

Table of Contents

Letter from Principal	pg. 2
General Information	pg. 3
Graduation Requirements	pg. 6
Directions for Scheduling	pg. 7
Course Descriptions	
<u>English</u>	pg. 8
<u>Math</u>	pg. 14
<u>Science</u>	pg. 19
<u>Social Studies</u>	pg. 25
<u>The Arts</u>	pg. 29
<u>World Languages</u>	pg. 34
<u>Health & Physical Education</u>	pg. 38
<u>Business Education</u>	pg. 39
<u>Information Technology</u>	pg. 46
<u>Family Consumer Sciences</u>	pg. 49
<u>Teaching & Learning Pathway/Courses</u>	pg.52
<u>District Programs</u> (Area Technical Center, Early College, Introduction to Skilled Trades (formerly Homebuilder’s Program), Fire Science, Dual Credit Program)	pg. 53 (application on pg. 64)
<u>Internship Application</u>	pg. 66
<u>Peer Tutor Application</u>	pg. 67
<u>Planning Guide</u>	pg. 68

Boone County High School

7056 Burlington Pike
Florence, Kentucky 41042
Phone: 859.282.5655

Michael J. Neuhaus, Asst. Principal
Kenneth Woodeshick, Asst. Principal
Dustin Herald, Asst. Principal
Adam Abston, Vice Principal

Stacey Black
Principal

Lauren Charles, Counselor
David Schneider, Counselor
Julie Squires, Counselor
Amy Steinbrunner, Counselor

Boone County High School Students:

The BCHS Course Book has been created to guide you as you prepare your program of studies for next school year and beyond. The course book will guide you in which courses to take to meet graduation requirements, college admissions, dual credit options, alternative programs, vocational interests and more. **Please read the book carefully as you prepare your course options.**

It is important for students and parents alike to understand that course offerings and staffing allocations are based on student requests. It is imperative that students take appropriate time and consideration before making course selections. Additionally, the school council of BCHS has an established no schedule change policy. Our expectation is that each student makes informed decisions concerning course selections and commits to those selections.

Boone County High School is a great place to learn. We were rated a Distinguished School by the Kentucky State Department of Education for four consecutive years – 2013 through 2016, and in 2017 - 2019 we were named one of “America’s Best High Schools” by *US News and World Report*. As a student, challenge yourself and take advantage of the many opportunities that are available to you at BCHS.

Best of luck in the 2024-2025 school year and ***Go Rebels!***

Stacey Black
Principal

General Information

SCHOOL MISSION STATEMENT Boone County High School, along with parents and the community, strives to provide a safe and comfortable learning environment which fosters self-confidence and respect of individuals while challenging all students to achieve at the highest level to become confident and self-directed life-long learners and responsible citizens in an ever-changing world.

BOONE COUNTY BOARD OF EDUCATION NON-DISCRIMINATION POLICY STATEMENT

Students, their parents, and employees of the Boone County School system are hereby notified that this school district does not discriminate on the basis of race, color, national origin, age, religion, marital status, sex, or disability in employment programs, vocational programs, or activities as set forth in compliance with the Office of Civil Rights, Title VI, Title VII, Title IX, Americans with Disabilities Act (ADA), and Section 504. Any person having inquiries concerning Boone County Schools compliance with the Office of Civil Rights Law, Title VI, Title VII, Title IX, ADA, and Section 504 is directed to contact Kathleen G. Reutman, Boone County Schools, 8330 US 42, Florence, KY, telephone (859)283-1003, who has been designated by the Boone County School system to coordinate the District's efforts to comply with Title IX, Title VI, Title VII, and the Americans with Disabilities Act (ADA), and Section 504.

SBDM SCHEDULE CHANGE POLICY

Once students have developed a schedule or have chosen appropriate classes, there will be NO schedule changes except for the following reasons:

1. They are missing a class necessary for graduation – 12th grade only.
2. They are currently scheduled for a class for which credit has been received.

NCAA ELIGIBILITY

Student-athletes who plan to participate in college athletics their freshman year in college must register with the NCAA Initial-Eligibility Clearinghouse in the fall of their senior year. To register, go to www.ncaa.org, and complete the required information and send a copy of your transcripts (through Parchment.) After reviewing your transcript, a final certification decision will be made according to the NCAA standards. Check the website listed for most current up-to-date information.

ADVANCED PROGRAMMING POLICY

The following advanced program options are available at Boone County High School:

AP Classes	Early College Classes
Honors Classes	District Programs
Dual Enrollment Classes	through Boone County Schools

1. Accelerated classes are offered for nearly every core academic course. Students may sign up for these classes if they're interested with no GPA or attendance requirements; however, previous test scores will be considered during the scheduling process for freshmen. Upperclassmen who wish to sign up for Accelerated Courses and who do not meet the following requirements will be strongly discouraged from signing up for the course and asked to submit a challenge form (form may be obtained from your school counselor):

- a. Recommendation from a teacher from the current core course.
- b. Qualifying CERT, KSA, or ACT test score for the course

After a student has been scheduled into an Accelerated Course, the no schedule change policy will be strictly adhered to.

2. AP classes at Boone County High School are quite rigorous. The following guidelines for enrollment in an AP course are strongly recommended. If students do not meet these guidelines but still wish to take an AP course, the student will be asked to submit a challenge form. Recommended guidelines for taking an AP course are:

Earning a "C" in a prior course in the subject area.

3. Dual enrollment/early college classes are offered through BCHS (dual enrollment) and through the Boone County Schools District (early college). Students wishing to enroll in these programs must demonstrate the following:

- a. 9th graders are not permitted to take a dual enrollment class or early college class.
- b. Sophomores and Juniors who wish to take a dual enrollment class must take a class on the BCHS campus (unless student is a junior enrolled in the early college program).
- c. Students must meet the requirements set forth by the college in which they are wishing to attend, whether in the dual enrollment or early college program at Thomas More, Gateway, or NKU, with regards to:

- GPA
- Grade Level (11th grade or above)
- ACT score at benchmark or higher
- Financial obligation
- Drop/Add/Attendance Policies pertaining to said college

4. Students wishing to participate in the Boone County School District Programs must first demonstrate the following:

Students should exhibit consistent attendance. If you do not, you may be withdrawn from the program. which does not result in disciplinary action (no disciplinary write-ups for tardiness or attendance).

Note: Some programs require a cumulative GPA of 3.0

BLOCK SCHEDULING

Each student will take four 90-minute classes per day.
Students may have the opportunity to receive eight credits per year, based on their individual course selection.

GPA CALCULATION CHART

Index	1.00	1.02	1.04
Numeric Score Quality Points			
104			5.00
103			5.00
102		4.50	5.00
101		4.50	5.00
100	4.00	4.50	5.00
99	4.00	4.50	5.00
98	4.00	4.50	5.00
97	4.00	4.50	5.00
96	4.00	4.50	5.00
95	4.00	4.50	5.00
94	4.00	4.50	5.00
93	4.00	4.50	5.00
92	4.00	4.50	5.00
91	4.00	4.50	5.00
90	4.00	4.50	5.00
89	3.00	3.50	4.00
88	3.00	3.50	4.00
87	3.00	3.50	4.00

86	3.00	3.50	4.00
85	3.00	3.50	4.00
84	3.00	3.50	4.00
83	3.00	3.50	4.00
82	3.00	3.50	4.00
81	3.00	3.50	4.00
80	3.00	3.50	4.00
79	2.00	2.50	3.00
78	2.00	2.50	3.00
77	2.00	2.50	3.00
76	2.00	2.50	3.00
75	2.00	2.50	3.00
74	2.00	2.50	3.00
73	2.00	2.50	3.00
72	2.00	2.50	3.00
71	2.00	2.50	3.00
70	2.00	2.50	3.00

INDIVIDUAL LEARNING PLAN

Middle and high school students in Kentucky schools have an online education planning tool at their fingertips. The Individual Learning Plan (ILP) will help secondary students (grades 6-12) better focus their coursework on individual goals as they prepare for postsecondary studies and careers. Our plan is for the ILP to offer more opportunities for teachers, advisors, students, and parents to help the students make their secondary educational experience the best it can be.

ACADEMIC ASSESSMENTS

ACT- The ACT is a very important college admission exam. The subjects tested are English, math, reading, and science. This assessment is administered to all eleventh graders in March as part of their state assessment. ALL JUNIORS are highly encouraged to take the December ACT. Registration is done at www.actstudent.org. The score on this exam not only determines admission, but also scholarship eligibility. It is recommended that college-bound students take the ACT

three times for optimal performance. ***Special note: Students eligible for free/reduced lunch are eligible for two ACT fee waivers during high school to take the ACT for FREE (which is in addition to the state required test in March).*

PSAT – The pre-SAT (PSAT) is given each October on the national test date. This test may qualify students for the National Merit Scholarship and commendation, as well as qualifying for the Governor’s Scholar Program. This is an optional test and has a fee of around \$18.00. It is recommended for college-bound students as practice for freshmen and sophomores and the qualifying score junior year.

CTE-EOP – Kentucky Occupation Skills Standards Assessments are used as a measure of technical skill attainment for federal Perkins accountability. KOSSA is included as a component of Kentucky’s Unbridled Learning assessment and accountability system. It includes foundational academic, employability, and occupational specific skills as identified by business and industry.

GRADUATION REQUIREMENTS FOR BOONE COUNTY HIGH SCHOOL STUDENTS

30 Total Credits – 17 Are Required

English	4 credits	{English I, II, III, IV}
Mathematics	4 credits	{Algebra I and II, Geometry} must have math every year in high school
Science	3 credits	See science pathways for specific classes
Social Studies	3 credits	{Geography or Integrated Social Studies, World History, US History}
Foundational CTE Credit	1 credit	{Digital Literacy for cohorts: 2024,2025,2026; Personal Finance for 2027}
Arts & Humanities	1 credit	{Art I, Photo I, Band, Choir, Theatre, HAVPA}
Integrated Health & PE	1 credit	{H S Integrated Health & PE}

Electives make up the remainder of your course requirements

Pre-College Curriculum

1. Boone County High School Curriculum
2. Two Credits of World Language (the same language)

**** All students must be enrolled in a math class every year.**

Other Graduation Requirements for ALL Students:

Successfully complete the Civics Exam

A senior exit interview by a panel of an administrator, a teacher, and a person from the community. There is also a written component.

An Individual Learning Plan (ILP) must be completed each year.

Successfully complete the financial literacy requirement

CREDITS NEEDED FOR PROMOTION

Senior 22 Credits

Junior 14 Credits

Sophomore 7 Credits

Students will be promoted to the next grade level when the credits earned have been attained. Grade levels will be assessed at the beginning of the year only.

Directions for Scheduling (Current 8th graders will start with step 2.)

1. Look carefully at your transcript to check for errors. Check to make sure you have all of your required courses for graduation. This will help you know what classes you will need for the next school year.
2. Look through the course description book carefully; pick the classes you need to take to graduate. Be sure to pay attention to the prerequisites and recommendations required for each course.
3. Use the Planning Guide on page 68 as a guide to plan out your classes. **BE SURE TO HAVE 8 CLASSES LISTED AT THE TOP AND A MINIMUM OF 4 AS ALTERNATES.** Make sure the alternate courses you list on your request sheet are courses you will be happy with if they are on your schedule. **There are NO schedule changes.**
4. Applications for Vocational School, Dual Enrollment, Early College, Intro to Skilled Trades (formerly Homebuilder's Program), Heavy Equipment Sciences, Fire Science (formerly Fire/EMS), Internship, Apprenticeship Academy, Early Childhood Internship and Business Internship are due by announced deadlines each year. **These are STRICT DEADLINES.** The application can be found on page 64.
5. Students wanting to take classes that require an application should still request eight classes they are willing to take if they are not accepted into the program for which they applied. Counselors will meet with students accepted into District Programs to adjust schedules accordingly.

English

Students graduating from Boone County High School are required to earn at least 4 English credits. Students MUST earn the following credits:

English 1 OR Accelerated English I (1 credit)

English II or Accelerated English II (each 1 credit)

English III or AP Language and Composition or ENG 150—TMC Literature, Writing and Research (each 1 credit)

English IV or AP Literature and Composition or ENG 250—TMC Literature, Writing, and Research II (each one credit)

Required English Courses:

English I

Course: # **230107-1**

Grade Level: 9

Credit: 1

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

English I Accelerated

Course: # **230107-AC**

Grade Level: 9

Credit: 1

This course is designed to present a wide range of reading experiences with print and non-print materials that have literary, informational, persuasive, and practical purposes. This course also requires students to use the writing process and criteria for effective writing to demonstrate their abilities to write in a variety of forms and for multiple audiences and purposes. Students use writing-to-learn and writing-to-demonstrate-learning strategies to make sense of their reading and thinking experiences. Emphasis is placed upon the development of writing skills using the writing process, attention to the conventions of mechanics within writing, and use of a variety of voices, modes, and purposes in writing. Emphasis is placed on understanding and appreciation of literature of all types, and the vocabulary used in literature is studied in-depth.

