and function of the human body with an emphasis on normalcy. The interactions of all body systems in maintaining homeostasis will promote an understanding of the basic human needs necessary for health maintenance. Academic knowledge from life science core content as it relates to the human body will be included. Laboratory activities should be a part of the course when appropriate.

## **MEDICAL TERMINOLOGY**

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

## **EMERGENCY PROCEDURES**

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

## **ACUTE CARE**

This course introduces students to basic health care skills. It prepares individuals to perform routine nursing-related services to patients in an acute care setting under the training and supervision of an approved registered nurse. Certification is available upon successful completion of the National Healthcare Association (NHA) Patient Care Technician exam. This course is designed for students not enrolled in the Medicaid Nurse Aide program. This course is taught by a registered nurse.

## **MEDICAL LABORATORY AIDE (Phlebotomist)**

This course consists of a combination of classroom and hands-on experiences related to the student's education objectives in the area of Medical Laboratory Aide/Phlebotomist. Students may be eligible to take the National Healthcareers Association Phlebotomy Tech certification exam upon successfully completing the course. It is best practice for students to participate in a work-based learning experience during this course. Students will be required to follow program and agency requirements for attendance and health screening. These may include but are not limited to drug screens, TB (tuberculin) skin test, and immunization certificates. Students must complete a minimum of 30 successful unaided venipuncture collections and 10 successful unaided capillary collections in order to take the National Healthcareers Association certification exam.

# **INFORMATION TECHNOLOGY**

## Pathway - Web Development/Administration

### ▶ Courses offered at WCHS

- Computer Literacy or Digital Literacy
- Web Page Development
- Web Site Design & Production
- Internet Technologies (& Game Design)
- Computational Thinking
- AP Computer Science

### ▶ Articulated EOP Credit

- University of the Cumberlands



# Pathway – Computer Science



## ▶ Courses offered at WCHS

- Computer Literacy or Digital Literacy
- Computational Thinking
- Intro to Computer Science (Programming)
- AP Computer Science
- Project-Based Programming

## ▶ Articulated EOP Credit

- University of the Cumberlands

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### **GRADE**

<b>SUBJECT</b>	<b>LEVEL</b>	<b>LENGTH</b>	<b>CREDIT</b>
Computer Literacy	9-12	2 Trimesters	1
Internet Technologies (& Game Design)	9-12	1 Trimester	.5
Intro to Computer Science (Programming)	9-12	2 Trimesters	1
Web Page Development	9-12	2 Trimesters	1
Web Site Design and Production	9-12	2 Trimesters	1
AP Computer Science	10-12	Full Year	1.5
Computational Thinking	10-12	2 Trimesters	1
Project-Based Programming	10-12	2 Trimesters	1
Information Technology Co-op	12-12	Full Year	1-2

### **COMPUTER LITERACY**

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

### **INFORMATION TECHNOLOGY CO-OP**

Cooperative Education for CTE courses provide supervised work site experience related to the student's identified career pathway. A student must be enrolled in an approved capstone course during the same school year that the co-op experience is completed. Students who participate receive a salary for these experiences, in accordance with local, state and federal minimum wage requirements according to the Work Based Learning Guide. *To be approved for this class, students must complete the application process, have passing grades, have good attendance record (fewer than 15 days absent per school year), have a very low number of discipline referrals, meet the prerequisites, and obtain teacher approval.* During the duration of the class, students must maintain passing grades, good attendance, and very few discipline referrals, complete all required forms, adhere to the policies and rules of co-op, and stay employed. If a student has excessive absences (5 or more) during any trimester, the student's schedule may be changed for the next trimester.

## **WEB PAGE DEVELOPMENT**

This course introduces web pages through the use of HTML and CSS. Students use text and/or web editors to create web documents with various formats and page layouts, multimedia, tables and forms. Instruction emphasizes W3C web design and accessibility standards.

## **WEB SITE DESIGN AND PRODUCTION**

This course introduces web site production processes with particular emphasis on design involving layout, navigation, interactivity, and using web production software.

## **AP COMPUTER SCIENCE**

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

## **COMPUTATIONAL THINKING**

Computational Thinking promotes understanding of computer programming and logic by teaching students to think like a computer. It covers skills needed to develop and design language-independent solutions to solve computer-related problems. Instruction covers development and design basics including use of variables, control and data structures, and principles of command-line and object-oriented languages. Students spend at least 20 hours of programming and applying learned concepts through programming. (Programming is defined, by the K-12 CS Framework, as the craft of analyzing problems and designing, writing, testing, and maintaining programs to solve them.)

## **INTERNET TECHNOLOGIES (& GAME DESIGN)**

This course provides students with a study of traditional and emerging Internet technologies. Also covered are other topics including Internet fundamentals, Internet applications, Internet delivery systems, and Internet client/server computing. Internet Technologies provides a hands-on experience and some rudimentary programming in an Internet environment. Students spend at least 20 hours of programming and applying learned concepts through programming. (Programming is defined, by the K-12 CS Framework, as the craft of analyzing problems and designing, writing, testing, and maintaining programs to solve them.)

## **INTRODUCTION TO COMPUTER SCIENCE (PROGRAMMING)**

Introduction to Computer Science is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. Rather than focusing the entire course on learning particular software tools or programming languages, the course is designed to focus on the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve particular problems. The goal of the course is to develop in students the computational practices of algorithm development, problem solving and programming within the context of problems that are relevant to the lives of today's students. Students will also be introduced to topics such as interface design, limits of computers, and societal and ethical issues. Students spend at least 20 hours of programming and applying learned concepts through programming. (Programming is defined, by the K-12 CS Framework, as the craft of analyzing problems and designing, writing, testing, and maintaining programs to solve them.)

## **PROJECT-BASED PROGRAMMING**

This project-based learning course engages those students with an entrepreneurial spirit that are interested in programming and in finding solutions to existing problems through the creation of applications. In this course, students will create projects that require computer science fundamentals and extensive research to successfully complete. Students will work either solo or in a team to execute a project decided upon by the student(s). Students must learn and demonstrate proficiency in time management, scope, research, computer science, and teamwork to be successful in this course. Finally, students will engage in leadership skills by being held accountable for completion of their tasks or project. The teacher will act more as facilitator in this course and is highly encouraged to create his/her own project to demonstrate teacher "buy in" to students. Students spend at least 20 hours of programming and applying learned concepts through programming. (Programming is defined, by the K-12 CS Framework, as the craft of analyzing problems and designing, writing, testing, and maintaining programs to solve them.)

# MARKETING EDUCATION

SUBJECT	GRADE LEVEL	SUBJECT LENGTH	CREDIT
Marketing Principles	9-12	2 Trimesters	1
Accounting & Finance Foundations	9-12	1 Trimester	0.5
Advertising & Promotions	10-12	2 Trimester	1
Sports & Event Marketing	10-12	2 Trimesters	1
Personal Finance	10-12	2 Trimesters	1
Retail Marketing	10-12	2 Trimesters	1
Principles of Entrepreneurship	10-12	2 Trimesters	1
Ethical Leadership	11-12	2 Trimesters	1
Promotional Applications & Media	11-12	2 Trimesters	1
Marketing Applications	12-12	Full Year	1
Marketing Education Co-op	12-12	Full Year	1-2

## Pathway - Marketing

### ▶ Courses offered at WCHS

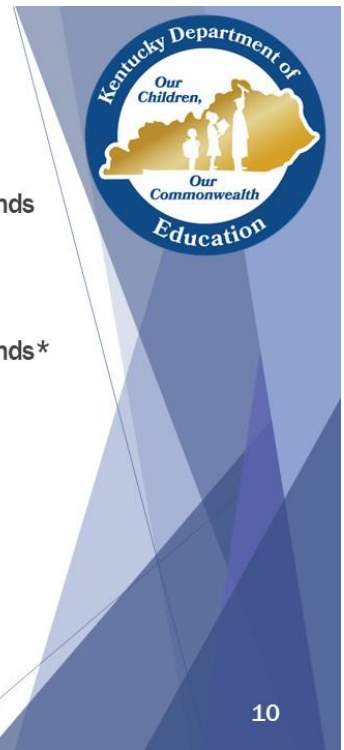
- Marketing Principles\*
- Marketing Applications\*
- Advertising & Promotions\*
- Sports & Event Marketing\*
- Principles of Entrepreneurship\*
- Personal Finance\*
- Retail Marketing
- Business or Marketing Co-op

### ▶ Articulated EOP Credit

- University of the Cumberlands

### ▶ Articulated Course Credit

- University of the Cumberlands\*



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**\*\*To complete a career major, a student must earn four of the listed credits for that career major with three of the credits being from the career-related courses.**

## MARKETING PRINCIPLES

Marketing Principles introduces students to the dynamic processes and activities in marketing. The course develops student understanding and skills in the functional areas of marketing, as well as business law, communication skills, customer relations, economics, human resources management, and operations. Current technology will be used to acquire information and to complete activities. Throughout the course, students are presented ethical dilemmas and problem-solving situations for which they must apply academic and critical-thinking skills. Leadership development will be provided through FBLA (Future Business Leaders of America) and/or DECA. *Students enrolled in this class participate in various activities to promote events and extra-curricular activities at WCHS and the Whitley County School System.*

## ACCOUNTING & FINANCE FOUNDATIONS

This course will provide an introduction to both areas of accounting and finance. Topics will include banking, credit, financial literacy, career exploration, spreadsheet usage, and technical writing. The 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) and/or DECA.