English II

Course: # **230110-1**

Grade Level: 10

Credit: 1

Prerequisite: None

This course is designed to present a wide range of reading experiences with print and non-print materials that have literary, informational, persuasive, and practical purposes. This course also requires students to use the writing process and criteria for effective writing to demonstrate their abilities to write in a variety of forms and for multiple audiences and purposes. Students use

writing-to-learn and writing-to-demonstrate-learning strategies to make sense of their reading and thinking experiences. In addition, students continue to integrate inquiry skills and technology to communicate ideas.

English II Accelerated

Course: # **230110-AC**

Grade Level: 10

Credit: 1

Please note: If you have a CERT score of 18 or higher in reading you will be placed in English II Accelerated.

This course is designed to present a wide range of reading experiences with print and non-print materials that have literary, informational, persuasive, and practical purposes. This course also requires students to use the writing process and criteria for effective writing to demonstrate their abilities to write in a variety of forms and for multiple audiences and purposes. Students use writing-to-learn and writing-to-demonstrate-learning strategies to make sense of their reading and thinking experiences. Speaking, listening, and observing skills are used to communicate information for a variety of authentic purposes. In addition, students continue to integrate inquiry skills and technology to communicate ideas. In English II Accelerated, the student will explore the various literary genres with a focus on the novel, plays, short fiction and in-depth analysis of poetry, employing the writing process to develop expository writings in literary analysis. Study will also address strategies of persuasion and theories of logic, as well as stylistic writing devices as they are used in multiple modes of writing.

English III

Course: # **230113-1**

Grade Level: 11

Credit: 1

Prerequisite: None

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

AP Language and Composition

Course: # **230166-1**

Grade Level: 11

Credits: 1

Please note: Students who have a 20 or higher in Reading on the CERT and earn an 85% or higher in English II Accelerated will be strongly encouraged to enroll in AP Language and Composition.

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. College credit is earned with a qualifying score on an AP exam.

ENG 150-TMC Literature, Writing, and Research

Course: # 230404-TMC

Grade Level: 11-12

Credits: 1

Prerequisite: Meet requirements for dual enrollment and enrollment at TMU

English 150 is a reading and writing course of study. The class will read four major works and/or shorter excerpts from a variety of texts and styles. The reading for this course will focus on the modern memoir and creative nonfiction. How can the human experience be written to evoke reflection and meaning in all levels of society? Although the four major works will comprise the majority of the class reading expectations, students should also be prepared to research their own support for the topics found, and discussed, in the literary works. Students will also be expected to analyze the readings and show in-depth understanding of the texts through two critical analysis essays, one of which will be research-based. Students will also partake in a creative writing assignment to showcase their understanding of modern creative nonfiction writing.

English IV

Course: # 230116-1

Grade Level: 12

Credit: 1

Prerequisite: None

This course is designed to present a wide range of reading experiences with print and non-print materials that have literary, informational, persuasive, and practical purposes. This course also requires students to use the writing process and criteria for effective writing to demonstrate their abilities to write in a variety of forms and for multiple audiences and purposes. Students use writing-to-learn and writing-to-demonstrate-learning strategies to make sense of their reading and thinking experiences. In addition, students continue to integrate inquiry skills and technology to communicate ideas.

AP Literature and Composition

Course: # 230167-1

Grade Level: 12

Credit: 1

Please note: Students who have a 20 or higher in Reading on the CERT and earn an 85% or higher in AP English III will be strongly encouraged to enroll in AP Literature and Composition.

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. College credit is earned with a qualifying score on an AP exam. The AP Literature and Composition Exam is administered to students in May.

ENG 250 - TMC Literature, Writing, and Research II

Course: # 02366-TMC250

Grade Level: 11 & 12

Credit: 1

The course is a reading and writing intensive course that invites students to explore literature as a meaningful and complex expression of human experience. ENG 250 "builds upon critical thinking, research and writing skills initiated in ENG 150. Readings serve as a catalyst for composition, and students will apply composition and analytic skills in multiple writing assignments, including one or more research projects in which they apply and demonstrate mastery of an academic documentation format." Students will be required to read a minimum of 5-6 literary texts. The Boone County 250 course will focus on epistolary texts. This type of text is written in unconventional ways from regular prose. From letters, emails, blog posts, concrete poetry, and other unique forms of writing, it is often HOW the text looks or even what is expressed in the "blank space" that tells an even deeper story.

English Elective Courses:

Elective courses will not substitute for the English Requirements mandated by the state of Kentucky. Most courses are semester courses, with publications/annual being the exception.

Reading Development

Course: # 231211-1

Grade Level: 9

Credit: 1

Content for this course focuses on instruction for students with reading difficulties and may include skill acquisition and reading technique, word attack skills, reading comprehension strategies, functional literacy and career reading skills. **Placement in the class will be determined by STAR, CERT, and/or Reading Inventory Assessments.**

Creative Writing

Course: # 230511-1

Grade Level: 9 – 12

Credit: 1

Cultivate your creative writing skills by focusing on the craft of writing poetry, fiction, and drama. In this student-centered course you will experience a variety of strategies to help you develop your own voice as a writer. This course will provide opportunities to share and publish your writing.

Film Studies

Course: # 230140-1

Grade Level: 9 – 12

Credit: 1

This course will look at film as a form of literature and how stories are ultimately told. The way plots are developed on the page will be translated to the big screen. The goal of the class is to show how what we learn about literature applies to film in every way. From the hero's journey to grammar, film is the same as a novel, short story, or poem. The course will be divided into four main sections:

1. Film terms and their connection to grammar and writing

2. Literary elements and how they are seen in film
3. The hero's journey and archetypes
4. The study of major film and literature genres and their conventions

The class will conclude with a final project that incorporates how society and historical events have influenced film and literature over the decades.

Journalism (Newspaper)

Course: # **239111-1**

Grade Level: 9 – 12

Credit: 1

Prerequisite: A “B” average or higher in English class is recommended

This course will consist of two equal halves. The first 9 weeks will teach the principles of effective journalistic writing and newspaper layout and design. The second 9 weeks will be a “laboratory” class where students will create and publish a school newspaper.

Journalism II (Newspaper)

Course: # **239112-1**

Grade Level: 9 – 12

Credit: 1

Prerequisite: Successful completion of Journalism I

This class is for students who successfully completed Journalism I. Students will spend the entirety of the eighteen weeks creating and publishing a school newspaper. Some students will be assigned leadership roles including Content Editor, Layout Editor, Copy Editor, and Advertising Designer. This class can be taken multiple times for credit.

Pub. Annual Journalism I (Yearbook I)

Course: # **239141-2**

Grade Level: 10 – 12

Credit: 1

Students enrolled in this course are responsible for the construction and publication of the Hi-Ways yearbook. This course, through instruction and guided practice, develops skills in layout and design, professional selling, journalistic/sports writing, copywriting, photography, interviewing, writing process publishing, desktop publishing, using InDesign, digital imaging/scanning, and editing. Both creative business/finance/economics activity is required for success in this course. Students must have a 3.0 minimum GPA in order to work on the yearbook staff. Students will report daily on copy, layout, design, and advertising; students will have intermittent out-of-school journalism assignments (candid photography of extracurricular activities and interviewing).

Pub. Annual Journalism II (Yearbook II)

Course: # **239141-3**

Grade Level: 10 – 12

Credit: 1

Prerequisite: 1 semester of or current enrollment in Yearbook Production 1

Students enrolling in this course should be experienced in the phases of production of high school annual publications. This course includes application of leadership skills in an editorial position on the yearbook staff, conducting administrative, financial, marketing, photographic, editorial, and management functions to assist in the successful completion of the yearbook. Instruction will focus on the business functions of advertising and sales management, bookkeeping, purchasing, and leadership of staff. Additional responsibilities will include scheduling of all professional photography of extracurricular events and coordination of materials for plant production. Independent study will focus on advanced features of desktop publishing using Online Design.

Introduction to Theatre

Course: # 500511-1

Grade Level: 9 – 12

Credit: 1

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

Public Speaking

Course: # 231011-1

Grade Level: 9 – 12

Credit: 1

This class will address strategies for both establishing and maintaining effective interpersonal relationships, as well as the techniques of strong oral communication. Units, such as effective listening skills, family, male-female, work-related, social and cross-cultural communication will be taught. Common communication problems will be discussed as well as the skills that will most likely manage conflict. A critical self-analysis will be done with the goal of personal improvement in perspective, objectivity, and self-esteem. The key to success in this class will be to actively participate in open discussion. Class projects will also center on the four basic types of speeches: demonstration, informative, persuasive, and impromptu. A unit on group discussion will be offered as well as the applied use of logic and propaganda. The course will end with a culminating speech project.

Math

Students graduating from Boone County High School are required to take math each year of high school **AND** earn at least 4 math credits. Students **MUST** earn the following credits:

Algebra 1 OR Algebra I Accelerated (1 credit)
Geometry or Geometry Accelerated (each 1 credit)
Algebra II/Algebra II Accelerated (each 1 credit)

If it is your goal to take Calculus while in high school, you will need to follow one of the two options listed below to take that course.

Option One: Algebra I **OR** Accelerated Algebra I, Geometry **OR** Accelerated Geometry, Algebra II Accelerated, Trigonometry, Calculus (AP or Dual Credit)

Option Two: Algebra I **OR** Accelerated Algebra I, Geometry **OR** Accelerated Geometry, Algebra II, Pre-Cal I, Trigonometry, Calculus (AP or Dual Credit).

Algebra I

Course: # **270304-1**
Grade Level: 9 – 10
Credits: 2

This course is the study of high school Algebra 1 content. Upon completion of the course, students should be able to represent relationships mathematically, develop fluency in writing, interpret expressions and equations, translate between various forms of linear equations and inequalities and use them to solve problems including those that require a system of equations, solve linear equations, apply related solution techniques and the laws of exponents to solve simple exponential equations, understand function definition and notation, contrast linear and exponential graphical representations, make judgments about the appropriateness of linear models, perform arithmetic operations on inequalities, interpret functions and fluently use function notation, construct and compare linear and exponential models and solve related problems, factor quadratic and cubic expressions solve quadratic equations to interpret related quadratic functions and explore non-linear relationships. This course should be designed to meet the high school graduation credit for Algebra 1 and to build a foundation necessary for future high school math.

Accelerated Algebra I

Course: # **270304-AC**
Grade Level: 9
Credit: 1

This course is the study of high school Algebra 1 content. Upon completion of the course, students should be able to represent relationships mathematically, develop fluency in writing, interpret expressions and equations, translate between various forms of linear equations and inequalities and use them to solve problems including those that require a system of equations, solve linear equations, apply related solution techniques and the laws of exponents to solve simple exponential equations, understand function definition and notation, contrast linear and exponential graphical representations, make judgments about the appropriateness of linear models, perform arithmetic operations on inequalities, interpret functions and fluently use function notation, construct and compare linear and exponential models and solve related problems, factor quadratic and cubic expressions solve quadratic equations to interpret related quadratic functions and explore non-linear relationships. This course should be designed to meet the high school graduation credit for Algebra 1 and to build a foundation necessary for future high school math.

Geometry

Course: # 270401-1

Grade Level: 9 – 12

Credit: 1

Prerequisite: None

This course is the study of high school Geometry content. Upon completion of the course, students should be able to prove theorems and solve problems about triangles, quadrilaterals, and other polygons, apply reasoning to complete geometric constructions and explanations, establish triangle congruence criteria based on analyses of rigid motions and formal constructions, use similarity to solve problems and apply similarity in right triangles to understand right triangle trigonometry (with particular attention to special right triangles and the Pythagorean theorem), develop the Law of Sines and Cosines from understanding relationships in right triangles, apply knowledge of two-dimensional shapes to consider the shapes of cross-sections and the result of rotating a two-dimensional object about a line, connect algebraic concepts to geometric concepts through the rectangular coordinate system and prove basic theorems about circles, chords, secants, and tangents.

Accelerated Geometry

Course: # 270401-AC

Grade Level: 9 – 12

Credit: 1

Please note: Students who have a 17 or higher in 9th Grade Math CERT will be placed in Geometry Accelerated

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

Algebra II

Course: # 270311-1

Grade Level: 9 – 12

Credit: 1

Prerequisite: Successful completion of Algebra I is recommended.

This course is the study of high school Algebra 2 content. Upon completion of the course, students should be able to use properties of numerical operations to perform calculations involving polynomials, identify zeros of polynomials and make connections between zeros of polynomials and solutions of geometry to extend trigonometry to model periodic phenomena, work with a variety of function families exploring the effects of transformations, analyze functions using different representations, build, interpret and compare functions including square root, cube root, piece-wise, trigonometric and logarithmic functions, identify appropriate functions to model situations, adjust parameters to improve the models, and compare models by analyzing appropriateness of fit.