### **SPORTS & EVENT MARKETING**

This sport/event marketing course develops student understanding of the sport/event industries, their impact on local communities, and products; distribution systems and strategies; pricing considerations; marketing-information management; selling; product/service management, and promotion. Students acquire an understanding and appreciation of the need for planning. Throughout the course, students are presented problem-solving situations for which they must apply academic and critical-thinking skills. Leadership development will be provided through FBLA (Future Business Leaders of America) and/or DECA. *Students enrolled in this class participate in various activities to promote events and extra-curricular activities of WCHS and the Whitley County School System.*

### **ADVERTISING & PROMOTIONS**

This course is designed to provide students with a realistic “hands-on” application of techniques used in the advertising and promotion of goods and services. Students use typical media software and media equipment while being exposed to all forms of media (including print, internet, radio, and television) methods, budgets, and evaluations used by industry. Leadership development will be provided through FBLA (Future Business Leaders of America) and/or DECA. *Students enrolled in this class participate in various activities to promote events and extra-curricular activities of WCHS and the Whitley County School System.*

### **PERSONAL FINANCE**

The goal of the Personal Finance course is to help students to become financially responsible, conscientious members of society. To that end, this course develops student understanding and skills in such areas as money management, budgeting, financial goal attainment, the wise use of credit, insurance, investments, and consumer rights and responsibilities. Throughout the course, students also examine contemporary, real-world ethical dilemmas that individuals commonly encounter when managing their personal finances. *Students enrolled in this class participate in various activities to promote events and extra-curricular activities of WCHS and the Whitley County School System.*

### **RETAIL MARKETING**

This course is designed to provide an overview of the marketing responsibilities of individuals employed in the retail industry. This course is based on the business and marketing core that includes communication skills, operations, distribution, marketing-information management, pricing, product and service management, promotion, and selling. The Kentucky Occupational Retail Services Skill Standards are integrated into this course giving students the opportunity to receive Retail Skill Standards Certification. Leadership development will be provided through FBLA (Future Business Leaders of America) and/or DECA. *Students enrolled in this class participate in various activities to promote events and extra-curricular activities of WCHS and the Whitley County School System.*

### **PRINCIPLES OF ENTREPRENEURSHIP**

Principles of Entrepreneurship introduces students to a wide array of entrepreneurial concepts and skills, including the role of entrepreneurship in our economy, entrepreneurial discovery processes, ideation, and preliminary start-up venture planning. Students also develop an appreciation for marketing’s pivotal role in the development and success of a new business. They become acquainted with channel management, pricing, product/service management, and promotion. Students conduct thorough market planning for their ventures: selecting target markets; conducting market, SWOT, and competitive analyses; forecasting sales; setting marketing goals and objectives; selecting marketing metrics; and setting a marketing budget. The capstone activity in the course is the development of detailed marketing plans for students’ start-up businesses. Throughout the course, students are presented ethical dilemmas and problem-solving situations for which they must apply academic and critical-thinking skills. Leadership development will be provided through FBLA (Future Business Leaders of America) and/or DECA.

### **ETHICAL LEADERSHIP**

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) and/or DECA.

## **PROMOTIONAL APPLICATIONS & MEDIA**

This course is designed to provide students with hands-on applications of running a school-based industry simulated experience. Students will apply basic fundamentals of advertising using digital and print media. This course is based on the business and marketing core that includes communication skills, economics, financial analysis, product and service management, and promotion. Leadership development will be provided through FBLA (Future Business Leaders of America) and/or DECA.

## **MARKETING APPLICATIONS**

Marketing Applications furthers student understanding and skills in the various marketing functions. Students coordinate channel management with other marketing activities, discuss the nature of marketing plans, generate product ideas, coordinate activities in the promotional mix, and demonstrate specialized sales processes and techniques. Economic and financial concepts are also stressed throughout the course. Current technology will be used to acquire information and to complete the projects. Throughout the course, students are presented problem-solving situations for which they must apply academic and critical-thinking skills. Formal reflection is an on-going component of the course along with four projects. Leadership development will be provided through FBLA (Future Business Leaders of America) and/or DECA. *Students enrolled in this class participate in various activities to promote events and extra-curricular activities of WCHS and the Whitley County School System*

## **MARKETING EDUCATION CO-OP**

Cooperative Education for CTE courses provide supervised work site experience related to the student's identified career pathway. A student must be enrolled in an approved capstone course during the same school year that the co-op experience is completed. Students who participate receive a salary for these experiences, in accordance with local, state and federal minimum wage requirements according to the Work Based Learning Guide. During the duration of the class, students must maintain passing grades, good attendance, and very few discipline referrals, complete all required forms, adhere to the policies and rules of co-op, and stay employed. If a student has excessive absences (5 or more) during any trimester, the student's schedule may be changed for the next trimester. **PREREQUISITES** for the Course: Principles of Marketing and one of the following: Sports & Event Marketing, Travel & Tourism, or Advertising & Promotions. *To be approved for this class, students must complete the application process, have passing grades, have a good attendance record (fewer than 15 days absent per school year), have a very low number of discipline referrals, meet the prerequisites, and obtain teacher approval.*

# **MATHEMATICS**

<b>SUBJECT</b>	<b>GRADE LEVEL</b>	<b>SUBJECT LENGTH</b>	<b>CREDIT</b>
Honors Algebra I (Middle School)	08	Full Year	1
Algebra I	09	Full Year	1
Honors Algebra I (High School)	09	Full Year	1
Honors Geometry	09-10	Full Year	1
Geometry	10	Full Year	1
Honors Algebra II	10-11	Full Year	1
Algebra II	11	Full Year	1
Pre-Calculus	11-12	Full Year	1
AP Calculus	12	Full Year	1
Math for Business & Industry	12	2 Trimesters	1
Transition Readiness Math	12	2 Trimesters	1
College Math 131 (Dual Credit)	11-12	UC Semester	1
College Algebra 132 (Dual Credit)	11-12	UC Semester	1
RTI Math	09	1-3 Trimesters	0.5 ea.
Study Skills Math	10-11	1-3 Trimesters	0.5 ea.
ACT Math Prep	10-12	1-3 Trimesters	0.5 ea.

## **HONORS ALGEBRA 1** (at WCMS)

This course is designed for 8<sup>th</sup> grade students showing a high proficiency in math. The course will follow the same curriculum as the high school Algebra I Course. Those students maintaining an “A” or “B” average will receive a high school “elective” credit. Students receiving this elective credit must take 3 additional math classes at the high school (4 additional classes beginning with freshman class 2008).

## **ALGEBRA I**

This course is primarily for students at the freshman level. The objective of Algebra I is to develop strategies of solving non-routine problems and to give students an understanding of Algebra by emphasizing concepts, structure and applications. Topics include the real number system, linear and quadratic functions, and inequalities. Emphasis will be given to real world applications and problem solving.

## **HONORS ALGEBRA I** (at WCHS)

This class is recommended for freshman students planning to take an accelerated mathematics track at WCHS. These are students who have not already completed Algebra I at WCMS. Students can be placed in this course upon recommendation of their 8<sup>th</sup> grade mathematics teacher, 8<sup>th</sup> grade math testing data and/or grades. The objective of Honors Algebra I is to present concepts of strategies involved in solving non-routine problems and to give students an understanding of Algebra by emphasizing concepts, structure and applications. Topics include the real number system, linear and quadratic functions, and inequalities. Emphasis will be given to real world applications and problem solving.

## **HONORS GEOMETRY**

This class is recommended for freshmen and sophomores planning to take AP Calculus in their senior year. The objective of Honors Geometry is to present concepts of geometry so that students learn to apply geometric concepts and principles. This course introduces both Euclidean and analytic geometry by emphasizing such topics as logic and reasoning, polygons, circles, transformations, similarity, and planar and space measurements. Real-life applications, problem solving, and modeling are approached through the use of geometric and algebraic concepts. ***Prerequisite: Algebra I***

## **GEOMETRY**

Basic concepts of geometry are introduced so that students learn to apply geometric concepts and principles. The vocabulary, axioms, and the theorems of Euclidean geometry are presented. A formal presentation of logic is developed. Real-life applications, problem solving, and modeling are approached through the use of Geometric and Algebraic concepts. There will be a Math Proficiency State Assessment in the Spring of the 10<sup>th</sup> grade year. ***Prerequisite: Algebra I.***

## **HONORS ALGEBRA II**

This class is recommended for sophomores planning to take AP Calculus in their senior year. Students will be recommended by their Algebra I and/or Geometry teachers for enrollment in this course. The objective of Honors Algebra II is to develop strategies for solving non-routine problems and to give students an understanding of Algebra by emphasizing the numeric system, linear and quadratic functions, inequalities, and complex and imaginary numbers and to prepare students for the AP Calculus class. There will be a Math Proficiency State Assessment in the Spring of the 10<sup>th</sup> grade year. ***Prerequisite: Algebra I and Geometry.***

## **ALGEBRA II**

**This course is designed for juniors. Sophomores wishing to take an Algebra II class must take Honors Algebra II.** The objective of Algebra II is to develop strategies for solving non-routine problems and to give students an understanding of algebra by emphasizing the numeric system, linear and quadratic functions, inequalities, and complex and imaginary numbers. Emphasis will be given to real world applications and problem solving. ***Prerequisite: Algebra I and Geometry.***

## **PRE-CALCULUS**

This course is designed for students who plan to take a Calculus course. It includes the topics traditionally taught as trigonometry and analytic geometry, plus other advanced topics. Appropriate use of scientific and graphing calculators will be integrated throughout this course. ***Prerequisite: Algebra II.***

## **AP CALCULUS**

This course is designed for students who plan to take a calculus course in college or receive college credit with the AP exam. It includes topics traditionally taught in an introductory course and is applied to a wide variety of problems. Appropriate use of scientific and graphing calculators will be integrated throughout the course. The class follows the curriculum established by the College Board to prepare students for the AP exam. ***Prerequisite: Pre-calculus.***

### **RTI MATH 9**

This class is designed to assist freshman students who may not demonstrate proficiency and /or may be at risk of not meeting benchmarks in becoming more successful in reaching those graduation benchmarks in mathematics and to increase the likelihood for successful completion of subsequent mathematics courses. Focus will be given to basic skills in mathematics, as well as working toward becoming more organized, utilizing technology more efficiently, and developing better study skills. This class will review prior concepts from grade 8 Math/Pre-Algebra and reinforce new learning in Algebra I.

### **STUDY SKILLS MATH 10**

This class is designed to assist sophomore students who may not demonstrate proficiency and be at risk of not meeting benchmarks in becoming more successful in reaching those graduation benchmarks in mathematics and to increase the likelihood for successful completion of subsequent mathematics courses. Focus will be given to basic skills in mathematics as well as working toward becoming more organized, utilizing technology more efficiently, and developing better study skills. This class will review prior concepts from Algebra and will reinforce new learning in Geometry. There will be a Math Proficiency State Assessment in the Spring of the 10th grade year.

### **ACT MATH PREP**

This course is designed for students who desire additional time and support to improve their mathematics ACT score. Regardless of a student's current ACT Mathematics score, this course will further develop skills necessary to improve problem-solving skills related to the types of questions asked on the ACT mathematics portion as well as specific test-taking strategies. This course serves as a mathematics elective for high school graduation.