Accelerated Algebra II

Course: # **270311-AC**

Grade Level: 9 – 12

Credit: 1

Prerequisite: Successful completion of Algebra I

Please note: Students who have an 18 or higher on the Math CERT will be placed in Algebra II Accelerated

This course is the study of high school Algebra 2 content. Upon completion of the course, students should be able to use properties of numerical operations to perform calculations involving polynomials,, identify zeros of polynomials and make connections between zeros of polynomials and solutions of geometry to extend trigonometry to model periodic phenomena, work with a variety of function families exploring the effects of transformations, analyze functions using different representations, build, interpret and compare functions including square root, cube root, piece-wise, trigonometric and logarithmic functions, identify appropriate functions to model situations, adjust parameters to improve the models, and compare models by analyzing appropriateness of fit.

Mathematics Elective Courses:

Elective courses will not substitute for the requirements of Algebra I, Geometry, and Algebra II.

Algebra III

Course: # **270321-1**

Grade Level: 10 – 12

Credit: 1

Prerequisite: Successful completion of Algebra II

The content of this course goes beyond a traditional Algebra 2 course and should provide opportunities for students to: solve applied (in context) problems using various types of equations (linear, quadratic, exponential, logarithmic and power functions piecewise), read and analyze real-life problems using mathematical modeling, graph and interpret data represented by linear, quadratic, exponential, logarithmic and power functions, use numerical and graphical data to make reasonable and valid conclusions, solve applied problems that can be modeled with equations and inequalities involving absolute value, solve systems of linear equations using several techniques, solve applied problems that can be modeled with exponential and logarithmic equations, find terms of sequences and find the sum of finite series.

The following two courses are the recommended pathway to AP Calculus.

Pre-Calculus (formerly Algebra 3 Honors)

Course: # **270501-1**

Grade Level: 10 – 12

Credit: 1

Prerequisite: Successful completion of Algebra II or Algebra II Accelerated with an 85% or higher is recommended

The content of this course goes beyond a traditional Algebra 2 course and establishes a clear path to Calculus. It should provide opportunities for students to: solve applied (in context) problems using various types of equations (linear, quadratic, exponential, trigonometric, logarithmic and power functions piecewise), read and analyze real-life problems using mathematical modeling,

perform matrix operations, graph and interpret data represented by linear, quadratic, exponential, logarithmic and power functions, use numerical and graphical data to make reasonable and valid conclusions, solve systems of linear equations using several techniques, and find terms of sequences and find the sum of finite series. Specific emphasis is placed on solving applied problems that can be modeled with equations and inequalities involving various types of equations including applied problems that can be modeled with exponential and logarithmic equations.

Trigonometry

Course: # **270631**

Grade Level: 10 – 12

Credit: 1

Prerequisite: Successful completion of Pre-Calculus Or Accelerated Algebra II with an 85% or higher is recommended

This course is designed for students who have completed courses containing all the required high school Kentucky Academic Standards for Mathematics and want to proceed further into aspects of Trigonometry. If students have not completed courses containing all the required Kentucky Academic Standards for Mathematics, a Trigonometry course should attend to standards students still need. This course should contain, but is not limited to: evaluating a trigonometric function for an angle expressed in radians and degrees, solving right and oblique triangles, including real-life applications, using and verifying (proving) trigonometric identities, solving trigonometric equations; and graphing and interpreting graphs of trigonometric functions in rectangular and polar form. A Trigonometry course may include, but is not limited to, topics found in the (+) standards of the Kentucky Academic Standards for Mathematics..

AP Calculus AB

Course: # **270513-1**

Grade Level: 11 – 12

Credits: 2

Prerequisite: Successful completion of Pre-Calculus Honors I or Accelerated Algebra II **and** Trigonometry with an 85% or higher is recommended

AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. College credit is earned with a qualifying score on an AP exam

MAT 143- TMU Elements of Calculus

Grade Level: **11 – 12**

Credits: **1**

Prerequisite: Meet requirements for dual enrollment and enrollment at TMU. Minimum ACT math score of 22, a 3.0 unweighted GPA, and admission to TMU's Gemini Dual Credit Program.

This course is elementary and integral and differential calculus, in one variable, for the life sciences and business majors. Critical thinking and realistic problems are emphasized. This course assumes adequate preparation in algebra, but the exponential and logarithmic transcendental functions will be developed. Trigonometric functions are not included, and it incorporates necessary precalculus topics as they arise.

MAT 205- TMU Introductory Statistics

Grade Level: 11 – 12

Credits: 1

Prerequisite: Meet requirements for dual enrollment and enrollment at TMU. Minimum ACT math score of 18, Math SAT score of 550, or minimum score of 70% on KYOTE exam.

An investigation of graphic methods, frequency distributions, percentiles, central tendency, variability, standard scores, normal and binomial distributions, hypothesis testing, and correlation.

MAT 150—College Algebra (Gateway Community College)

(sign-up for this course on the application on page 64)

Grade Level: 11 – 12

Credit: 1

Prerequisite: **3.2 unweighted GPA or higher**, admission to Gateway AND a math ACT score of 22. In addition, you must have successfully completed algebra II at BCHS. **If you have a 19-21 math ACT score, you will be required to take the lab (MAT 100) that also goes with this class.**

This course includes selected topics in algebra and analytic geometry. Develops manipulative skills and concepts required for further study in mathematics. Includes linear, quadratic, polynomial, rational, exponential, logarithmic and piecewise functions; systems of equations; and an introduction to analytic geometry.

Mathematics Intervention HS

Course: # **270309-1**

Grade Level: 12

Credit: 1

Prerequisite: Successful completion of core math classes and have a math ACT or CERT score of 18 or lower

This course is for students who need additional time and support or for students in mathematics at the high school level who could benefit from enrichment. This course includes support for all high school mathematics courses.

Probability and Statistics

Course: # **270602**

Grade Level: 11 – 12

Credit: 1

Prerequisite: Successful completion of core math classes (Algebra I, Geometry, Algebra II) with average of 85% Algebra II & Geometry is recommended.

This course should focus primarily on the conceptual categories: Statistics & Probability and Modeling to address such concepts as theoretical and experimental probability, independent and conditional probability using them to interpret data, rules of probability to compute probabilities of compound events in a uniform probability model, calculations of expected values, analysis of decisions and strategies using probability concepts, binomial distributions, normal distributions, displaying and describing distributions of data, collecting data, measures of central tendency and spread and methods of inferential statistics. Technology should be an

integral part of this course to generate plots, regressions functions and correlation coefficients and to simulate possible outcomes relatively quickly based on a given situation. **Students will need a graphing calculator (TI-84) to complete assignments for this class.**

Science

Students graduating from Boone County High School are required to take 3 science credits from one of the following pathways:

Career Bound Pathway—This course sequence is recommended for students who plan to pursue a career directly after high school, attend a trade school for a non-science related program, or join the military. **THIS PATHWAY DOES NOT SATISFY THE MINIMUM REQUIREMENT FOR NCAA ELIGIBILITY FOR ATHLETES.**

Integrated Science or Accelerated Integrated Science

Biology

Intro to Chemistry with Earth/Space Science

College Bound Pathways—These pathways **strongly recommend** a 4th science elective course and are intended for students who plan to attend college after high school.

Option A: This pathway is intended for students who plan to pursue a non-science or medical major in college.

Integrated Science or Accelerated Integrated Science

Biology

Chemistry

Additional science elective

Option B: This course sequence is recommended for students who plan to attend a traditional college or university and are considering a science or medical-related major.

Biology

Chemistry

Choose two of the following: AP Biology, AP Chemistry, any Science Elective

Integrated Science

Course: # **303091-1**

Grade Level: 9 – 12

Credit: 1

This lab-based introductory course is organized based on the topical structure contained in the Kentucky Academic Standards for Science. Integrated Science I includes those standards listed within the topics of: Forces and Motion, Energy, Waves, Space Systems, Human Sustainability, and Earth's Systems. These topics provide the foundational concepts needed for successive Integrated Science courses to build upon. Students will learn these core ideas within these topics through the use of the science and engineering practices and crosscutting concepts. The science and engineering practices are skills students will use as they investigate the natural world and develop solutions to problems. The crosscutting concepts are conceptual ways of thinking that cross the domains of science.

ACC. Integrated Science (Accelerated)

Course: # **303091-AC**

Grade Level: 9 - 12

Credit: 1

Please note: If you have a CERT score of 18 or higher on 8th Grade Science, you will be placed in Integrated Science Accelerated

This course is recommended for students considering college after high school, those that have an interest in science, or those pursuing a career in the science field. It will contain more math concepts and typically progress at a faster pace. This lab-based introductory course is organized based on the topical structure contained in the Kentucky Academic Standards for Science. Integrated Science I includes those standards listed within the topics of: Forces and Motion, Energy, Waves, Space Systems, Human Sustainability, and Earth's Systems. These topics provide the foundational concepts needed for successive Integrated Science courses to build upon. Students will learn these core ideas within these topics through the use of the science and engineering practices and crosscutting concepts. The science and engineering practices are skills students will use as they investigate the natural world and develop solutions to problems. The crosscutting concepts are conceptual ways of thinking that cross the domains of science.

Biology I

Course: # **302601-1**

Grade Level: 9 – 12

Credit: 1

Students develop a conceptual understanding of biological sciences, as outlined in the Kentucky Academic Standards for Science. They experience concepts such as the cellular organization; molecular basis of heredity; biological change; interdependence of organisms; matter, energy and organization in living systems; and behavior of organisms. Students will learn these core ideas through the use of the science and engineering practices and crosscutting concepts. The science and engineering practices are the tools students will use, and skills they develop, 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.

AP Biology

Course: # **302646-2**

Grade Level: 10 – 12

Credits: 1

Please note: It is recommended that students successfully complete biology before taking AP Biology.

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. College credit is earned with a qualifying score on an AP exam.

Intro Chemistry with Earth/Space Science

Course: # **304598-1**

Grade Level: 10 – 12

Credit: 1

Students develop a conceptual understanding of Chemistry and Earth/Space Science, as outlined in the Kentucky Academic Standards for Science, through the use of the science and engineering practices. They experience chemistry and Earth/space science concepts such as the structure of atoms, structure and properties of matter, chemical reactions, geochemical cycles, and formation and ongoing changes of the universe. The use of the science practices describes the behaviors students will engage in as they investigate the natural world. Students will learn these core ideas within these topics through the use of the science and engineering practices and crosscutting concepts. The science and engineering practices are skills students will use as they investigate the natural world and develop solutions to problems. The crosscutting concepts are conceptual ways of thinking that cross the domains of science.

Chemistry

Course: # **304521-1**

Grade Level: 10 – 12

Credit: 1

Successful completion of Integrated Science or Acc. Integrated Science is recommended.

This course focuses on problem solving techniques; bonding; equilibrium; equations. Students develop a conceptual understanding of chemistry content, outlined in the Kentucky Academic Standards. Students will learn these core ideas within these topics through the use of the science and 211 engineering practices and crosscutting concepts. The science and engineering practices are skills students will use as they investigate the natural world and develop solutions to problems. The crosscutting concepts are conceptual ways of thinking that cross the domains of science.

AP Chemistry

Course: # **304526-2**

Grade Level: 11 – 12

Credits: 1

Prerequisite: Successful completion of chemistry is required to take this course.

The AP Chemistry course provides students with a college-level foundation to support future advanced course work in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. College credit is earned with a qualifying score on an AP exam.

Human Physiology

Course: # **302651**

Grade Level: 10 – 12

Credit: 1

Prerequisite: Successful completion of Integrated Science/Acc Integrated Science and Biology is recommended

This course focuses on the study of the human body, including nutrition concepts, digestive system, circulatory system, nervous system, and the reproductive system.

Forensic Science I

Course: #302616-1

Grade Level: 9 - 12

Credit: 1

Forensic Science I is an introductory, lab-based course that will explore basic forensic science techniques. This course is for students who wish to learn more about forensic science. Topics covered include, but are not limited to, fingerprinting, hair, fabric and fiber analysis, handwriting analysis, and blood and blood analysis. Mock crime scenes will be investigated and real case studies analyzed. Students will gain the knowledge and ability to problem-solve by gathering information to define a problem clearly, test hypotheses, and evaluate the results of investigations and synthesize all information to form a conclusion.

Marine Biology

Course: # 302621-1

Grade Level: 10 - 12

Credit: 1

This course will address key concepts in marine science such as marine organisms, marine conservation, and the sustainability of marine ecosystems. There will be multiple animal dissections as well as a strong lab component during this course.

Environmental Science

Course: # **304620-1**

Grade Level: 10 – 12

Credit: 1

This class covers important topics in ecology, conservation, climate change, pollution, and sustainability. Throughout this course students will be expected to work within a group to complete real-world science investigations.

Physics

Course: # **304821-1H**

Grade Level: 10 – 12

Credit: 1

Prerequisite: An 85% average or higher in Algebra I or Geometry is recommended

Students develop a conceptual understanding of physics as outlined in the Kentucky Academic Standards for Science. They experience concepts such as motions and forces, conservation of energy and the increase in disorder, interactions of energy and matter. Students will learn these core ideas through the use of the science and engineering practices and crosscutting concepts. The science and engineering practices are skills students will use as they investigate the natural world and develop solutions to problems. The crosscutting concepts are conceptual ways of thinking that cross the domains of science.

Zoology

Course: # **302615-1**

Grade Level: 10 – 12

Credit: 1

This course will emphasize the diversity, morphology, ecology, and reproduction of invertebrates and vertebrate animals. The class will study animal behavior and how it has influenced the evolutionary process. Students will conduct an outside research project on school grounds. The course will also include several dissections of different types of animals. The major phyla students will study are sponges, cnidarians, worms, mollusks, arthropods, echinoderms, and chordates. Students will gain an understanding of human impact on the environment and animal populations.

The courses below are part of the Project Lead the Way program. PLTW is an organization focused on empowering students and transforming the teaching experience – a proud tradition from the start of the organization that continues today. Since 1997, we have grown from a high school engineering program to offering comprehensive PreK-12 pathways in computer science, engineering, and biomedical science. These courses are fast paced and are weighted as Advanced Placement courses.

Principles of Biomedical Science - PLTW

Course: # **170701-1**

Grade Level: 9

Credit: 1

Student work involves the study of human medicine, research processes and an introduction to bioinformatics. Students investigate the human body systems and various health conditions. A theme through the course is to determine the factors that led to the death of a fictional person. Key biological concepts including: homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease. Engineering principles including: the design process, feedback loops, fluid dynamics, and the relationship of structure to function. The course is designed to provide an overview of all the courses in the Biomedical Sciences program. **This course is weighted as an AP course, it will move at a fast pace.**

Human Body Systems - PLTW

Course: # **170702-1**

Grade Level: 10

Credit: 1

Prerequisite: Successful completion of Principles of Biomedical Science is required

Students will engage in the study of the processes, structures, and interactions of the human body systems. Important concepts in the course include: communication, transport of substances, locomotion, metabolic processes, defense, and protection. The central theme is how the body systems work together to maintain homeostasis and good health. The systems will be studied as “parts of a whole,” working together to keep the amazing human machine functioning at an optimal level. Students will design experiments, investigate the structures and functions of body systems, and use data acquisition software to monitor body functions. Students will work through interesting real-world cases and often play the role of biomedical professionals to solve medical mysteries. **This course is weighted as an AP course, it will move at a fast pace.**

Medical Interventions - PLTW

Course: # **170703**

Grade Level: 11

Credit: 1

- ***This course will be offered in alternating school years starting in the 2024-2025 school year.***

Prerequisite: Successful completion of Human Body Systems is required

Student projects will investigate various medical interventions that extend and improve quality of life, including gene therapy, pharmacology, surgery, prosthetics, rehabilitation, and supportive care. Students will study the design and development of various medical interventions including vascular stents, cochlear implants, and prosthetic limbs. They will review the history of organ transplants and gene therapy and read current scientific literature to be aware of cutting-edge developments. Using 3-D imaging software and current scientific research students will design and build a model of a therapeutic protein. **This course is weighted as an AP course, it will move at a fast pace.**

Biomedical Innovations PLTW

Course: # **170704**

Grade Level: 12

Credit: 1

- ***This course will be offered in alternating school years starting in the 2024-2025 school year.***

Prerequisite: Successful completion of Human Body Systems is required.

Note: Enrollment in this course represents a continuation of the PLTW

This capstone course gives student teams the opportunity to work with a mentor, identify a science research topic, conduct research, write a scientific paper, and defend team conclusions and recommendations to a panel of outside reviewers. Each team will have one or more mentors from the scientific and/or medical community guiding their scientific research. This course may be combined with the capstone course from the pre-engineering pathway, allowing students from both pathways to work together to engineer a product that could impact healthcare. **This course is weighted as an AP course, it will move at a fast pace.**

Engineering Essentials - PLTW

Course: #210221-1

Grade Level: 9-12

Credit: 1

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 and physical and virtual modeling concepts to construct, test, collect, and report data. **This course is weighted as an AP course; it will move at a fast pace and is student-led.**

Principles of Engineering - PLTW

Course: # 210222

Grade level: 10-12

Credit: 1

A project and research-based course, formerly known as Engineering II, that extends the learning experiences where students focus on mechanical, electrical, fluid and thermal systems allowing in depth exploration in selected disciplines of engineering areas such as manufacturing, power/energy/transportation, bio-medical, robotics, hydraulics, electricity/electronics, communications, construction systems, alternative energy, computer aided design and problem solving. **This course is weighted as an AP course; it will move at a fast pace and is student-led.**

Aerospace Engineering – PLTW

Course: # 210229

Grade level: 10-12

Credit: 1

The fundamental concepts and approaches of aerospace engineering are highlighted through lectures on aeronautics, astronautics, and design. Project based course where students will design, build and test projects such as lighter-than-air (LTA) vehicle or various wing designs. The connections between theory and practice are realized in the design exercises.

Principles of Engineering Technology – PLTW

Course: # 210224

Grade level: 10-12

Credit: 1

This course provides a project-based learning approach to understanding the principles and concepts of physics and associated mathematics for most Engineering Technology programs. Students explore various careers and disciplines of engineering areas, problem solving and core technology such as, but not limited to; manufacturing, power/energy/transportation, robotics, hydraulics, electricity/electronics, communications, construction systems, alternative energy and computer aided design. Participation in Kentucky Technology Student Association will greatly enhance instruction. **This course is weighted as an AP course; it will move at a fast pace and is student-led.**

Social Studies

Suggested Social Studies Course Sequence:

If you have a CERT Reading Score of 20 or higher, we recommend you take: AP Human Geography I (9th grade), AP European History (10th grade) and AP U.S. History (11th grade).

Students not taking AP Courses should take: Introduction to Social Studies, World History, and U.S. History.

Required Social Studies Courses:

Introduction to Social Studies

Course: # 459801-1

Grade Level: 9 - 12

Credit: 1

Integrated Social Studies is an introductory survey of the inquiry practices and disciplinary strands civics, economics, geography, and history of social studies. It is designed to give the student exposure to the inquiry practices and the disciplinary strands of social studies

AP Human Geography

Course: # 450712-1

Grade Level: 9 – 12

Credits: 1

Ninth graders please note: If you have a CERT score of 20 or higher on the 8th Grade Reading you will be strongly encouraged to enroll in Advanced Placement Human Geography.

AP Human Geography is a two-semester course in which students explore and examine what human geography is by focusing on the distribution, processes, and effects of human populations on the planet. The course provides a thorough study of human geography, as outlined by the College Board, examining Cultural Patterns and Processes, Political Organization of Space, Agricultural and Rural Land Use, Industrialization and Economic Development, and Cities and Urban Land Use. Students will learn how to use and interpret maps, data sets, geographic models, and understand spatial relationships at different scales from the local to the global. The intent is to challenge young students with a college-level course, and students enrolling in AP Human Geography are expected to be highly motivated.

World History

Course: # 450835-1

Grade Level: 10 - 12

Credit: 1

Prerequisite: None

This World History course engages students in historical thinking focused on the pre-Modern era to the present, from 1300 to the present. History is the study of past events, often including an explanation of their causes. Students need to understand their historical roots and those of others and how past events have shaped their world. In developing these insights, students must know what life was like in the past and how things change and develop over time. Reconstructing and interpreting historical events provides a needed perspective in addressing the past, the present and the future

AP European History

Course: # **450844-1**

Grade Level: 10 – 12

Credits: 1

Please note: Students who have a CERT score of 20 or higher on the 9th Grade Reading will be strongly encouraged to enroll in Advanced Placement European History

AP European History is designed to be the equivalent of a two-semester introductory college or university European history course. In AP European History students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity. College credit is earned with a qualifying score on an AP exam.

U.S. History

Course: # **450809-1**

Grade Level: 11

Credit: 1

Prerequisite: None

This course is an overview of the history from Reconstruction through current events; American and world affairs. United States History II is a rigorous and challenging academic course combining the process skills of close reading, analysis of primary and secondary historical sources/graphic images, recognition of multi-causation and varying historical viewpoints, and the composition of analytical historical essays along with argument/positions papers.

AP U.S. History

Course: # **450814-1**

Grade Level: 10 – 12

Credits: 1

Please note: Students who have a CERT score of 20 or higher on the 10th Grade Reading you will be strongly encouraged to enroll in AP US History

These courses must be taken in sequence and are designed as a college-level survey of U.S. History through the use of college-level textbooks, electronic textbook sites, and primary and secondary sources. Students must take this sequence of courses instead of United States History. This course focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and the development of students' abilities to think conceptually about U.S. History from approximately 1491 to the present. Seven themes of equal importance - American and National Identity; Migration and Settlement; Politics and Power; Work, Exchange, and Technology; America in the World; Geography and the Environment; and Culture and Society - provide areas of historical inquiry for

investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. College credit is earned with a qualifying score on an AP exam.

Social Studies Elective Courses:

World History, Modern (Formerly America's Modern Wars)

Course: # **450837-1**

Grade Level: 10-12

Credit: 1

Modern World History is a survey of post renaissance; nation's development; wars. The focus of this course is World War II. The course will include the trials and tribulations of the soldier, politics, and the war's impact on the home front- this generation has been labeled as the "Greatest Generation" for their consistent efforts in world affairs. The class will focus on whether actions taken to end WWII were appropriate and just to preserve world peace. Feelings of both the Allies and the Axis nations will be examined as well as those who made the ultimate sacrifice and the reason for that decision. American military involvement since WWII will also be examined as well as America's role in the world today.

Contemporary US History (Formerly History of American Popular Culture)

Course: # **450878-1**

Grade Level: 10 – 12

Credit: 1

This course is built upon the premise that movies, music, fashion, and trends of each decade reflect the current political, economic, and social mood of the time. Also, while our nation's media is often produced for entertainment and profit (and sometimes art), each production is in fact a cultural artifact. This class will divide American history into decades and explore and evaluate the cultural trends of each, beginning with current times and work back to the war-torn era of the 1940's. Each unit will start with an overview of the decade in which students will study the political and economic conditions and events of the era, and evaluate the role they played in the development of popular culture of the day. Students will experience the decade's culture first-hand as they listen to the music, watch the movies, and explore the trends of each time period. Finally, students will evaluate the impact those trends still have on our society today and predict how our popular culture will impact future generations.

AP US Government and Politics

Course: # **451030-1**

Grade Level: 11 – 12

Credit: 1

This course introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments. College credit is earned with a qualifying score on an AP exam.

Psychology

Course: # **459901-1**

Grade Level: 10 – 12

Credit: 1

Psychology is an introduction to the basic theoretical principles of individual behavior. Students will examine the world of human behavior through the lens of science. The course will provide an overview of research methods, a study of the brain and how it functions, the levels of human consciousness and the effects of psychological disorders on individuals and society as a whole. The course will emphasize hands-on learning through participation in and creation of unique research and laboratory experiments. This course is an excellent introduction to psychological concepts that are explored further in AP Psychology.

AP Psychology

Course: # **459902-1**

Grade Level: 11 – 12

Credit: 1

This course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, development psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. College credit is earned with a qualifying score on an AP exam.

Global Issues

Course: # **451038-1**

Grade Level: 10-12

Credit: 1

Prerequisite: None

Global Issues is the study of persistent issues related to social, political, and economic facets of human behavior. It will allow the student to survey the events of the day through the lens of fundamental economic and political institutions. This is an opportunity for the mature pupil to examine the concepts, skills, and tools of the social scientist and the humanist in some decision-making and problem-international concern. This should be more than a survey course in current events. Independently, pupils might pursue a new issue in considerable depth through comprehensive research and analysis. It would also be possible for the teacher to utilize this course to involve students in some direct manner with community issues and problems. The student could identify with a practitioner who shares the concern or problem.

Sociology

Course: # **451121-1**

Grade Level: 10 – 12

Credit: 1

Prerequisite: None

Sociology is the scientific study of human society. It is concerned with the behavior of human beings in group situations. The study of sociology, therefore, consists of trying to understand: The basic units and institutions of social life, such as the family, schools, neighborhoods, rural and urban communities, and the many other kinds of groups with which humans identify. This group can include occupational, political, religious, ethnic, family, economic status, or ideology. The sociological perspectives focus on how those social relationships arise, why they persist, why antagonisms develop, and how they maintain social order to contribute to social change.