### **TRANSITION READINESS MATH**

This course is designed for students who need additional time and support to complete the mathematics requirements for graduation and who may not have attained the mathematics benchmark ACT score, set by the Council on Postsecondary Education. It addresses the KY high school core academic standards for mathematics and the ACT's college readiness standards, with a strong emphasis on real world connections and/or connections with other disciplines of study. This course serves as a mathematics elective for high school graduation.

### **COLLEGE MATHEMATICS (DUAL CREDIT UC MATH 131)**

Topics studied in this course include the arithmetic of whole numbers and integers, greatest common divisor, prime numbers, least common multiple, arithmetic of fractions, arithmetic of signed numbers, angles, lines, polygons, circles, ratio, proportion, algebraic expressions, algebra of linear equations, exponents and scientific notation, algebra of polynomials, factoring and special products, algebra of rational expressions, systems of linear equations, square roots, and quadratic equations.

### **COLLEGE ALGEBRA (DUAL CREDIT UC MATH 132)**

This is a study of exponents, radicals, polynomials, rational expressions, inequalities, relations and graphs, linear equations, quadratic equations, systems of equations, and complex numbers.

# MEDIA, TECHNOLOGY & BUSINESS

SUBJECT	LEVEL	GRADE LENGTH	SUBJECT CREDIT
Accounting & Finance Foundations	09-12	1 Trimester	0.5
Microsoft Office (MOS)	09-12	2 Trimesters	1
Digital Literacy	09-12	2 Trimesters	1
Digital Literacy (Online/Yearbook)	11-12	3 Trimesters	1.5
Medical Office	09-12	2 Trimesters	1
Business Communications (LinkCrew)	11-12	2 Trimesters	1
Personal Finance	10-12	2 Trimesters	1
Business & Marketing Essentials	11-12	2 Trimesters	1
Emergency Procedures	09-12	1 Trimester	0.5
Medical Terminology	09-12	1 Trimester	0.5
Office Administration	12-12	2 Trimesters	1.0
Business Education Co-op	12-12	Full Year	1-2

## Pathway - Administrative Support

### ▶ Courses offered at WCHS

- Digital Literacy\* or Computer Literacy
- Accounting & Finance Foundations
- Office Administration
- Medical Office Procedures
- Microsoft Office Specialist\*
- Business & Marketing Essentials
- Medical Terminology
- Emergency Procedures
- Personal Finance\*
- Ethical Leadership\*
- Business or Marketing Co-op

### ▶ Articulated EOP Credit

- University of the Cumberland

### ▶ Articulated Course Credit

- University of the Cumberland\*

### ▶ Industry Certification

- **4 Exams Required**
  - ✓ Assessment of Skills and Knowledge for Business (ASK) - Fundamental Business Concepts
  - ✓ Microsoft Office Specialist (MOS) Excel
  - ✓ Microsoft Office Specialist (MOS) Word
  - AND
  - ✓ Choose 1 of the following:
    - ✓ Microsoft Office Specialist (MOS) Access
    - ✓ Microsoft Office Specialist (MOS) Outlook
    - ✓ Microsoft Office Specialist (MOS) PowerPoint



## ACCOUNTING & FINANCE FOUNDATIONS

This course will provide an introduction to both areas of accounting and finance. Topics will include banking, credit, financial literacy, career exploration, spreadsheet usage, and technical writing. The 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) and/or DECA.

## MICROSOFT OPERATING SYSTEMS (MOS)

Students will have the opportunity to increase their computer skills. Advanced functions and integration of Microsoft Word, Excel, Access, Outlook, and PowerPoint will be taught. Students will work toward MOS/MCAS Certification in one or

more of the Microsoft areas. In addition, students will utilize Internet access to complete various projects. Leadership development will be provided through FBLA (Future Business Leaders of America) and/or DECA.

### **DIGITAL LITERACY**

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. Leadership development will be provided through FBLA (Future Business Leaders of America) and/or DECA.

### **MEDICAL OFFICE**

This course enables students to gain concepts, skills, and techniques in medical terminology and various forms used in the medical profession. Leadership development will be provided through FBLA (Future Business Leaders of America) and/or DECA.

### **PERSONAL FINANCE**

The goal of the Personal Finance course is to help students to become financially responsible, conscientious members of society. To that end, this course develops student understanding and skills in such areas as money management, budgeting, financial goal attainment, the wise use of credit, insurance, investments, and consumer rights and responsibilities. Throughout the course, students also examine contemporary, real-world ethical dilemmas that individuals commonly encounter when managing their personal finances. Leadership development will be provided through FBLA (Future Business Leaders of America) and/or DECA.

### **ETHICAL LEADERSHIP**

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) and/or DECA.

### **BUSINESS & MARKETING ESSENTIALS**

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.

### **MEDICAL TERMINOLOGY**

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

### **EMERGENCY PROCEDURES**

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

### **BUSINESS COMMUNICATIONS (LinkCrew)**

This course is the study of written, oral, and electronic communication in a business environment. Emphasis is on writing letters, preparing and orally presenting business reports, using the telephone in business, electronic transfer of information,

using business information resources, listening and interpreting, and developing business messages. Leadership development will be provided through FBLA (Future Business Leaders of America) and/or DECA.

### OFFICE ADMINISTRATION

This course is designed to provide students an advanced level of experiences that will propel them into the 21st century business world as they serve in positions such as college interns, administrative assistants, graduate assistants, 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) and/or DECA.

### BUSINESS EDUCATION CO-OP

Cooperative Education for CTE (Career and Technical Education) courses provide supervised work site experience related to the student's identified career pathway. A student must be enrolled in an approved capstone course during the same school year that the co-op experience is completed. Students who participate receive a salary for these experiences in accordance with local, state, and federal minimum wage requirements according to the Work Based Learning Guide. To be approved for this class, students must complete the application process, have passing grades, have good attendance (fewer than 15 days absent per school year), have a very low number of discipline referrals, meet the prerequisites, and obtain teacher approval. **\*During the duration of the class, students must maintain passing grades, good attendance (fewer than 10 days absent during the first trimester and less than a total of 15 days absent for the year), and very few discipline referrals, complete all required forms, adhere to the policies and rules of co-op, and stay employed.**

## MILITARY SCIENCE (JROTC)

### Pathway - JROTC - Army

#### ▶ Courses offered at WCHS

- JROTC I
- JROTC II
- JROTC III
- JROTC IV
- JROTC V - Leadership

#### ▶ Industry Certification

- LET - 3 Certificate
- LET - 4 Certificate



<b>SUBJECT</b>	<b>GRADE LEVEL</b>	<b>SUBJECT LENGTH</b>	<b>CREDIT</b>
JROTC 1	09-12	2 Trimesters	1
JROTC 2	10-12	2 Trimesters	1
JROTC 3	11-12	Full Year	1.5
JROTC 4	12-12	Full Year	1.5
JROTC 5 Advanced Leadership	12-12	Full Year	1.5

The mission of JROTC is to motivate young people to be better citizens. *It is a national program authorized by laws enacted by Congress and conducted by the Department of the Army in cooperation with educational institutions.*

JROTC develops leadership, communications skills, critical thinking, and physical fitness. Students will develop an appreciation of the ethical values and principles that underlie good citizenship which include integrity, responsibility and respect for constituted authority. This course focuses on development of leadership potential with the abilities to live and work cooperatively with others. Students will improve their ability to think logically and to communicate effectively both orally and in writing. They will show an appreciation of the importance of physical fitness in maintaining good health. Students will demonstrate a working knowledge of the effects and dangers of substance abuse, ways to resist pressures to try drugs and how to help others to avoid them. This course will help in the development of mental management abilities including goal setting, visualization and positive self-talk. Students will develop a familiarity with the history, purpose and structure of the military services with emphasis on the accomplishments of the U. S. Army. Finally, students will demonstrate knowledge of educational and vocational opportunities and the development of basic skills necessary to work effectively as a member of a military or civilian team.

### **JROTC Co-Curricular Activities**

Cadets may opt to participate in a myriad of co-curricular activities to demonstrate their attainment of lesson outcomes. Some of these activities include precision and exhibition military drill competitions, air rifle competitions, archery competitions, Raider Challenge competitions, and JROTC Leadership and Academic Bowl (JLAB).

### **JROTC I**

This is the first course in a four-course sequence that provides instruction on wear of the military uniform, military customs and courtesies, the National Anthem, the American flag, and the purpose of JROTC.

### **JROTC II**

This is the second course in a four-course sequence that focuses on the principles of leadership and marching also known as Drill and Ceremonies.

### **JROTC III**

This is the third course in a four-course sequence that develops study skills, communication skills, and conflict resolution.

### **JROTC IV**

This is the fourth course in a four-course sequence that will discuss diet, exercise, and drug awareness and introduces cadets to first aid.

### **ARMY JROTC LEADERSHIP**

This class is intended to challenge students who have completed or are in the process of completing their fourth year Army JROTC curriculum and desire advanced study of military subjects. The course provides students with an additional opportunity to hone military leadership skills.

## **NON-ACADEMIC PROGRAMS**

<b>SUBJECT</b>	<b>GRADE LEVEL</b>	<b>SUBJECT LENGTH</b>	<b>CREDIT</b>
School to Work Transition	12-12	Full Year	0

### **SCHOOL TO WORK TRANSITION**

To be enrolled in the School to Work Transition Program, a student must be a senior. The student must present proof to the school officials of employment. This allows the student to be dismissed from school one hour early. Students cannot leave school until after fifth period ends. No credit is awarded.

## **PHYSICAL EDUCATION & HEALTH**

<b>SUBJECT</b>	<b>GRADE LEVEL</b>	<b>SUBJECT LENGTH</b>	<b>CREDIT</b>
P.E. I	09-12	1-3 Trimesters	0.5 per trimester
P.E. II	10-12	1-3 Trimesters	0.5 per trimester
P.E. III	11-12	1-3 Trimesters	0.5 per trimester
P.E. IV	12-12	1-3 Trimesters	0.5 per trimester
Conditioning	09-12	1-3 Trimesters	0.5 per trimester
Health	09-12	1-3 Trimesters	0.5 per trimester
Strength Training	09-12	1-3 Trimesters	0.5 per trimester

**NOTE: - All Students are required to dress appropriately and participate in P.E. or Conditioning classes.**

### **PHYSICAL EDUCATION I**

This course is designed to promote lifetime physical fitness through regular physical activities and improve muscular strength and endurance, cardiovascular endurance and flexibility as an extension to the physical activity instruction received during the elementary and middle school years. This course introduces students to individual and team sports. **This course is designed for freshman students and is typically completed during the freshman year.**

### **PHYSICAL EDUCATION II**

This course is a continuation of activities included in P.E. I with emphasis on advanced skills, rules, strategy, and lifetime skill development. **Prerequisite: P.E. I.**

### **PHYSICAL EDUCATION III**

This course is a continuation of the activities in P.E. II with an emphasis on the demonstration of officiating skills and tournament play. **Prerequisite: P.E. II.**

### **PHYSICAL EDUCATION IV**

This course is a continuation of activities in P.E. I, II and III with additional opportunities for leadership training through research projects. **Prerequisite: P.E. III.**

### **CONDITIONING I – IV**

Course contains weight training for all parts of the body and cardiovascular conditioning. Each year of conditioning is a continuation of the training received in earlier semesters. This conditioning class promotes lifetime fitness.