The Arts

HAVPA Survey

Course: # **500111-1**

Grade Level: 9 – 12

Credit: 1

Students are introduced to a survey of significant works, artists, and movements that have shaped the arts world and have influenced or reflected various periods of history in the arts disciplines of dance, music, theatre and visual art. Course content emphasizes the sequential evolution of art forms, techniques, symbols, and themes within those disciplines. The course covers the connections of the arts to cultural, social, political, and historical events throughout the world. Critical analysis of works from the disciplines, as they communicate and express the history, needs, and ideals of society and individuals is included. The course provides for students to experience creating, performing/presenting/producing, responding and connecting their own works as well as the works of others. **This course will fulfill the Humanities requirement needed for graduation.**

Comprehensive Visual Arts I

Course: # **500711-1**

Grade Level: 9 – 12

Credit: 1

Students examine art foundations, languages, materials and processes in artmaking. They will experiment with different art forms and media, where they will make decisions about expression that will have a direct impact on the messaging behind their art. Advanced instruction encourages students to develop their own artistic styles. Although Comprehensive Visual Arts courses focus on creation, inclusion of the study and analysis of major artists, art movements, and styles is included. In completing this course, students consider various techniques, methods, venues, and criteria for analyzing and selecting their art for preservation and presentation, including evolving technologies when preparing and refining artwork for display. **This class will fulfill the Humanities requirement for graduation.**

Drawing/Painting

Course: # **500712-1**

Grade Level: 9 – 12

Credits: 1

Prerequisite: none

This advanced class builds upon students' understandings of the foundations of art (composition & design, elements & principles, color theory, and mark making) as they pertain to painting and drawing. Attention is given to two-dimensional work and utilizes one or more mediums, such as pen-and-ink, pencil, chalk, watercolor, tempera, oils, and acrylics. Students extend and refine knowledge in the creative process to visually communicate personal intent. Advanced students extend and refine knowledge in the creative process. They are encouraged to develop their own artistic styles. Students focus on making meaning by investigating and reflecting their awareness of their perceptions, knowledge, and experiences of life.

Drawing/Painting II

Course: # **500712-2**

Grade Level: 10 – 12

Credits: 1

Prerequisite: Must have successfully Drawing/Painting I

Students focus on the blend and relationships that occur between drawing and painting. Attention is given to two-dimensional work and utilizes one or more mediums, such as pen-and-ink, pencil, chalk, watercolor, tempera, oils, and acrylics. Students extend and refine knowledge in the creative process to visually communicate personal intent. Advanced students extend and refine knowledge in the creative process. They are encouraged to develop their own artistic styles. Students focus on making meaning by investigating and reflecting their awareness of their perceptions, knowledge, and experiences of life.

Sculpture I

Course: # **500713-1**

Grade Level: 9 – 12

Credits: 1

Prerequisite: none

This class builds upon students' understandings of the foundations of art (composition & design, elements & principles, color theory, and mark making) as they pertain to sculpture. Students will make art based on personal expression and storytelling through the creation of both abstract and representational three-dimensional art. Students will discover and experiment in techniques in sculpture from a variety of master artists.

Ceramics/Pottery

Course: # **500212**

Grade Level: 9-12

Credits: 1

Prerequisite: none

This course engages students in learning experiences that encompass the historical and cultural context of ceramics, critiquing their own work and the work of others, aesthetic inquiry, and creative production. The students develop knowledge of ceramic techniques and processes with an emphasis on creative design and craftsmanship. Experience includes, but is not limited to, clay modeling, hand building, coil building, casting and throwing on the potter's wheel. Students develop a working knowledge of kiln firing and glazing techniques. Students balance experimentation and safety, freedom, and responsibility while developing and creating artworks.

AP Studio Art 2-D Design I and II

Course: # **500722-1 & 500722-2**

Grade Level: 11 – 12

Credits: 2

This course is offered to benefit highly motivated students who are seriously interested in the study of art. Students should be made aware that AP work is an intense program and does require a greater commitment from the student in terms of time and product. This is a full one-year course in 2D design, drawing, or 3D design. The first semester emphasizes the breadth and quality of work included in a student portfolio, while the second semester allows each student to focus on a specific area of art (referred to as an area of concentration.) The student determines this focus.

AP Studio Art & AP Studio Art II 3D-Design

Course: # **500723-1 & 500723-2**

Grade Level: 11-12

Credits: 2

The AP Studio Art- 3D Design course is designed for students who are seriously interested in the practical experience of art. Students demonstrate mastery through any three-dimensional approach, such as figurative or non-figurative sculpture, architectural models, metal work, ceramics, glass work, installation, assemblage, and 3-D fabric/fiber arts. Students develop technical skills and become familiar with the functions of visual elements as you create an individual portfolio of work for evaluation at the end of the course. College credit is earned with a qualifying score on an AP exam.

Visual Art – Multimedia (formally Photo Digital Arts I)

Course: # **500615-1**

Grade Level: 9 – 12

Credit: 1

The creative and conceptual aspects of designing and producing media arts experiences, products and services that combine imagery, text, sound, motion, interactivity and/or virtuality into a unified presentation. Typical course topics include: aesthetic meaning, appreciation and analysis; composition, development, processing and programming of combined physical, interactive and virtual experiences and environments; their presentation, transmission, distribution and marketing; as well as contextual, cultural, and historical aspects and considerations. **This course will fulfill the Humanities requirement needed for graduation.**

Photo Digital Arts II

Course: # **500615-2**

Grade Level: 10 – 12

Credit: 1

Prerequisite: Successful completion of Photo Digital Arts I

The focus of this advanced class is for students to experience photography using film. The class is designed to teach students darkroom printing, film processing, film developing and manual camera exposure controls. The class is sequenced to teach students fundamentals of exposing film, manually controlling a camera for exposure and composition, how to process, develop, and print film. Students will also be expected to choose a culminating independent project which can be film or digital. The class will also further a student's ability to discuss, critique and evaluate their work as well as that of others. A manual 35mm film camera is highly recommended but there are 35mm cameras available for class use and checkout. **This class will fulfill the Humanities requirement.**

Visual Communication Design

Course: # **500720-2**

Grade Level: 9 – 12

Credit: 1

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

Visual Arts-Printmaking

Course: # **500725**

Grade Level: 9 – 12

Credit: 1

Printmaking courses provide experience in a variety of traditional and digital printmaking media, techniques, and processes. Students create realistic and abstract prints and communicate meaning by applying elements of art and principles of design and making cultural and historical connections. Students consider various techniques, methods, venues, and criteria for presentation, including evolving technologies when preparing and refining artwork for display. Students learn and practice the critique process in discussing their own work, that of other students, and the work of professional printmakers.

Music

Concert Choir

Course: # 500925-05 & 500925-06

Grade Level: 9 – 12

Credits: 2

Prerequisite: None

The SATB Singing Ensemble class focus will be on the fundamentals of singing, including a cappella pieces, and works by major choral composers. Students develop vocal skills in the context of a large choral ensemble as a means to study and perform a variety of styles. These courses are designed to develop students' vocal techniques and their ability to sing parts and include experiences in creating and responding to music. Courses are offered on multiple levels to accommodate proficiency. **This course will fulfill the Humanities requirement needed for graduation.**

Chamber Choir

Course: # 500925-11 & 500925-12

Grade Level: 9 – 12

Credits: 2

Prerequisite: Vocal audition required for placement

This SATB Singing Ensemble is geared toward the dedicated singer. This fast-paced class will include an advanced Choral Repertoire and intensive Sight singing and Music Theory. The music performed in this class will be mainly a cappella and will cover music from most major periods. Students may also prepare solos, and work on pieces in smaller ensembles. Emphasis will be placed on Vocal Technique, Musicianship, and overall performers' skills. Students will perform in all concerts and/or performances, obtain any necessary concert attire, and fund-raise if required. Students will also learn music theory, music history, theater, dance, literature and correlation of music to art. Students develop vocal skills in the context of a large choral ensemble as a means to study and perform a variety of styles. These courses are designed to develop students' vocal techniques and their ability to sing parts and include experiences in creating and responding to music. Courses are offered on multiple levels to accommodate proficiency. **This course will fulfill the Humanities requirement for graduation.**

Symphonic Band I & II

Course: # 500917-1 & 500917-2

Grade Level: 9 – 12

Credits: 2

This course is a natural progression from middle school band. Prior experience in music performance is expected. **This is not a beginner's band course.** If you do not already play an instrument, please contact Mr. Barnhill about options before registering for this class. This course must be taken in sequence; if you are a 9th, 10th, 11th, or 12th grade student enrolling in Boone County's band program, this is the class you must take first. **Students enrolling in this class must also participate in an after-school marching band (unless they are in a school activity that keeps them from doing so which must be approved by the band director).** Courses in General Band are designed to promote students' technique for playing Brass, Woodwind, and Percussion instruments and cover a variety of band literature styles (e.g., Concert, Marching, Orchestral, and Modern) primarily for performances and also include experiences in creating and responding to music. These courses teach students the appropriate care, handling, and maintenance of musical instruments. Band courses may be offered on multiple skill levels to accommodate student proficiency. General Band

courses may include marching activities for a portion of the year. **This course will fulfill the Humanities requirement needed for graduation.**

Wind Ensemble I & II

Course: # **500918-1 & 500918-2**

Grade Level: 9 – 12

Credits: 2

Prerequisite: Enrollment in this course is by audition only

This course will progress at a faster pace and will include much more difficult music than symphonic band since it is an audition class only. Students enrolled in this class must also participate in an after-school marching band (unless they are in a school activity that keeps them from doing so, which must be approved by the band director). Marching band includes after-school rehearsals, summer band camps, and various out-of-school public appearances. This class involves intense performances of grade five and grade six music (the most difficult level of music available to a musician.) Students will perform on their instruments, learn basic theory, music history, theater, dance, literature, and the correlation of music to art. Members of this class will perform at least four (4) concerts during the course of the year. Students will be involved in solo and ensemble festivals as well as various clinics and band festivals. Students will also be involved in after-school rehearsals and lessons. **This course will fulfill the Humanities requirement for graduation.**

Introduction to Music Theory

Course: # **500928-1**

Grade Level: 9 – 12

Credit: 1

This is a non-performance music literacy course that will focus on the fundamentals of reading and notating music, including: Notes, rhythms, intervals, chord construction, and harmonic progressions. Students will also learn basic form, musical structure, and analytical techniques related to traditional, classical, and popular music styles. This class will offer an alternative prerequisite for students interested in taking AP Music Theory who are not enrolled in band or choir. **This course will fulfill the Humanities requirement for graduation.**

AP Music Theory

Course: # **500929-1**

Grade Level: 11 – 12

Credits: 1

The AP Music Theory course corresponds to one or two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills, including dictation and other listening skills, sight singing, and harmony, are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the curriculum through the practice of sight singing. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are also emphasized. College credit is earned with a qualifying score on an AP exam.

World Languages

Boone County High School offers instruction in three languages: French, German, and Spanish.

Two consecutive credits of any language satisfy the requirements for the Pre-College Curriculum in the Commonwealth of Kentucky. (Check the World Language requirement for the college you wish to attend.)

Suggested World Language Course Sequence:

French—French I, French II, French III, AP French Language & Culture

German—German I, German II

Spanish—Spanish I, Spanish II, Spanish III, AP Spanish Language & Culture, AP Spanish Literature & Culture

OR

Spanish for Native Speakers I, AP Spanish Language & Culture, AP Spanish Literature & Culture

HS WL - French I

Course: # **160408-1**

Grade Level: **9 – 12**

Credit: **1**

High School novice course. It engages students in the target language with developmentally appropriate activities to acquire the language necessary to communicate (interpret, exchange, and present information, concepts and ideas both within the classroom and beyond on a variety of topics including connections to other subject areas). Cultural aspects are typically included in order to understand the relationship among the products, practices and perspectives of the target language's culture. In addition, students develop insight into their own language and culture.

HS WL - French 2

Course: # **160409-1**

Grade Level: **9 – 12**

Credit: **1**

Prerequisite: Successful completion of French I

This novice/intermediate course engages students in the target language with developmentally appropriate activities to acquire the language necessary to communicate and the skills necessary to perform interpersonal, interpretive and presentational communicative tasks; interpret, exchange, and present, information, concepts and ideas both within the classroom and beyond on a variety of topics including connections to other subject areas; and understand the relationship among the products, practices and perspectives of other cultures. In addition, students develop insight into their own language and culture.

HS WL-French 3

Course: # **160410-1**
Grade Level: **10 – 12**
Credit: **1**

Prerequisite: Successful completion of French II

This course builds on skills learned in French I & II. This is an intermediate course that prepares students to communicate in the target language and perform interpersonal, interpretive and presentational communicative tasks; interpret, exchange, and present, information, concepts and ideas both within the classroom and beyond on a variety of topics including connections to other subject areas; and understand the relationship among the products, practices and perspectives of other cultures. In addition, students develop insight into their own language and culture.

AP French Language & Culture

Course: # **160430-1**
Grade Level: **11 – 12**
Credits: **1**

Prerequisite: Successful completion of French I and II

The AP French Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French. The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). College credit is earned with a qualifying score on an AP exam.