### **HEALTH**

Successful completion of this one trimester course is required for graduation. This course emphasizes instruction in the health essential skills area which are Community/Consumer Health, Safety and Accident Prevention, Substance Use and Abuse, Growth and Development, Personal Health, Family Life, Mental Health, Environmental Health, and Nutrition Education

## **STRENGTH TRAINING I – IV**

The course is designed to build overall strength and conditioning for student-athletes. Strength Training class includes but is not limited to weight training, conditioning training, plyometrics training, agility training and flexibility training.

# **SCIENCE**

<b>SUBJECT</b>	<b>GRADE LEVEL</b>	<b>SUBJECT LENGTH</b>	<b>CREDIT</b>
Honors Physical Science	09-09	Full Year	1
Physical Science	09-09	2 Trimesters	1
Honors Biology	10-10	Full Year	1
Biology	10-10	2 Trimesters	1
AP Biology	11-12	Full Year	1
Chemistry	11-11	Full Year	1
Honors Chemistry	11-11	Full Year	1
Earth and Space Science	11-12	Full Year	1
Anatomy	11-12	2 Trimesters	1
Honors Anatomy	11-12	Full Year	1

## **HONORS PHYSICAL SCIENCE**

This course is an accelerated version of the required freshman course investigating topics such as motion and forces, conservation of energy, increase of disorder, interactions of energy and matter, and energy in the Earth system. Individual and group laboratory activities will be required. Freshman students wishing to follow an advanced science track at WCHS should consider this course. Students may be placed in this course based on 8<sup>th</sup> grade test data, teacher recommendation and/or 8<sup>th</sup> grade science grades.

## **PHYSICAL SCIENCE**

This required freshman course investigates topics such as motion and forces, conservation of energy, increase of disorder, interactions of energy and matter, and energy in the Earth system. Individual and group laboratory activities will be required.

## **BIOLOGY**

In this required sophomore course, students will experience biology such as structure and function of cells, molecular basis of heredity, biological change, changes in the Earth system, interdependence of organisms; matter, energy and organization in living systems and behavior of organisms. Individual and group laboratory activities will be required.

## **HONORS BIOLOGY**

This course covers the same material as biology I, but at an accelerated pace in preparation for AP Biology and AP Chemistry.

## **ADVANCED PLACEMENT BIOLOGY**

This course follows the curriculum established by the College Board and prepares students to take the AP exam in Biology. This course is instructed on the college level. An exam will be offered in May whereby the student may receive college credit. **Prerequisite: Hon. Bio. (or approval by instructor) and Chem. I or currently taking Chem. I .**

## **CHEMISTRY**

The course will include concepts such as structure of atoms, structure and properties of matter, chemical reactions, geochemical cycles, formation and ongoing changes of the universe. There will be hands-on experiences that require critical thinking skills. There will be a Science Proficiency State Assessment in the Spring of the 11th grade year.

## **HONORS CHEMISTRY**

This course will include concepts such as structure of atoms, structure and properties of matter, chemical reactions of chemical cycles, formation and ongoing changes of the universe. There will be hands-on experiences that require critical thinking skills. This class is recommended for students who plan to take AP Chemistry. There will be a Science Proficiency State Assessment in the Spring of the 11th grade year.

## **EARTH AND SPACE SCIENCE**

In this course students will develop an understanding of environmental concepts as outlined in the Kentucky Academic Standards for Science, such as cycling of matter, biodiversity, earth systems, energy flow and climate, and human impact. Students will learn these core ideas through the use of science and engineering practices and crosscutting concepts. The science and engineering practices are the skills students will use as they investigate the natural world and develop solutions to problems. The crosscutting concepts are conceptual ways of thinking that cross the domains of science.

## **ANATOMY**

The course will include major concepts including plant structure, animal structure, tissues, organs, and systems. There will be hands-on experiences that require critical thinking skills. There will be a Science Proficiency State Assessment in the Spring of the 11th grade year.

## **HONORS ANATOMY**

The course will, at an in-depth and more accelerated pace than regular anatomy, study major concepts including plant structure, animal structure, tissues, organs, and systems. There will be hands-on experiences that require critical thinking skills. There will be a Science Proficiency State Assessment in the Spring of the 11th grade year.

# **SOCIAL STUDIES**

<b>SUBJECT</b>	<b>GRADE LEVEL</b>	<b>SUBJECT LENGTH</b>	<b>CREDIT</b>
Integrated Social Studies	09-12	2 Trimesters	1
World Civilizations	10-12	2 Trimesters	1
U.S. History	10-12	2 Trimesters	1
Ancient History & Literature of the Bible Old Testament	09-12	1 Trimester	0.5
Ancient History & Literature of the Bible New Testament	09-12	1 Trimester	0.5
Kentucky Studies	09-12	1 Trimester	0.5
Geography	09-12	1 Trimester	0.5
Government	09-12	1 Trimester	0.5
Sociology	09-12	1 Trimester	0.5
AP U.S. History	11-12	Full Year	1
Psychology	09-12	1 Trimester	0.5
World Money	09-12	1 Trimester	0.5

## **INTEGRATED SOCIAL STUDIES**

This course combines a study of basic government and economics. It helps students understand what it means to be a citizen and how citizens interact with government and economics. It enables students to make reasoned political and economic decisions and to take effective political and economic action when necessary. Emphasis is placed on the relationships among the citizen, government, and free market economy. Students study: governmental processes, how participation in these processes affect citizens' lives, and how the Constitution affects citizens' lives. Students also study: different forms of economic systems, key influences on an economic system, and the growing global interdependence of economics.

## **WORLD CIVILIZATION**

This class is the study of the earth, its people and geography, including the interrelations of humans and their environment as well as cultural variations. The historical aspect of this class emphasizes World History since 1500. The world is also examined through current events and their causes.

## **GEOGRAPHY**

Geography is the descriptive science dealing with the surface of the earth including continents and countries, and the climate, plants, animals and natural resources of the various earth divisions.

## **GOVERNMENT**

The study of government and civics equips students to understand the nature of government and the unique characteristics of American representative democracy, including its fundamental principles, structure and role of citizens. Understanding the historical development of structures of power, authority and governance and their evolving functions in contemporary U.S. society is essential for developing civic competency. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of social studies.

## **UNITED STATES HISTORY**

This course is designed to help students develop knowledge of U.S. History from 1877 to the present. Through this course, students will develop an awareness of the geographic, civic, economic, and historical differences the United States has made in history, not only domestically, but also internationally.

## **ANCIENT HISTORY AND LITERATURE OF THE BIBLE**

This course is designed to equip the student with forms contained in the Bible as well as people and symbols often referred to in literature, art, and music. Students will develop an understanding of the influence of the Bible on history, law, American community life, and culture as well as give insight into America's founding fathers' world views. This course will provide a greater knowledge of Middle Eastern history, geography, religion and politics. Students will be informed of the importance of religion in world and national history as well as current events, without imposing the doctrine of any particular religious sect.

## **SOCIOLOGY**

This course is designed to examine cultural variations including the study of cultural change and the resistance to cultural change. Students will develop an awareness of the social self by studying attitudes and values of adolescents and adults as well as examine human and group institutions including the study of the American social-class structure. They will examine the purpose of social interactions, including the family, education, religion and government as well as understanding social change through the study of social problems, mass society, population and ecology.

## **ADVANCED PLACEMENT U.S. HISTORY**

Advanced Placement (AP) U.S. History is taught as a college sophomore course. AP U.S. History encourages students to think like historians. The practices and skills that historians use in researching and writing about historical events and developments are the foundation of this class. Students will: (1) analyze historical evidence in primary and secondary sources (2) look for connections among events by studying causation, making comparisons, analyzing continuity and change over time, and understanding the context of events (3) practice argument development, including making a defensible claim and presenting relevant, persuasive evidence to support an argument. In May, students will have an opportunity to take the AP U.S. History Exam, which if passed with a high enough score, may earn them college credit.

## **PSYCHOLOGY**

This course is designed to study individual behavior and mental processes; study the cognitive aspects of the mind; study the aspects of how humans feel about their experiences; cover how individuals perceive, learn, react and relate to each other; understand the importance of attitudes, feelings, and values in determining human behavior.

## **KENTUCKY STUDIES**

This course focuses on the historical and cultural forces that have influenced the people and the institutions of the Commonwealth. This course will give equal chronological coverage to Kentucky before and after the Civil War. It will stress the role of geography in the state's development and the importance of the regional variations across Kentucky. The customs of the people, their values, their folklore, and their family life will be examined in the context of such forces as agrarianism and urbanism. Topics of study may include the art, civil rights, communications, education, environment, labor history, religions, the sciences and transportation.

## **WORLD MONEY**

This class explores how people satisfy unlimited wants with scarce resources through the concepts of economic decision making. You will explore economic issues at both the micro and macroeconomic levels using graphs, charts and data to analyze, describe and explain economic concepts. You will study the characteristics of mixed-market economies, the role of government in a free-enterprise system and the global economy, and personal finance strategies. By developing economic inquiry skills, you will be equipped with the knowledge needed to be economically informed, engaged citizens.

# **SPECIAL EDUCATION**

<b>SUBJECT</b>	<b>GRADE LEVEL</b>	<b>SUBJECT LENGTH</b>	<b>CREDIT</b>
English 9	9	Full Year	1
English 10	10	Full Year	1
English 11	11	Full Year	1
English 12	12	Full Year	1
Math 9	9	Full Year	1
Math 10	10	Full Year	1
Math 11	11	Full Year	1

### **English 9**

This course will require both oral and written expression. Appropriate literature is introduced, and students select reading materials for information and pleasure. The student will write papers that demonstrate awareness of grammar rules, spelling, and punctuation.