German I

Course: # **160508-1**
Grade Level: **9 – 12**
Credits: **1**

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

German II

Course: # **160509-1**
Grade Level: **9 – 12**
Credits: **1**

Prerequisite: Successful completion of German I

High School Intermediate course. It engages students in the target language with developmentally appropriate activities to acquire the language necessary to communicate and the skills necessary to perform interpersonal, interpretive and presentational communicative tasks; interpret, exchange, and present, information, concepts and ideas both within the classroom and beyond on a variety of topics including connections to other subject areas; and understand the relationship among the products, practices and perspectives of other cultures. In addition, students develop insight into their own language and culture.

HS WL-Spanish I

Course: # **161108-1**

Grade Level: **9 – 12**

Credit: **1**

High School novice course. It engages students in the target language with developmentally appropriate activities to acquire the language necessary to communicate (interpret, exchange, and present information, concepts and ideas both within the classroom and beyond on a variety of topics including connections to other subject areas). Cultural aspects are typically included in order to understand the relationship among the products, practices and perspectives of the target language's culture. In addition, students develop insight into their own language and culture.

HS WL-Spanish 2

Course: # **161109-1**

Grade Level: **9 – 12**

Credit: **1**

Prerequisite: Successful completion of Spanish I

High School novice/intermediate course. It engages students in the target language with developmentally appropriate activities to acquire the language necessary to communicate and the skills necessary to perform interpersonal, interpretive and presentational communicative tasks; interpret, exchange, and present, information, concepts and ideas both within the classroom and beyond on a variety of topics including connections to other subject areas; and understand the relationship among the products, practices and perspectives of other cultures. In addition, students develop insight into their own language and culture.

HS WL-Spanish 3

Course: # **161110-1**

Grade Level: **9 – 12**

Credit: **1**

Prerequisite: Successful completion of Spanish II

This course builds on skills learned in Spanish I & II. This is an Intermediate course that prepares students to communicate in the target language and perform interpersonal, interpretive, and presentational communicative tasks; interpret, exchange, and present, information, concepts and ideas both within the classroom and beyond on a variety of topics including connections to other subject areas; and understand the relationship among the products, practices and perspectives of other cultures. In addition, students develop insight into their own language and culture.

HS WL-Spanish for Native Speakers

Course: # **161141-1**

Grade Level: **9 – 12**

Credit: **1**

Prerequisite: Must be a native speaker of Spanish as your first language

Develops literacy skills for native speakers.

AP Spanish Language and Culture

Course: # **161130-1**

Grade Level: **9 – 12**

Credit: **1**

Prerequisite: Successful completion of Spanish I & II **OR** Spanish for Native Speakers I

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). College credit is earned with a qualifying score on an AP exam.

AP Spanish Literature and Culture

Course: # 161131-1

Grade Level: 9—12

Credit: 1

Prerequisite: Successful completion of Spanish I & II and AP Spanish Language & Culture **OR** Spanish for Native Speakers I & AP Spanish Language & Culture

The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, plays, and essays) from Peninsular Spanish, Latin American, and U. S. Hispanic literature. Students develop proficiencies across the three modes of communication (interpretive, interpersonal, and presentational) in the range of Intermediate High to Advanced Mid of the American Council on the Teaching of Foreign Languages' (ACTFL) Proficiency Guidelines. Through careful examination of the required readings and other texts, students work to hone their critical reading and analytical writing skills. Literature is explored within the contexts of its time and place, and students gain insights on the many voices, historical periods, and cultures represented in the required readings and other texts. The course also includes a strong focus on cultural, artistic, and linguistic connections and comparisons, which is supported by the exploration of various media (art, music, film, articles, and literary criticism). College credit is earned with a qualifying score on an AP exam.

Health and Physical Education

Required Courses:

HS Integrated Health & PE

Course: # **340290-1**

Grade Level: 9 – 10

Credit: 1 (.5 health and .5 PE)

This course is designed to give students the opportunity to learn through a comprehensive sequentially planned Physical Education and Health Education program by combining the Kentucky Academic Standards for High School Physical Education and High School Health Education into one course.

Physical Education Elective Courses:

Advanced Physical Education

Course: # **340219-2**

Grade Level: 10 – 12

Credit: 1

Prerequisite: Successful completion of Integrated Health & PE

This course is designed to be an extension of Physical Education I to provide students with the advanced skills, knowledge, attitude, and confidence to be active for a lifetime.

Aerobics

Course: # **340215-1**

Grade Level: 10 – 12

Credit: 1

Prerequisite: Successful completion of Integrated Health & PE

This course is designed to offer the students a wide variety of cardiorespiratory fitness activities in order to enhance cardiorespiratory endurance.

Strength/Conditioning

Course: # **340214-1**

Grade Level: 10 – 12

Credit: 1

Prerequisite: Successful completion of Integrated Health & PE

This course emphasizes conditioning activities that help develop muscular strength, muscular endurance, flexibility, and cardiorespiratory endurance.

Business Education

Required Business Course for Graduation Cohorts of 2025, 2026, 2027:

Digital Literacy

Course: # 060112-1

Grade Level: 9-12

Credit: 1

This course is required for ALL students who started high school in the fall of 2023 or earlier. Any student entering high school after fall 2023 may take this course. Students will use a computer and application software including word processing, presentations, database, spreadsheets, internet, and email to prepare documents and reports. The impact of computers on society and ethical issues are presented. This course is a prerequisite for other technology courses including the Microsoft Office (MOS) course where students gain Microsoft Certification. It is highly recommended you take this course before Game Design.

Required Business Course for Graduation Cohorts of 2028 and beyond:

Personal Finance (CTE credit)

Course: # 060170-1

Grade Level: 9 – 12

Credit: 1

This course is required for all students entering high school in the fall of 2024 or later. Any student entering high school prior to fall of 2024 may take this course. This course is designed to provide students with the knowledge and skills to manage one's financial resources effectively for lifetime financial security. Topics include economics, money in the economy, budgeting, credit, consumer rights, investments and retirement planning. A correlation to the math content in the program of studies was used in developing this course to count as a 4th math elective. Leadership development will be provided through FBLA. **This course does NOT count as a math credit and cannot be used for the yearly math requirement.**

Business Education Elective Courses and Career Pathways:

As technology advances, it is crucial that all Boone County High School graduates know and understand the many software programs that they will use in college and/or the workplace. With our curriculum, students are offered the opportunity to have hands-on experience in word processing, databases, spreadsheets, web development, game design, and presentation software.

Classes provide students with the opportunity to learn many valuable skills which will increase their marketability as they enter college and/or the workplace. In addition, many colleges and universities count Microsoft Office Specialist Certifications for college credit. We offer a preparation class and testing through our curriculum.

The majority of current and future jobs require some level of technical skills; therefore, students need to participate in career and technical education courses while in school. **Students may receive a specialized certification if they complete four (4) classes in one major/pathway.** Below is a list of the business and technology pathways. Students who complete a career pathway will be required to participate in the CTE End of Program Assessments. The successful completion of this assessment is recognized by colleges, universities, and industry as certifications in these fields. **Students who complete the pathway and pass the assessment will receive a cord at graduation.**

Any student who enrolls in a business or information technology class has the opportunity to join FBLA (Future Business Leaders of America). This is a co-curricular organization that provides opportunities for students to develop leadership skills. Business Education pathways can be found below:

****Please note: Pathways can be completed over the course of all four years of high school.**

E-Commerce Pathway CIP 52.0208.02

This pathway focuses on the creation, execution, transmission, and evaluation of commercial messages in various media intended to promote and sell products, services, and brands; and that prepares individuals to function as advertising assistants, technicians, and managers. Includes instruction in advertising theory; marketing strategy; advertising design and production methods; campaign methods and techniques; media management; related principles of business management; and applicable technical and equipment skills.

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

060112 Digital Literacy

080716 Marketing Principles

060199 Web Page Design **OR** 081310 Fundamentals of Social Media Marketing

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

080310 Principles of Entrepreneurship

060111 Business and Marketing Essentials

081411 Retail Operations Specialist

060108 Business Education Internship

070750 Microsoft Office Specialist

060109 Ethical Leadership

060170 Personal Finance (CTE Credit) **OR** 080719 Personal Finance (Math Credit)

060750 Multimedia Publishing

Management and Entrepreneurship Pathway CIP 52.0701.00

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

Required Courses:

060111 Business and Marketing Essentials

080310 Principles of Entrepreneurship

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

060112 Digital Literacy

060108 Business Education Internship

060122 Accounting and Finance Foundations **OR** 080719 Personal Finance (Math Credit) **OR**

OR 060170 Personal Finance (CTE Credit) **OR** 070122 Financial Management

080716 Marketing Principles

070750 Microsoft Office Specialist

060109 Ethical Leadership

Accounting Pathway CIP 52.0301.00

This pathway generally prepares individuals to practice the profession of accounting and to perform related business functions. Includes instruction in accounting principles and theory; financial accounting; managerial accounting; cost accounting; budget control; tax accounting; legal aspects of accounting; auditing; reporting

procedures; statement analysis; planning and consulting; business information systems; accounting research methods; professional standards and ethics; and applications to specific for-profit, public, and non-profit organizations.

Required Courses:

060122 Accounting and Finance Foundations
070122 Financial Management

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

080719 Personal Finance (Math Credit) **OR** 060170 Personal Finance (CTE Credit)
070750 Microsoft Office Specialist
060111 Business and Marketing Essentials
060108 Business Education Internship
060112 Digital Literacy
060109 Ethical Leadership

Administrative Support Pathway CIP 52.0401.00

This pathway is designed to provide students an advanced level experience that will propel them into the 21st century business world as they serve in positions such as college interns, administrative assistants, graduate assistants, and office managers. Instruction includes areas of fundamental business procedures, human resource management, time management software, workstation management, travel planning, financial reporting, payroll, mail procedures, effective communication skills, and ethical decision-making skills.

Required:

060112 Digital Literacy
060111 Business and Marketing Essentials

Choose (1) one credit from the following:

060122 Accounting and Finance Foundations
080719 Personal Finance (Math Credit)
060170 Personal Finance (CTE Credit)
070122 Financial Management

Choose (1) one credit from the following:

070971 Medical Office Procedures
070750 Microsoft Office Specialist
060108 Business Education Internship
060109 Ethical Leadership

Computer Programming Pathway CIP 11.0201.01

The Computer Programming pathway courses will prepare students to design and create apps, as well as troubleshoot the latest programming languages used in industry. The coursework will include instruction in the principles of Computational science, Computer development and Computer Programming. Upon completion of this career pathway, students will be prepared for an entry level position or continue their education in Computer Programming.

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

060112 Digital Literacy
110251 Computational Thinking
110201 Introduction to Programming

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

- 110205 JAVA Programming I
- 110230 Cybersecurity
- 110226 Project-Based Programming
- 110701 AP Computer Science A

Digital Design and Game Development Pathway CIP 36.0113.00

The Digital Design and Game Development pathway courses provide students with a thorough understanding of techniques for designing advances, 3D games and simulations. The courses will cover 2D and 3D graphics, animation, character development, texturing, scripting, program design and coding, and game setup using state-of-the-art software development tools. Completing students will have developed the skills necessary to create 3D graphics and applications that can be used for games and simulations.

Choose (4) four credits from the following:

- 060112 Digital Literacy
- 110201 Intro to Programming
- 110251 Computational Thinking
- 113605 Game Design and Development Principles
- 110226 Project-based Programming
- 113602 Advanced Game Development and Publishing

Information Support and Services CIP 47.0104.01

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

Required credits for the pathway:

- 060112 Digital Literacy
- 110102 Help Desk Operations
- 110302 Management of Support Services
- 110919 Computer Science Internship

Web Development/Administration CIP 11.0801.01

The Web Development/Administration pathway involves creating, designing, and producing interactive multimedia products and services. This will include development of digitally generated or computer-enhanced media, and the adherence to web standards, as used in business, training, communications and marketing. Organizations of all types and sizes use digital media, web pages, and websites to communicate with existing and potential customers, to track transactions, and to collaborate with colleagues. This pathway will prepare students to enter the workforce ready to participate as leaders in a broad range of careers and further their education.

Required credits for the pathway:

- 060112 Digital Literacy
- 110251 Computational Thinking

BUSINESS COURSES:

Multimedia Publishing **This class will broadcast the morning announcements.

Course: # **060750**

Grade Level: **10-12**

Credit: **1**

This hands-on course applies publishing and presentation concepts through the development of sophisticated business documents and projects. These documents include, but are not limited to, tri-fold brochures, manuscripts, reports, bi-fold programs, catalogs, newsletters, flyers, business forms, graphs, web pages, on-screen presentations, and video productions. Equipment such as scanners, digital cameras, video cameras, and color laser printers may be utilized in creating the documents. Formatting, editing, page layout, and design concepts are taught. Distribution-ready publication standards are applied to all projects. Students will develop communication skills, problem-solving techniques, cooperative learning, and interpersonal skills. Leadership development will be provided through FBLA.