### **English 10**

This course will require both oral and written expression. Appropriate literature is introduced, and students select reading materials for information and pleasure. The student will write papers that demonstrate a greater awareness of grammar rules, spelling, and punctuation. There will be a Reading Proficiency State Assessment in the Spring of the 10th grade year.

### **English 11**

This course requires the student to use both oral and written expression. Students will write and revise pieces to add to their writing folder. The student will write papers that demonstrate understanding of grammar rules, spelling, and punctuation. Students will read and listen to literature from a variety of genres that will include an explanation of methods in thinking, reading, interpreting, and discussion. English 11 students will take the ACT during the Spring semester and participate in the On-Demand Writing Assessment.

### **English 12**

This course requires the student to use both oral and written expression. Students will write and revise pieces to complete their writing folder. The student will write papers that demonstrate understanding of grammar rules, spelling, and punctuation. Students will read and listen to literature from a variety of genres that will include an explanation of methods in thinking, reading, interpreting, and discussion.

### **Math 9**

The purpose of this class is to give students an understanding of basic algebra by emphasizing concepts, structure and applications. The emphasis will be on integers, algebraic equations, graphing, and problem solving.

### **Math 10**

The purpose of this class is to give students an understanding of the basic concepts and principles of geometry. The emphasis will be on measurement, real-life problem application, and problem solving. Students will learn to use a ruler, protractor, and compass. There will be a Math Proficiency State Assessment in the Spring of the 10th grade year.

### **Math 11**

The purpose of this course is to review the concepts of algebra and geometry emphasized in the Kentucky Core Academic Standards. The emphasis will be on real-life application and problem-solving. Math 11 students will take the ACT during the Spring semester.

# VISUAL AND PERFORMING ARTS

<b>SUBJECT</b>	<b>GRADE LEVEL</b>	<b>SUBJECT LENGTH</b>	<b>CREDIT</b>
Visual Art I	09-12	1-2 Trimesters	0.5
Visual Art II	10-12	1-3 Trimesters	0.5
Visual Art III	11-12	1-3 Trimesters	0.5
Visual Art IV	12-12	1-3 Trimesters	0.5
Independent Study Art	12-12	1-3 Trimesters	0.5
Intro. To Theatre	09-12	2 Trimesters	1
Theatre Technical I – IV	09-12	1-3 Trimesters	0.5
Theatre Performance II	10-12	1-3 Trimesters	0.5
Theatre Performance III	11-12	1-3 Trimesters	0.5
Theatre Performance IV	11-12	1-3 Trimesters	0.5
Instrumental Music I Band	09-12	1-3 Trimesters	0.5
Instrumental Music II Band	10-12	1-3 Trimesters	0.5
Instrumental Music III Band	11-12	1-3 Trimesters	0.5
Instrumental Music IV Band	11-12	1-3 Trimesters	0.5
Contemporary Band/Music	09-12	2 Trimesters	1
Intro. To Piano	09-12	1 Trimester	0.5
Intro. To Guitar	09-12	1 Trimester	0.5
Intro. To Percussion	09-12	1 Trimester	0.5
Vocal Music I Choir	09-12	1-3 Trimesters	0.5
Vocal Music II Choir	09-12	1-3 Trimesters	0.5
Vocal Music III Choir	09-12	1-3 Trimesters	0.5
Vocal Music IV Choir	09-12	1-3 Trimesters	0.5
Vocal Music I Chamber Choir	09-12	1-3 Trimesters	0.5
Vocal Music II Chamber Choir	09-12	1-3 Trimesters	0.5
Vocal Music III Chamber Choir	09-12	1-3 Trimesters	0.5
Vocal Music IV Chamber Choir	09-12	1-3 Trimesters	0.5
Radio Broadcasting	09-12	1-3 Trimesters	0.5

## VISUAL ART I

This course provides a basic understanding and practice of visual art. It is recommended that any student interested in art take this beginning art course. Being able to do artwork is not a requirement; having an interest in art is a necessity.

## VISUAL ART II

**Prerequisite: Visual Art I.** Visual Art II is a course of study for the student who is interested in a more advanced level of study in the areas covered in Visual Art I. The areas of art are similar to the studies in Visual Art I but the projects are expected to be more advanced.

## VISUAL ART III

**Prerequisite: Visual Art I and Visual Art II.** In this advanced level of art study the student helps select and plan the subject areas to be covered during the course. The student may select from content already introduced or select to venture into a new dimension.

## VISUAL ART IV

**Prerequisites: Visual Art I, Visual Art II, and Visual Art III.** This course is an extension of Visual Art III.

## **INDEPENDENT STUDY ART**

**Prerequisite: Must have successfully completed three visual art classes.** This course provides a program of in-depth supervised art studies to students with recognized talent in visual art. An individual program of study is planned by the instructor and the student to emphasize the strengths of the individual.

## **INTRODUCTION TO THEATRE**

Students enrolled in Introduction to Theatre course will learn basic aspects concerning the history of theatre as well as basic stagecraft, which includes acting, acting styles, acting techniques, improvisation, and various methods of stage production and technical elements. Students will also write and perform skits and other performance pieces. Students in this class are expected to take a role in a production, which may be performed in front of an audience. Students in the class may also volunteer to be part of after-school performances and volunteer at Advanced Theatre productions.

## **THEATRE II, III, IV (PERFORMANCE)**

Students develop experience and skill development in one or more aspects of theatrical production, concentrating on acting and performance skills. Introductory courses explore fundamental techniques. Advanced courses focus on extending and refining technique, expanding students' exposure to different types of theatrical craft and traditions from varied social/historical contexts, and increasing their participation in publicly staged productions. These courses may also provide a discussion of career and post-secondary placement opportunities.

## **THEATRE TECHNICAL II, III, IV**

These courses prepare individuals to manage the planning, design, preparation, and production of plays and other theatrical performances. These courses include instruction in theatrical design, program management, dramatic production, rehearsal management, personnel management and casting, actor coaching, directing concepts and techniques, theater history, scene work, script interpretation, business management, marketing, public relations, and communications skills. These courses may also provide a discussion of career and post-secondary placement opportunities.

## **INSTRUMENTAL ENSEMBLE I, II, III, IV (BAND)**

**Course Requirements:** Students wishing to participate in band without this experience must have approval from the director. Instrumental music on the secondary level is designed to further develop the fundamentals of music performance (such as balance, blend, phrasing, intonation, tone production, technique, etc.) previously acquired. The history and theory of music will be combined with performance skills to provide a comprehensive music education. These skills will be taught through the medium of marching band, pep band, jazz band, and concert band during the course of the year. Students are graded on class work and attendance of after school rehearsals and performances. Attendance at all functions is required. *A student can earn up to four credits of Instrumental Ensemble.*

## **INSTRUMENTAL ENSEMBLE I, (CONTEMPORARY BAND)**

This course is designed to help students develop techniques for playing brass, woodwind, percussion, and string instruments as well as guitar and keyboard instruments, focusing primarily on contemporary music styles such as jazz, country, and various styles of rock and popular music. Course covers the basic structures, humanities, purposes, processes, and interrelationships of the arts as they apply to music.

## **PIANO**

This course is designed to help students explore the fundamentals of music and basic keyboard techniques such as scales, chords, melodic lines, and harmonic structures. Formal and informal performances may be included as part of the instructional program as well as experiences in creating and responding to music. Students will be instructed in the appropriate care, handling and maintenance of musical instruments.

## **GUITAR**

This course is designed to help students explore the fundamentals of music and guitar-playing techniques, such as strumming and chords. Formal and informal performances may be included as part of the instructional program as well as experiences in creating and responding to music. Students will be taught the appropriate care, handling, and maintenance of musical instruments.

## **PERCUSSION**

This course is designed to help students develop techniques for playing basic percussion instruments. The course will introduce students to a variety of contemporary music styles such as jazz, country, and various styles of rock and popular music. Formal and informal performances may be included as part of the instructional program as well as experiences in creating and responding to music. Students will be taught the appropriate care, handling, and maintenance of musical instruments.

## **VOCAL MUSIC I, II, III, IV ~ CONCERT CHOIR**

This course teaches basic vocal technique and choral musicianship skills to the beginning singer through listening and through performance. Students will develop basic music reading, develop basic vocal technique and performance skills, develop pitch discrimination and listening skills, and develop part singing and harmonization skills. Students will rehearse lighter styles of literature and perform in a variety of settings both during and after school. *No audition required.*

## **VOCAL MUSIC I, II, III, IV ~ CHAMBER CHOIR**

An audition is required. Preference will be given to those in grades 10-12. This course teaches music through the study of theory, listening and performance. A musical background should include developed musical skills and an adequate musical aptitude. In this class, attention is given to the development of aural skills and music reading. *Chamber Choir is a competitive ensemble and admission is by audition only.*

## **SPECIAL TOPICS/RADIO BROADCASTING**

Radio Broadcasting gives students the opportunity to work hands-on with various equipment and processes that are necessary to run a radio station. Students will be able to program music blocks, research and find new music, record student activities, and talk on-air. Students will be taught how to present a professional resume, as well as the FCC laws that govern the radio. As part of this class, students will be staff for WCWC 1440AM- Colonel Radio.

**All students are encouraged to get involved in extracurricular activities. Joining a club or sports team is an excellent way to make friends and further your social development. Colleges, Universities, The Armed Services and Future Employers are all looking for “well-rounded” individuals.**

## **ACADEMIC TEAM**

- PURPOSE: To challenge through competition those who excel academically.
- WHO MAY JOIN: Membership is open to all Honor Roll students. Contact: Teacher-Johnny White at [johnny.white@whitley.kyschools.us](mailto:johnny.white@whitley.kyschools.us) 606-549-7025
- REQUIREMENTS: A student who possesses a willingness to compete academically.

## **ARK (Acts of Random Kindness) CLUB**

- PURPOSE: ARK is designed to connect students to their community by allowing them to identify and meet the needs of those around them. Students participate in a variety of activities including nursing home visitations, campus cleanup, local community events involvement and food basket distribution.
- WHO MAY JOIN: Any student may join ARK and there are no dues or fees. Contact: Teacher-Joy Williams at [joy.williams@whitley.kyschools.us](mailto:joy.williams@whitley.kyschools.us) or 606-549-7025
- OPPORTUNITIES: All hours of ARK participation can be included as community service hours on college applications. There are also many intangible benefits.