Accounting and Finance Foundations

Course: # **060122-1**

Grade Level: **9 – 12**

Credit: **1**

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 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 and/or DECA.

Financial Management

Course: # **070122**

Grade Level: **10 – 12**

Credit: **1**

Financial Management introduces students to a wide range of accounting and finance concepts, including financial and managerial accounting as well as short-term financial management and longer-term capital investment. Students prepare and interpret financial statements, forecast sales, develop budgets, and conduct multiple forms of financial analysis. Financial regulations, accounting standards, and internal accounting controls are also emphasized. Throughout the course, students are presented ethical dilemmas and problem-solving situations for which they must apply academic and problem-solving skills. Leadership development will be provided through FBLA and/or DECA.

Principles of Entrepreneurship

Course: # **080310**

Grade Level: **9-12**

Credit: **1**

This course emphasizes the skills needed for managing a business that involves the selection and supervision of employees, including efficient use of time, personnel, facilities, and financial resources. Students will explore forms of business ownership; typical business organizational structure; product or service promotion in business; effective communications; human relations skills

required in dealing with employees; and effective management strategies used in personnel, finance, production, marketing, and information processing.

Business and Marketing Essentials

Course: # **060111-1**
Grade Level: **9 – 12**
Credit: **1**

This course establishes basic foundations for further study in business and marketing courses and provides essential information for making financial and economic decisions. Students learn about the fundamentals of the American free enterprise system and world economies; application of sound money management for personal and family finances; credit management; consumer rights and responsibilities; forms of business ownership; risk and insurance; and the importance of international trade. Leadership development will be provided through FBLA.

Medical Office

Course: # **070971-1**
Grade Level: **10 – 12**
Credit: **1**

This course enables students to gain concepts, skills, and techniques in medical terminology and various forms used in the medical profession. Leadership development provided through FBLA.

Marketing Principles

Course: # **080716-1**
Grade Level: **9 – 12**
Credit: **1**

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.

Retail Operations Specialist (Spiridemic Shop)

Course: # **081411-1**
Grade Level: **10 – 12**
Credit: **1**

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.

FLC 101-NKU Path Fin Success

Course: # **002554-NKU**
Grade Level: **10 – 12**
Credit: **1**

Prerequisite: Meet requirements for dual enrollment and enrollment at NKU

This course focuses on helping students develop knowledge and skills to make sound personal financial decisions that promote financial success during college and beyond. Emphasis on decisions related to navigating college costs; earning, spending; saving; borrowing; and protecting.

Ethical Leadership

Course: # **060109**

Grade Level: **9 – 12**

Credit: **1**

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).

Web Page Design

Course: # **060199**

Grade Level: **9 – 12**

Credit: **1**

Students analyze the structure of the worldwide web, apply basic principles of web documents and HTML, and develop multi-media web pages. Course content will include the understanding of hypertext and web structures. Equipment such as scanners, digital and video cameras, and sound recording devices will be utilized through hands-on instruction. Leadership development will be provided through FBLA and/or DECA.

Fundamentals of Social Media Marketing

Course: # **081310**

Grade Level: **9-12**

Credit: **1**

This course cultivates a basic to intermediate understanding of social media history, terminology, and concepts as they apply to the marketing and business sectors. Integrates a working knowledge of platform management and simple social media marketing strategy. Students learn how to practice good marketing principles in an “electronic” marketing place. Decision-making and problem-solving skills are involved in such units as human relations, distribution, market information management, and product/service planning. The employment skills learned will improve and increase the change of successful transition into the world of work. Leadership development will be provided through FBLA and/or DECA.

Business Education Internship

Course: # **060108-1**

Grade Level: **11-12**

Credit: **2**

Internship for CTE courses provide supervised work-site experience for high school students who are enrolled in a capstone course associated with their identified career pathway. Internship experiences consist of a combination of classroom instruction and field experiences. A student receiving pay for an intern experience is one who is participating in an experience that lasts a semester or longer and has an established employee-employer relationship. A non-paid internship affects those students who participate on a short-term basis (semester or less). All information referenced to the Work-Based Learning Guide. **Application required (see back of this book for application on page 66)**

Computer Science Internship

Course: # **110919**

Grade Level: **11-12**

Credit: **2**

Internship for CTE courses provide supervised work-site experience for high school students who are enrolled in a course associated with their identified career pathway. Internship experiences consist of a combination of classroom instruction and field experiences. A student receiving pay for an intern experience is one who is participating in an experience that lasts a semester or longer and has an established employee-employer relationship. A non-paid internship affects those students who participate on a short-term basis (semester or less). All information references to the Work Based Learning Manual. Students spend at least 20 hours 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. **Application required (see back of this book for application on p. 66)**

Information Technology Elective Courses and STEAM Career

Pathways:

As technology becomes more heavily incorporated into every career field, the need for professionals to handle the development implementation and maintenance of company software and application is greater now than ever. Boone County High School students can participate in career preparation courses encompassing a variety of programming languages, yet all focused on key algorithmic thinking protocols. Courses are offered at a variety of abilities, providing any student can learn to create and manage software.

Students who complete a career pathway (see below) will be required to participate in the End of Program Assessment (EoP). STEAM Career Pathways (Science, Technology, Engineering, Art, Mathematics) education involves inspiring students to “think out of the box” and **creatively think** to solve real-world problems using the tools provided to them. STEAM pathways prepare students for 21st century challenges by providing opportunities for students to ask questions, collaborate, and **innovate** through core standards. STEAM pathways teach students how to apply concepts by **designing** hands-on projects to demonstrate their understanding of science, technology, engineering, and art through literacy and mathematics.

Any student who enrolls in a business class, information technology class, or a STEAM career pathway has the opportunity to join FBLA (Future Business Leaders of America). This is a co-curricular organization that provides opportunities for students to develop leadership skills.

Game Design Principles

Course: # **113605-1**

Grade Level: **9 - 12**

Credit: **1**

This course is a general introduction to Game Design providing an overview of story development, gaming history, game reviews, current gaming trends and industry software. Students will begin to create and develop a game story/plot that can be further developed in higher level courses as well as critique current games. In addition, game development software will be explored to further enhance their design skills.

113602 Adv. Game Development & Publishing

Course: # **113602-1**

Grade Level: **10 – 12**

Credit: **1**

Prerequisite: Successful completion of Game Design Principles

This course will focus on creating games using code, 3D characters, objects, and animation utilizing game engines. Students will create work ready products for the industry. Students will participate in Game Jams to practice working with teams and deadlines. Students spend at least 20 hours 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.

Web Page Development

Course: # **110801-1**
Grade Level: **9 – 12**
Credit: **1**

Introduces web page design through the use of HTML and CSS. Uses text and/or web editors to create web documents with various formats and page layouts, multimedia, tables and forms. Emphasizes W3C web design and accessibility standards.

Help Desk

Course: # **110102-1**
Grade Level: **10 – 12**
Credit: **1**

Prerequisite: Teacher recommendation and application.

This course introduces a variety of tools and techniques to provide user support in help desk operations. Explores help desk concepts, customer service skills, troubleshooting problems, writing for end users, help desk operations and software, needs, analysis, facilities management, and other topics related to end user support. **This class assists in maintaining school technology.**

Management of Support Services

Course: # **110302-1**
Grade Level: **10 – 12**
Credit: **1**

Prerequisite: successful completion of Help Desk

Digitally organizing the information technology milestone achieved by the student that is reflective of their industry certification readiness, understanding the cost of doing business, and preparation of technical and behavioral job interviews. Focuses on employability skills to include: a professional digital portfolio that emphasizes critical milestones that focus on entry level information technology employability skills. (Previously Help Desk II) **This class assists in maintaining school technology.**

Introduction to Programming (Python I)

Course: # **110201-1**
Grade Level: **9 -12**
Credit: **1**

Prerequisite: None

This course focuses on the general writing and implementation of generic and atomized programs to drive operating systems. Instruction includes software design, languages, and program writing, and troubleshooting. Students are introduced to fundamental programming concepts using an industry-specific or emerging programming language. Includes data types, control structures, simple data structures, error-handling, modular programming, information and file processing, and uniqueness of the language used in the course. Students spend at least 20 hours 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.

Computational Thinking (Introduction to Computers)

Course: # **110251-1**
Grade Level: **9 – 12**
Credit: **1**

Prerequisite: None

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.

Java Programming I

Course: # 110205-1
Grade Level: 10 – 12
Credit: 1

Prerequisite: none

Introductory course to object-oriented programming in Java. Students learn to write, compile, test, and debug basic applets and applications that use a graphical user interface.

AP Computer Science A

Course: # 110701-1
Grade Level: 11 – 12
Credits: 1

Prerequisite: Successful completion of Algebra II

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

The courses below are part of the Project Lead the Way program. PLTW is an organization focused on empowering students and transforming the teaching experience – a proud tradition from the start of the organization that continues today. Since 1997, we have grown from a high school engineering program to offering comprehensive PreK-12 pathways in computer science, engineering, and biomedical science. These courses are fast paced and are weighted as Advanced Placement courses.

Cybersecurity PLTW

Course #: 110230-1
Grade Level: 9 - 12
Credit: 1

Cybersecurity introduces the tools and concepts of cybersecurity and encourages students to create solutions that allow people to share computing resources while protecting privacy. This course raises students' knowledge of and commitment to ethical computing behavior. Students will learn components of cybersecurity and the role each plays in preventing, detecting and mitigating vulnerabilities and attacks. Students spend at least 20 hours 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. **This course is the first course in the Project Lead the Way Cybersecurity program. This course is fast paced and is weighted as an Advanced Placement course.**

Project-Based Programming (PLTW Computer Science Essentials)

Course: # 110226-1
Grade Level: 9 – 12
Credit: 1

Description: This project-based learning course engages the conscientious and serious programming student. 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 tasks and projects.

FCS

Family and Consumer Science Elective Courses and Career Pathways:

Family and Consumer Science classes are designed to help students learn and develop strategies which will help them remain mentally, emotionally, and physically healthy. All students are expected to have good attendance and perform at a high level of achievement. Students should maintain an attitude and energy level consistent with an excellent employee and realize that the instructor and assignments are leading the students toward successful school-to-work transition. Students who complete the pathway and pass the certification test will earn a cord to wear at graduation.

Family, Career, and Community Leaders of America (FCCLA) is the official vocational student organization for this department and is an integral part of the instructional program. Membership is encouraged as this is a wonderful way to build leadership abilities, as well as self-confidence.

Family and Consumer Science Pathways

Consumer and Family Management Pathway: FCS Essentials, Food and Nutrition, Middle to Late Lifespan Development, Relationships

Early Childhood Education Pathway (choose 4 of the following): FCS Essentials **OR** Early Lifespan Development **OR** Child Development Services I &/or II **OR** Child Development Services I &/or II **OR** Early Childhood Education Internship

Family and Consumer Science Courses

FCS Essentials/Life Skills

Course: # **200113-1**
Grade Level: 9 – 12
Credit: 1

Prerequisite: None

This comprehensive course provides an opportunity for acquiring basic life skills and guides students to explore and select specific areas for concentrated study. Emphasis is on family, employability skills, adolescent development, introduction of textiles, interiors and design, financial management, parenting, establishing healthy relationships, creating a foundation for healthy lifestyles, and nutrition. Leadership development will be provided through Family, Career, and Community Leaders of America (FCCLA).

Food and Nutrition

Course: # **200441-1**
Grade Level: 10 – 12
Credit: 1

Prerequisite: none

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. Leadership development will be provided through Family, Career and Community Leaders of America (FCCLA).

Early Lifespan Development

Course: # **200223-1**
Grade Level: **9 – 12**
Credit: **1**

This course addresses the concepts related to understanding the areas and stages of human growth and development, recognizing effects of heredity and environment on human growth and development, meeting the needs of exceptional children, promoting optimum growth and development in the infancy, toddler, and preschool stages. Careers in child/human development are explored. Leadership development will be provided through the Family, Career and Community Leaders of America.

Middle to Late Lifespan Development

Course: # **200226**
Grade Level: **10 – 12**
Credit: **1**

This course addresses the practical problems related to understanding the types and stages of human growth and development, recognizing effects of heredity and environment on the life stages, meeting the needs of exceptional children, promoting optimum growth and development in the middle childhood, adolescent and adulthood stages. Careers in child/human development and adult care services are explored. Leadership development will be provided through the Family, Career and Community Leaders of America.

Child Development Services I

Course: # **200261-1**
Grade Level: **11-12**
Credit: **1**

Prerequisite: Successful completion in Lifespan and Child Development classes. Application required.

This course provides training for entry-level positions in schools, day care centers, or working with children. The class is targeted for individuals preparing for careers related to children, such as those associated with childcare, teaching, social services or counseling. The subject content is reinforced with work experience in schools and a variety of childcare establishments – Internship. Students study professionalism, employability skills, child growth and development, health and nutrition, learning environments and curriculum, child assessment, program management and evaluation as well as family and community partnerships. Students will be selected for this class based on attendance, grades, teacher recommendation, and discipline history.