## **ART CLUB**

- PURPOSE: To encourage and develop a better understanding and appreciation of art through club projects, field trips, art shows, galleries, and museums.
- WHO MAY JOIN: Any student that is enrolled in an art class. Contact: Teacher – Anthony Osborne [anthony.osborne@whitley.kyschools.us](mailto:anthony.osborne@whitley.kyschools.us) or 606-549-7025
- REQUIREMENTS: The student must maintain a “B” average in their art classes.

## **BAND**

- PURPOSE: Marching Band is available as part of the Band class in the regular curriculum. As an extension of the Band class, extracurricular activity includes after school rehearsals. Pep Band is also an extension of the Band class. The Pep Band performs at selected home Boys and Girls Varsity Basketball games. Opportunities for solo and small ensemble performances, honors bands, and clinics are also available to the aspiring instrumental

performer.

WHO MAY JOIN: Any student who takes Band class during the regular school hours. Contact: Teacher – Aaron Zecchini @ [aaron.zecchini@whitley.kyschools.us](mailto:aaron.zecchini@whitley.kyschools.us) or 606-549-7025

REQUIREMENTS: Attendance at football games, basketball games and concerts as required by the Director. In addition, attendance is required at all after-school rehearsals.

## **BETA CLUB**

PURPOSE: The purpose of this Beta Club Organization is the promotion of scholarship, leadership and good citizenship. The motto of the club is, “Let Us Lead by Serving Others.”

WHO MAY JOIN: Membership is made up of students, grades nine through twelve, who because of their character, dedication to scholarship, achievement, and commendable attitude, have been approved for membership by the principal and sponsors of the club.  
Note: Freshmen are on a temporary basis until after the first semester grades are posted. Freshman may still participate and complete hours during this temporary term. After the temporary term, freshmen are permitted to pay membership dues and join the club pending all other requirements are met. Contact: Teacher – Angie Wilson [angela.wilson@whitley.kyschools.us](mailto:angela.wilson@whitley.kyschools.us) and Raymond Sharp [raymond.sharp@whitley.kyschools.us](mailto:raymond.sharp@whitley.kyschools.us) or call 606-549-7025.

REQUIREMENTS: For a member to join and to remain in good standing, he/she must have and maintain a 3.5 GPA based on a 4.0 system, actively participate in all club activities and meet the published service requirements. Freshmen must complete 15 hours by the end of their freshman year. Upperclassmen must complete 30 hours each following year. Those not meeting the above requirements will not be in good standing and will not be recognized members nor can they participate in club activities until they are in good standing.

## **DECA CLUB (MARKETING EDUCATION)**

PURPOSE: The purpose of this club is to provide learning opportunities to marketing education students through goal oriented chapter activities.

WHO MAY JOIN: Students enrolled in a marketing class. Contact: Teacher – Tracy Croley @ [tracy.croley@whitley.kyschools.us](mailto:tracy.croley@whitley.kyschools.us) or 606-549-7025.

REQUIREMENTS: Pay local, regional and state dues.

## **FCCLA** (Family, Career, and Community Leaders of America)

**PURPOSE:** Family, Career and Community Leaders of America (FCCLA) is a national organization that helps young men and women become leaders and address important personal, family, work, and societal issues through Family and Consumer Sciences education. Members have the opportunity to grow into confident and responsible young adults through leadership activities, service projects, personal improvement activities and competition. Members develop critical thinking skills, gain career preparation skills and improve interpersonal communication – necessary in the home and workplace.

**ELIGIBILITY:** Any student who is taking or has taken a course in Family and Consumer Sciences is eligible to join FCCLA. See Ms. Veronica Carmical, Family and Consumer Science teacher, or any FCCLA member about membership.

**OPPORTUNITIES:** Our chapter has conducted training sessions for more than 3,000 youth and adults from all over the country. We have competed and won in national competition the last two years and have earned members thousands of dollars in scholarships. FCCLA is unique among youth organizations because its programs are planned and run by members. It is the only career and technical in-school student organization with the family as its central focus. Contact: Teacher – Veronica Carmical @ [veronica.carmical@whitley.kyschools.us](mailto:veronica.carmical@whitley.kyschools.us) or 606-549-7025.

## **FIRST PRIORITY**

**THE MISSION:** To equip, encourage, and empower students to reach their campus with the good news of Jesus Christ!

**THE VISION:** To reach every student on every campus in every community with the gospel through local church network-based Christian clubs.

**First priority** is a multi-denominational network of churches joining hands and working together to make an impact in their community and to take a united stand for Christ.

**First priority** equips students to establish student-initiated, student-led great commission oriented campus clubs under the guidelines of the Equal Access Act. The purpose of these club meetings is accountability, outreach, and follow-up.

**The foundation of this strategy** is a multi-denominational TEAM of youth ministers. This group provides the guidance and support as the students implement the strategy.

**WHO MAY JOIN:** Membership is open to all students in grades 9-12. Contact: – David Halcomb @ [david.halcomb@whitley.kyschools.us](mailto:david.halcomb@whitley.kyschools.us) or 606-549-7025.

## **4-H CLUB**

**PURPOSE:** To provide opportunities for students to participate in communication, leadership, and community service activities. These activities include the UK LEAD program, 4-H: Capitol Experience in Frankfort, camp counselor,

training younger club officer's leadership, leading special activities, promoting 4-H thru various media, and serving on advisory councils. These activities promote leadership, community pride, and self-confidence through learning by doing and through fun. Club members also attend Area and State Conferences as well as go on tours.

WHO MAY JOIN: Membership is open to all students in grades 4-12. Contact: Lisa Spaulding at the 4-H Extension Office.

REQUIREMENTS: Members are asked to pay a small fee.

## **FUTURE BUSINESS LEADERS OF AMERICA (FBLA)**

PURPOSE: To provide as an integral part of the instructional program, additional opportunities for secondary students in business and office education, to develop vocational and career supportive competencies, and to promote civic and personal responsibilities.

WHO MAY JOIN: Membership is open to all students who are enrolled in a business class. Contact: Teacher – Regina Sharpe @ [regina.sharpe@whitley.kyschools.us](mailto:regina.sharpe@whitley.kyschools.us) or 606-549-7025.

REQUIREMENTS: Must be enrolled in a business class or have been a member the previous year.

## **EDUCATORS RISING**

PURPOSE: Educators Rising cultivates highly skilled educators by guiding young people on a path to becoming accomplished teachers, beginning in high school and extending through college and into the profession.

The vision: Every teacher in America has the skills and experience to help all students achieve their potential.

WHO MAY JOIN: All students interested in becoming teachers are welcome to join. Members are expected to maintain at least a 3.0 GPA and are working toward scoring a composite of at least a 21 on their ACT. Contact: Teacher – Johnny White @ [johnny.white@whitley.kyschools.us](mailto:johnny.white@whitley.kyschools.us) or 606-549-7025

BENEFITS: As an Educator's Rising student member, you have access to tons of great resources and leadership development activities in addition to what you do at the local level. Follow @EducatorsRising.

## **FUTURE FARMERS OF AMERICA (FFA)**

PURPOSE: FFA is a dynamic youth organization within agricultural education that

prepares students for premier leadership, personal growth and career success. FFA was created in 1928 as the Future Farmers of America; however, the name was changed to the National FFA Organization in 1988 to reflect the growing diversity of agriculture. Today, more than 500,000 student members are engaged in a wide range of agricultural education activities, leading to over 300 career opportunities in the agricultural science, food, fiber and natural resources industry. Student success remains the primary mission of FFA.

WHO MAY JOIN: Any student enrolled in Vocational Agriculture. Contact: Teachers – Brian Prewitt @ [brian.prewitt@whitley.kyschools.us](mailto:brian.prewitt@whitley.kyschools.us) or Glen Croley @ [glen.croley@whitley.kyschools.us](mailto:glen.croley@whitley.kyschools.us) or 606-549-7025.

REQUIREMENTS: Be actively enrolled in a Vocational Agriculture class.

## **HEALTH OCCUPATIONS STUDENTS OF AMERICA (HOSA)**

PURPOSE: To enhance the delivery of compassionate, quality health care by providing opportunities for knowledge, skill and leadership development of all Health occupation students, therefore, helping the students to meet the needs of the health care community

WHO MAY JOIN: Any student enrolled in Health Occupations class. [Contact: Teacher- Lesha Powell @ 606-528-5338 or [lesha.powell@corbin.kyschools.us](mailto:lesha.powell@corbin.kyschools.us)]

REQUIREMENT: Membership dues are \$15.00 a year for both State and National affiliation. Students are eligible for competition on the State and National levels.

## **JROTC CLUBS**

Contact: Teachers- Donald Gross @ [donald.gross@whitley.kyschools.us](mailto:donald.gross@whitley.kyschools.us) or Steve Sears @ [steve.sears@whitley.kyschools.us](mailto:steve.sears@whitley.kyschools.us)

### **JROTC RAIDER CLUB**

PURPOSE: This club is offered to JROTC male and female cadets who are interested and is designed to promote competition and fellowship, develop leadership skills, teamwork, coordination, agility and measure self-discipline.

WHO MAY JOIN: Any JROTC cadet male or female.

REQUIREMENTS: Be in good physical condition with strong upper-body strength, passing all high school subjects, have no medical problems that would prevent cadet from participating in physical activities, and be able to run two miles or more.

### **JROTC COLOR GUARD/HONOR GUARD CLUB**

**PURPOSE:** This club is organized to present the flags at high school athletic games and participate in parades, military funerals, and other honorary functions for the public at large.

**WHO MAY JOIN:** Any JROTC male or female cadet.

**EQUIREMENTS:** Have a passing grade in all high school subjects, be physically capable of marching and not have physical problems that would prevent cadets from standing or marching for long periods of time.

### **JROTC DRILL TEAM CLUB**

**PURPOSE:** This club is offered to all JROTC male and female cadets who are interested and is designed to develop leadership skills, teamwork, coordination, agility, self-discipline, and foster a competitive spirit.

**WHO MAY JOIN:** Any JROTC male or female cadet.

**REQUIREMENTS:** Be in good physical condition, passing all high school subjects, have no medical problems that would prevent a cadet from standing or marching for long periods of time.

**REQUIREMENTS:** Students must be willing to write and get involved with the community and the student body. Advanced writing and speaking skills are very important but interacting well with others is a must. Students must have excellent conduct records.

### **NATIONAL HONOR SOCIETY (NHS)**

**PURPOSE:** The purpose of this organization shall be to create enthusiasm for scholarship, to stimulate a desire to service, to promote leadership, and to develop character in the students of secondary schools.

**WHO MAY JOIN:** At the end of the 3<sup>rd</sup> trimester sophomore year, students with a cumulative 4.0 GPA become eligible for an invitation to apply for membership. Students who submit an application are evaluated by a 5 member faculty council in the areas of character, leadership, and community service. Students who are accepted as members are expected to maintain a 4.0 GPA, participate in club activities, and complete 20 hours of community service each year. Contact: Teachers – Johnna Robinson @ [johnna.robinson@whitley.kyschools.us](mailto:johnna.robinson@whitley.kyschools.us) or Ashley Bird @ [ashley.bird@whitley.kyschools.us](mailto:ashley.bird@whitley.kyschools.us) 606-549-7025.

### **PEP CLUB**

**PURPOSE:** Pep Club is responsible for promoting school spirit and providing service to the school community. Activities are mainly designed to support athletic

programs. These activities may include pep rallies, homecoming, gym and stadium decoration.

WHO MAY JOIN: The Pep Club is open to all WCHS students interested in helping to promote school spirit. Contact: Teacher – Heather Smith @ [heather.smith@whitley.kyschools.us](mailto:heather.smith@whitley.kyschools.us) or 606-549-7025.

## **PRIDE**

### **(Personal Responsibility in a Desirable Environment)**

PURPOSE: PRIDE unites Kentuckians with the resources of federal, state and local governments in order to remove trash from our community and to promote environmental awareness and education. Students participate in activities to clean up our communities and to educate our community on the need to preserve our environment.

ELIGIBILITY: Any student may join PRIDE. The annual membership drive is in the early fall. In the spring, members participate in various cleanup and awareness activities when they are awarded their membership shirts through the head office in Somerset.

OPPORTUNITIES: Local PRIDE efforts are determined by the membership. However, each spring students may apply for grant monies to further PRIDE goals for the following school year. Contact: Teacher – Holly Jacobs @ 549-7025 or [holly.jacobs@whitley.kyschools.us](mailto:holly.jacobs@whitley.kyschools.us).

## **SKILLS USA**

PURPOSE: The purpose of this organization is to teach leadership skills, soft skills such as problem solving and employability skills to become productive in a global economy.

WHO MAY JOIN: Any student enrolled in technical classes at Corbin Area Technology Center

REQUIREMENTS: There is a \$13.00 student membership fee and all members must be in good academic standing within their vocational class. Contact: Principal – Christopher Smith @ [christopher.smith@corbin.kyschools.us](mailto:christopher.smith@corbin.kyschools.us).

## **STUDENT GOVERNMENT ASSOCIATION (SGA)**

PURPOSE: The purpose of this organized group of students is to voice the concerns of the student body to the proper chain of administration for consideration and resolution.

WHO MAY JOIN: Representatives are selected based on a student nomination and election process. Contact: Krysti Conlin @ [krysti.conlin@whitley.kyschools.us](mailto:krysti.conlin@whitley.kyschools.us).

**REQUIREMENTS:** Each elected member must be a full time student at Whitley County High School and have a minimum GPA of 2.5

## **UNITE**

**PURPOSE:** **UNITE** Clubs help youth develop healthy attitudes and behaviors by learning and practicing life skills, enhancing academic performance, connecting peers, adults, communities and learning through service. Students are involved in developing and conducting activities designed to help make our school and community healthy and drug-free as well as mentoring younger students. There is an annual UNITE camp in the summer held at the University of the Cumberland.

**WHO MAY JOIN:** Students who pledge to be tobacco, alcohol, and drug free. [Contact: Angela Wilson [angela.wilson@whitley.kyschools.us](mailto:angela.wilson@whitley.kyschools.us) and Margie Centers [margie.centers@whitley.kyschools.us](mailto:margie.centers@whitley.kyschools.us).

**REQUIREMENT:** Stay tobacco, alcohol, and drug free.

**U** = Understand the forces in our lives that shape attitudes and feelings about drugs.

**N** = Never experiment with drugs; never negotiate our values.

**I** = Initiate activities that provide an alternative to drug use.

**T** = Teach others healthy coping skills and the value of staying drug-free.

**E** = Encourage peer mentoring in schools.

## **ATHLETICS**

Whitley County High School is a member in good-standing with the Kentucky High School Athletic Association (KHSAA). The KHSAA establishes, promotes and delivers the highest quality interscholastic athletic programs and activities in an efficient and progressive manner that emphasizes participation, safety, sportsmanship and integrity to enhance the educational experience of the student athlete.

### **BASEBALL**

The baseball program at Whitley County High School teaches our student-athletes the importance of teamwork, dedication, physical fitness, as well as good character skills. We feel that our sport should not only teach the fundamentals of baseball, but also the attributes of becoming an outstanding person. We intend for our players' experiences and accomplishments on our team to be events that will be remembered forever.

Throughout our season, we will participate in about thirty-five baseball games and several tournaments. We, as a Coaching Staff, believe that our players must put forth their best effort on and

off the baseball diamond. We expect our players to conduct themselves as mature young men in the classroom and in the community.

Our players work diligently in the weight room during the off-season. This hard work, on the field and off, may provide our players with the opportunity to attend college on an athletic scholarship that will help pay for the furthering of their **education**. If you have any questions, contact Coach Jeremy Shope at [jeremy.shope@whitley.kyschools.us](mailto:jeremy.shope@whitley.kyschools.us).

## **BASKETBALL (COLONELS)**

The Whitley County Boys Basketball team is an extracurricular activity that gives Whitley County students the opportunity to compete in the gym and in the classroom. The Colonels compete in the 50<sup>th</sup> District which is one of the most competitive in the state of Kentucky. The 50<sup>th</sup> District has consistently been represented in the state Top 25 and has produced numerous 13<sup>th</sup> Region Champions and 1 state Champion in 2005. A Whitley County High School Basketball Player is a person that believes in himself and strives to achieve goals that he sets for his life both as a student and as an athlete; and who, as a player, challenges himself every day to be honest, truthful, understanding, hard working, loyal to himself and dedicated to others in accomplishing his fullest potential. Upon reaching that potential, working together with others to accomplish their potential as a team, achieving goals that have been set for them and knowing that the performance as a team can reach great heights is an integral part of the program. Each individual player can be satisfied with himself for the effort he puts forth academically and athletically to bring about excitement, interest, enthusiasm, and pride into his school and community. If interested contact, Mark White @ [mark.white@whitley.kyschools.us](mailto:mark.white@whitley.kyschools.us) or call 549-7025.

## **BASKETBALL (LADY COLONELS)**

The Lady Colonels basketball team is one of the most competitive programs in the state of Kentucky. Year in and year out, it has provided several student-athletes with an opportunity to further their education by receiving scholarships or other financial support. We feel this is very important with the cost of education being what it is today.

Many colleges are willing to offer either full or partial scholarships and also aid in helping prospective student-athletes receive financial aid they may qualify for. So with this in mind, participating in basketball can be a down payment on your future.

For more information about Lady Colonels Basketball contact Head Coach, Sean Pigman at [sean.pigman@whitley.kyschools.us](mailto:sean.pigman@whitley.kyschools.us) or call 549-7025.

## **CHEERLEADING**

There is one squad at Whitley County High School. This squad cheers for the Girl's and Boy's Varsity Basketball Teams and the Varsity Football team. Cheerleaders need to be able to do a back handspring unassisted. However, this does not assure a spot on the cheerleading squad. All factors and overall potential in all areas of cheerleading are considered, including attitude. Other considerations include dedication to the squad, desire to cheer, ability to work with the coaches as well as other teammates, and the representation of Whitley County High School both in and out of uniform. Squad members must meet KHSAA guidelines and other school and squad rules in order to participate. There are scholarships available through the 13<sup>th</sup> Region KAPOS chapter for senior members. For more

information about Cheerleading contact Sherri Gibbs at [sherri.gibbs@whitley.kyschools.us](mailto:sherri.gibbs@whitley.kyschools.us) or call 549-7025.

## **CROSS COUNTRY**

Cross country running is a sport in which teams and individuals run a race on open-air courses over natural terrain. The course, typically 4–12 kilometers (2.5–7.5 mi) long, may include surfaces of grass and earth, pass through woodlands and open country, and include hills, flat ground and sometimes gravel road. It is both an individual and a team sport; runners are judged on individual times and a points scoring method for teams. Both boys and girls of all ages/grades compete in cross country, which usually takes place during the fall semester, and can include weather conditions of rain, sleet, snow or hail, and a wide range of temperatures.

For more information about Cross-Country, contact Coach – Holly Jacobs at [holly.jacobs@whitley.kyschools.us](mailto:holly.jacobs@whitley.kyschools.us) or call 549-7025.

## **FOOTBALL**

Football starts in June, with summer conditioning and can last until early December. Practice is held Monday through Friday in the pre-season. During the school year practice is held Monday through Thursday after school with games on Fridays at 7:30 P.M. A full freshman and J.V. schedule also is played during the fall.

Athletic scholarships can be obtained at many colleges and universities. These scholarships are usually based upon a player's ability, grades and college entrance exam scores.

To be eligible for football the student must meet the KHSAA academic criteria, stay within school policies and follow team rules. For further information about Colonel Football, contact Zeke Eier at [zeke.eier@whitley.kyschools.us](mailto:zeke.eier@whitley.kyschools.us) or call 549-7025.

## **GOLF**

Whitley County High School offers golf as a varsity sport for both girls and boys. Since its resurrection in 1998, the golf program has been successful. We expect that this program will continue to progress during the next few years. The golf team will begin practicing in July of each year. We encourage students in all grade levels to participate.

For more information about the boy's golf program, contact Mike Harris @ 549-7000 or [mike.harris@whitley.kyschools.us](mailto:mike.harris@whitley.kyschools.us).

## **LADY COLONELS GOLF**

Whitley County High School offers a lady's golf team. We play both varsity and junior varsity teams. Since our beginning in 2000, our lady's golf team has gone from just learning how to play, to Regional Champions in 2005 and finished 9<sup>th</sup> in the state tournament. Also in 2006, the girls were Regional Champions and finished 9<sup>th</sup> in the State. Practice begins with many of our players playing on their own throughout the spring and summer in many different tournaments throughout the state. Official practice begins July 15<sup>th</sup> and ends with the State Tournament in October.

Golf is a game that can be played almost all one's life. Not only does it provide a chance to play and meet students from all over the state of Kentucky, it also can provide an opportunity to earn a college golf scholarship. Year after year many women's golf scholarships go unfilled nationwide due to low numbers of female golfers throughout the country. If interested, or if you have any questions, please contact Coach Matt Anderson @ [matt.anderson@whitley.kyschools.us](mailto:matt.anderson@whitley.kyschools.us) at 549-7025. Golfing is a HOLE lot of fun.

## **SOCCER**

Girls and boys soccer preseason begins in mid-July with the District tournament beginning in mid-October. Practice is held Monday through Friday with the exception of game days.

We expect to be a competitive program respected by the student body as well as other soccer teams across the region. Any student wishing to participate in soccer is welcome to come to soccer camp held in July, with tryouts following.

For more information about Colonel Soccer contact Boy's Coach Michael Branham [michael.branham@whitley.kyschools.us](mailto:michael.branham@whitley.kyschools.us) at 549-7085 or Girl's Coach – Kelly Sawyers @ [kelly.sawyers@whitley.kyschools.us](mailto:kelly.sawyers@whitley.kyschools.us) 549-7867

## **SOFTBALL**

Whitley County High School has had a competitive high school softball program since the first softball team was fielded in 1986. Our success is attributed to the players' desire to achieve success, their ability to play hard and have fun. Our coaching staff works hard to open the door for college scholarships for our players who want to play at the next level by making contact with college coaches and scheduling games that will ensure college exposure, such as tournaments with top teams in the state. The ladies on the softball team are not only taught the skills of the game, but they also learn how to become productive members of society. Whitley County's softball program has also been noted for its pursuit of academic excellence.

Anyone interested in playing softball should be aware of the extremely busy schedule during April and May; we play at least four days a week. For more information contact Angela Singleton [angela.singleton@whitley.kyschools.us](mailto:angela.singleton@whitley.kyschools.us) or call 549-7025.

## **TENNIS**

The Whitley County Boys and Girls Tennis Teams compete in approximately 16 to 20 matches with a regional and state tournament concluding the season. The tennis team has enjoyed remarkable success in its short history by sending players to the state tournament the past 10 years. With one of the best facilities in the state, the Colonel's tennis teams will continue their drive for success. If interested in playing Tennis, please contact David Halcomb at [david.halcomb@whitley.kyschools.us](mailto:david.halcomb@whitley.kyschools.us) or call 549-7025.

## **TRACK AND FIELD**

The Whitley County Boys and Girls Track Teams are excited about this upcoming season. We had several athletes compete in the KHSAA State Track Meet held at the University of Louisville last season. We would like to invite any student who would like to compete in one or more of the 18 different events track has to offer. This is a chance to compete against a highly competitive field of athletes from around the state and also train and develop your athletic skills. When you become a member of the Colonels track team, the coaches will help you choose the events that best suit your athletic abilities and talents. If you are interested in becoming a member, contact Zach Jacobs @ 549-7025 or email him at [zach.jacobs@whitley.kyschools.us](mailto:zach.jacobs@whitley.kyschools.us).

## **VOLLEYBALL**

The Lady Colonel Volleyball team provides female students the opportunity to compete against some of the best teams in the state. The Lady Colonels have won the District Championship for 5 consecutive years. In 2013, the team captured its first 13th Region Championship and advanced to the KHSAA State Tournament. Our success is attributed to the players' and coaches' desire to achieve greatness.

Our coaching staff works hard to see that the success of the volleyball program and its participants continues. Our coaching staff tries to ensure that our players are prepared to step into the future with all the tools necessary to be successful, both academically and athletically.

Opportunities for college scholarships are also available through volleyball. Our coaching staff works hard to prepare players for the next level by making contacts with college coaches, attending college matches, and scheduling games that ensure college exposure, such as tournaments with teams that consistently appear in the state tournament.

The volleyball season lasts from the middle of July until the end of October. Approximately 30-35 matches are played each season. All female students are welcome to participate in tryouts. The volleyball team will be coached by Mrs. Neysa Countryman. Coach Countryman can be contacted at [neysa.countryman@whitley.kyschools.us](mailto:neysa.countryman@whitley.kyschools.us) or 549-7025.

## **WRESTLING**

The Whitley County Wrestling team provides both male and female students with an opportunity to compete against other schools in a sport where hard work overcomes given talent. This is a sport where not only is the wrestler competing individually, but also with a team. In the past, the team has had many successful wrestlers. Tournaments are on Saturdays and there are some weeknight matches. There are 14 weight classes ranging from 106 pounds to 285 pounds. If you are interested in joining the team and ready to sweat, work hard inside the classroom and on the mat, please contact Coach Brandon Lawson @ 549-7050 or [brandon.lawson@whitley.kyschools.us](mailto:brandon.lawson@whitley.kyschools.us).

**IMPORTANT NOTICE TO ALL STUDENTS WISHING TO  
PARTICIPATE ON A WCHS SPORTS TEAM**

**BYLAW 2. PHYSICAL EXAMINATION, PARENTAL CONSENT  
AND INSURANCE**

Sec. 1) Physical Examination and Parental Consent Requirements

The Superintendent or Principal shall have each student who is trying for a place as a participant on an sports or sport-activity team present a physician's certificate certification signed by a physician, physician's assistant, advanced practice registered nurse, or chiropractor if performed in the scope of practice (as defined in KRS Chapter 312) which shall state that he or she is physically fit to participate without undue risk. The parent's consent for the child's participation and acknowledgment of receipt of the eligibility rules as promulgated by the Association and Kentucky Board of Education regulations in writing shall also be required on KHSAA Form GE04. The permission shall acknowledge that the student and the parents are aware of the education material available from the KHSAA, Centers for Disease Control, and other agencies regarding the nature and risk of concussion and head injury, including the continuance of play after concussion or head injury.

Sec. 2) Requirement for Insurance

A student, prior to participation or trying for a place on an athletic team or cheerleading squad shall have in place medical insurance with coverage limits up to the deductible of the KHSAA Catastrophic Insurance program and that insurance shall remain in force throughout participation. It shall be the responsibility of each member school to ensure and certify that each student has insurance coverage throughout the school year.

## English & Math Course Placement

In order to meet the needs of every student, Whitley County High School students will be assigned to an English and/or Math class based on assessment data. All students will receive instruction that meets their needs while preparing them to be transition ready.

<b><i>Kentucky ACT Benchmark Scores</i></b>	<b><i>English 18</i></b>	<b><i>Math 19</i></b>	<b><i>Reading 20</i></b>	<b><i>Science 23</i></b>
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<b><i>CERT Scores</i></b>	<b><i>Freshman Reading &amp; Math Target Group</i></b>	<b><i>Sophomore Reading &amp; Math Target Group</i></b>	<b><i>Junior English &amp; Math Target Group</i></b>
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***English Benchmarks:***

Grade 12

English IV

All other seniors will be placed in English IV with ACT Intervention included in this curriculum.

Dual Credit College English

Composite ACT 18

***Math Benchmarks:***

Grade 12

Dual Credit College Math

Composite ACT 18 and 19+ on math subscore

Dual Credit College Algebra

Composite ACT 18 and 23+ on math subscore

College & Career Readiness

11<sup>th</sup> Grade ACT Math Score 18 and below

***[These numbers may vary per year based on demand and staffing.]***

## PLANNING SHEET for Grades 9-12

Students in the Whitley County District are not placed in academic tracks. Many courses, however, are particularly important for some students to take in order to prepare them for the years following high school. We encourage our students to develop a four-year plan of study, recognizing that this plan might change as the student progresses through high school. Each student's four-year plan should be developed to meet individual needs.

Dual Credit Course – Students may be eligible to enroll in “Dual Credit” college classes during their 10<sup>th</sup>, 11<sup>th</sup>, and/or 12 grade year. Please see your guidance counselor for specifics related to the Dual Credit Program.

<b>Grade 9</b>				<b>Grade 10</b>			
<b>Subject</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>	<b>Subject</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
English I or Honors English I				English II or Honors English II			
Algebra I or Honors Algebra I or Honors Geometry				Geometry or Honors Geometry Honors Algebra II			
Physical Science or Hon. Phys Science				Biology or Honors Biology			
Int. Social Studies				World Civilization			
PE and Health				Pathway Course			
Visual & Performing Arts or Equivalent Course or Pathway Course				Elective or Foreign Language			
<b>Grade 11</b>				<b>Grade 12</b>			
<b>Subject</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>	<b>Subject</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
English III or AP English III				English IV or AP English IV or Dual Credit			
Algebra II or Pre-Calculus				Math Course Aligned to ILP			
Chemistry or Honors Chemistry or Earth Science or Honors Anatomy				Pathway Course			
U.S. History or AP U.S. History				Elective			
Pathway Course				Elective			
Elective or Foreign Language				Elective or Foreign Language			

## Diploma Requirements ~ Graduating Class of 2020-21

Department	General	Pre College Curriculum
Language Arts	1 English I 1 English II 1 English III 1 English IV	1 English I or Hon. English I 1 English II or Hon. English II 1 Eng III or AP Eng III 1 Eng IV or AP Eng IV or Dual Credit
Math	1 Algebra I 1 Geometry 1 Algebra II 1 Additional Math	1 Algebra I or Hon. Alg. I 1 Geometry or Honors Geometry 1 Algebra II or Honors Algebra II 1 Additional Math
Science	1 Physical Science 1 Biology 1 Chemistry	1 Physical Science or Hon. P.S. 1 Biology or Honors Biology 1 Chemistry or Honors Chemistry
Social Studies	1 Int Social Studies 1 World Civilization 1 US History	1 Int Social Studies or Hon. ISS 1 World Civilization or Hon World Civilization 1 US History or AP US History
Health	1/2 Health	1/2 Health
Physical Education	1/2 P.E.	1/2 P.E.
Visual/Performing Arts	1 Vis/Perf Arts or equivalent	1 Vis/Perf Arts or equivalent
Foreign Language		2 Full Credits Foreign Language
Regular Courses	15.5	17.5
Electives/Career Courses	10.5	8.5
Total Credits	26	26

- Students must take 2 years of the same foreign language to satisfy the Pre-College Curriculum requirements.
- Students will be assigned a staff advisor that will serve as an academic advisor.
- Students will be expected to complete an Individual Learning Plan before they graduate from WCHS.
- Students must be enrolled in a MATH and ENGLISH class *each year* they attend high school up to four years.