Child Development Services II

Course: # **200262-1**
Grade level: **11-12**
Credit: **1**

Prerequisite: Successful completion in Lifespan and Child Development classes

Child Development Services II is a continuation of Child Development Services I and is designed for students who wish to further their training in childhood education. Students gain in-depth work experiences in classrooms, childcare and preschool centers, and other early childhood settings. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA). Students will be selected for this class based on attendance, grades, teacher recommendation, and discipline history. Students selected for this course must interview with the instructor.

Early Childhood Internship

Course: # **200201-1**
Grade Level: 12
Credit: 1

Prerequisite: Successful completion of Lifespan and Child Development Services I & II. Application required.

Internship for CTE Courses provide supervised work-site experience for high school students who have completed courses leading to a career pathway. Internship experiences consist of a combination of classroom instruction and field experiences. Students receiving pay for intern experience are those participating in an experience that is a semester or longer and have an established employee-employer relationship. A non-paid internship affects those students who participate on a short-term basis. Students will be selected for this class based on attendance, grades, teacher recommendation, and discipline history. Students selected for this course must interview with the instructor.

Relationships

Course # **200171-1**
Grade Level: 10 – 12
Credit: 1

Prerequisite: None

This course assists students to develop self-understanding, understanding of others, interpersonal skills, awareness of other's needs, and physical, mental, and emotional wellness. Family life education comprises a portion of this course including dating and married relationships. Preparations for and the achievement of a successful marriage are emphasized. Leadership development will be provided through Family, Career and Community Leaders of America (FCCLA).

Work Force Experience Elective Course:

Peer Tutoring

Course: # **906010-1**
Grade Level: 11 – 12
Credit: 1

This course will involve upper-class students (11th & 12th graders) who are willing to help students with disabilities during a class period. Students who are interested must complete and submit the application by the announced due date. Upon approval they will be assigned to the course. This class is designed for students interested in helping in a classroom and interested in the teaching profession.

Teaching and Learning Pathway

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

Best Practice Courses

Complete (3) three credits: The Learning Community, The Learner-Centered Classroom, The Professional Educator **AND**

Choose (1) one credit from the following:

Collaborative Clinical Experience **OR** Principles of Career and Technical Education (these classes will be offered starting in the 2025-2026 school year)

The Learning Community

Course: # **331030**

Grade Level: **9-12**

Credit: **1**

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

The Learner-Centered Classroom

Course: # **331031**

Grade Level: **9-12**

Credit: **1**

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

The Professional Educator

Course: # **331032**

Grade Level: **10-12**

Credit: **1**

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

Programs Outside of Boone County High School

Students at Boone County High School are fortunate to have options outside our high school to attend. These programs do require the completion and submission of an application; may require additional applications and may have additional cost. Programs include:

- Boone County Area Technology Center
- Early College
- Homebuilders Program
- Fire Fighter/EMT
- Dual Enrollment (these courses may take place on BCHS' campus, Gateway's, NKU's, and TMU's campuses or online.)

Boone County Area Technology Center

Students must be an 11th or 12th Grader to be placed into one of the programs at the Boone County Area Technology Center. Space is limited so an application for special programs must be submitted. 12th Graders that are returning to their program a second year must also complete the application.

The Area Technology Center (ATC) offers seven programs of study as described below. Most programs offer co-op opportunities to students who are nearing the end of their programs. Typically, those are 12th Grade students and students in the Health Science Program.

Students who are accepted into a program will attend the ATC for two blocks a day. 11th Graders attend the first two blocks of the school day and 12th Graders attend the last two blocks of the school day. Bus transportation is provided to and from school each school day. Eligibility requirements include the student being on grade level, good attendance, and excellent behavior. Please be aware that most programs require the purchase of uniforms and/or safety equipment and the student and/or family are responsible for those purchases.

Auto Technology

The Automotive Technology program is a two-year long course. First-year students will receive instruction in all eight areas of the ASE/NATEF certifications, to include engines and engine performance, automatic and manual drive trains, steering/suspension, brakes, HVAC and electrical. Students MUST pass all first-year courses to be eligible to return for the second half of the program. Second-year students will receive instruction on the same eight areas with the emphasis on the diagnostics and major repair of these systems.

The majority of the instruction involves actual hands-on training rather than just book work. The focus and goal of the Auto Technology program is to have a second-year student well-prepared to get an entry-level technician position at any of the many dealerships and independent repair facilities in Northern Kentucky or continue their training at the post-secondary level. This is a rigorous course that is designed to strengthen a student's mechanical skills and utilize the English, math, and science skills they have acquired in their academic classes.

Diesel Technology

This program develops skills needed to analyze malfunctions and to repair, rebuild and maintain construction equipment, farm equipment, or medium and heavy trucks. Students study and apply hands-on experience in systems such as diesel engine, fuel injection, onboard computers, transmissions, steering and suspension, and brakes.

Electrical Technology

Electrical Technology prepares students for entry-level electrician positions in industry and building trades. Students study and experience layout, assembly, installation, testing, maintenance of electrical circuits, apparatus, and residential wiring. Training involves electrical theory and electrical codes current in industry.

Health Sciences

The Health Science program is a one-year program. Students complete orientation, exploration, and preparation in the healthcare industry through courses progressing toward Medicaid Nurse Aide certification. Each course integrates mathematics, science, communication and technical knowledge, and culminates in a supervised practical application in the field. 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.

Machine Tool Technology

The Machine Tool Technology program is designed to prepare students to enter the machine tool trade. The first year of Machine Tool Technology training is a combination of blueprint reading, precise metal layout, operating manual lathes, mills, surface grinders, reading precision measurement tools, and computing and verifying dimensions, sizes, shapes, and tolerance of machined-work pieces. The student is introduced to tools, materials, equipment, and trade terms and develops the skills to do the job to industry standards. Students become acquainted with a variety of metals and learn how to use the various types of cutting tools and the required metallurgy.

Metal Fabrication

Students in this program prepare for entry-level work by creating three-dimensional objects from flat sheets of metal. These objects are mainly used in ventilation systems of residential, business and industrial structures. Metal fabricators are also increasingly called on to produce precision parts for high-tech industries. Instruction includes design, pattern layout, transfer, fabrication, and joining.

Welding

The Welding program prepares students to weld and fabricate various types of metal including casting, aluminum, stainless, and other steels using GMAW, GTAW, SMAW, and OFW welds made to industry and AWS standards. Students train in layout, blueprint reading, equipment maintenance, work orders, job site safety, and job estimating.

College Courses

To be considered for college courses, you must have a minimum of a 3.0 GPA on your transcript at the time of application. Things to consider when contemplating taking college courses:

- This is real college, and you will receive real grades that must be transferred to the university you attend after you graduate from BCHS.
- Tuition during the 2023-2024 school year was \$273 for every 3-credit hour course. This price could increase for the 2024-2025 school year, but that information is not available at this time. In addition, you will also have the cost of textbooks.
- Every high school student can receive two free work ready scholarships and two dual credit scholarships. Students must apply for these scholarships, but the time to process it is quite lengthy. The colleges would like each student to pay their tuition up front and they will issue a refund once the scholarship is processed. The cost of textbooks is not covered by the scholarship and the students must pay for this expense out-of-pocket.
- The work ready scholarship will cover technical courses and the dual credit scholarship will cover general education courses.
- If you are a Junior, your only option for taking college courses is to take the courses offered at BCHS or do the early college program.
- The early college program is designed for students that want to begin taking full-time college classes as a Junior. It is a 2-year program in which you take all general education classes the first year and then courses that are tailored to your career goals the second year (in addition to finishing your high school general education classes).
- If you want to earn an Associate's degree while in high school, you must do so in the early college program.
- All early college classes are at Gateway Community College during the first year and transportation is provided from BCHS. You will be expected to provide your own transportation during year two or schedule your classes in the morning at Gateway.
- Dual enrollment courses can take the place of graduation requirements at BCHS. For example, you can take ENG 101 and ENG 102 as dual enrollment courses and it will meet your ENG III and ENG IV requirements.
- If you have specific questions about college coursework, please see Mrs. Hirn or email her at pam.hirn@boone.kyschools.us

IN-PERSON COLLEGE COURSES TAUGHT AT BCHS

ENG 150 - Literature, Writing and Research – Thomas More course (3 credit hours)

Semester: Fall 2024

Prerequisite: 3.0 GPA unweighted GPA or higher and admission to TMU's Gemini Dual Credit Program.

Description: A reading and writing intensive course topical in nature, with multiple topics offered each semester. The course invites students to explore literature as a meaningful and complex expression of human experience. Students will learn to identify literary strategies and to articulate critical issues raised by texts. An integral component of the course will be a research essay incorporating MLA format.

MAT 205 – Introductory Statistics - Thomas More course (3 credit hours)

Semester: Fall 2024

Prerequisite: A Math ACT score of 18, a 3.0 unweighted GPA, and admission to TMU's Gemini Dual Credit Program.

Description: An investigation of graphic methods, frequency distributions, percentiles, central tendency, variability, standard scores, normal and binomial distributions, hypothesis testing, and correlation.

HIS 103 History of the United States Since 1877 – NKU course (3 credit hours)

Semester: Fall 2024

Prerequisite: 3.0 unweighted GPA or higher and admission to NKU's School Based Scholars Program.

Description: Exploration of the nation's development since 1877. Designated to meet demands for a general understanding of US History.

This course does count as your US History course if you are a Junior.

EDU 104 Orientation: Education Profession/Program – NKU course (3 credit hours)

Semester: Fall 2024

Prerequisite: 3.0 unweighted GPA or higher and admission to NKU's School Based Scholars Program.

Description: Designed to explore the education profession and various programs within the Department of Teacher Preparation and Educational Studies, Teacher Education Handbook, KY New Teacher Standards, and includes a field experience component.

FLC 101 Pathways to Financial Success - NKU course (3 credit hours)

Semester: Spring 2025

Prerequisite: 3.0 unweighted GPA or higher and admission to NKU's School Based Scholars Program.

Description: Knowledge and skills to make sound personal financial decisions that promote financial success during college and beyond. Emphasis on decisions related to navigating college costs; earning, spending; saving; borrowing; and protecting. 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.

ENG 250 - Literature, Writing, & Research II – Thomas More course (3 credit hours)

Semester: Spring 2025

Prerequisite: Successful completion of ENG 150

Description: A reading and writing intensive course that invites students to explore literature as a meaningful and complex expression of human experience. This course builds upon critical thinking, research, and writing skills initiated in ENG 150. Readings will serve as a catalyst for composition, and students will apply composition and analytical skills in multiple writing assignments, including one or more research projects in which they apply and demonstrate mastery of academic documentation format. Texts will be selected by the individual instructor.

MAT 143 – Elements of Calculus – Thomas More course (4 credit hours)

Semester: Spring 2025

Prerequisite: A math ACT score of 22, a 3.0 unweighted GPA, and admission to TMU's Gemini Dual Credit Program.

Description: This course is elementary and integral and differential calculus, in one variable, for the life sciences and business majors. Critical thinking and realistic problems are emphasized. This course assumes adequate preparation in algebra, but the exponential and logarithmic transcendental functions will be developed. Trigonometric functions and are not included and it incorporates necessary precalculus topics as they arise.

EDU 305 – Introduction to Education – NKU course (3 credit hours)

Semester: Spring 2025

Prerequisite: EDU 104

Description: Examination of teaching as a profession and of schooling as it currently functions in the U.S.; inquiry into contemporary educational theory and practice to assist students in making realistic career decisions.

Online Courses

The following courses are online in collaboration with Thomas More University and Northern Kentucky University. They do not meet in person!

CMST 101 – Public Speaking – NKU

Semester: Fall 2024

Prerequisite: 3.0 unweighted GPA or higher and admission to NKU's School Based Scholars Program.

Description: This course focuses on the development and understanding of the oral communication process, improving oral communication skills, development of idea and message development, and effective delivery of ideas.

CRJ 101 – Introduction to Criminal Justice – Thomas More

Semester: Fall 2024

Prerequisite: 3.0 GPA unweighted GPA or higher and admission to TMU's Gemini Dual Credit Program.

Description: An introduction to the philosophical and historical background and development of the criminal justice system. Review of criminal justice functions, processes and procedures, and an examination of current trends and concepts are also explored.

A grade of C or higher in this course is required for all higher-level Criminal Justice courses.

BUA 105 – Introduction to Business – Thomas More

Semester: Fall 2024

Prerequisite: 3.0 GPA unweighted GPA or higher and admission to TMU's Gemini Dual Credit Program.

Description: An introduction to the structure, functioning, and role of the business and economic systems.

PSY 105 – General Psychology – Thomas More

Semester: Fall 2024

Prerequisite: 3.0 GPA unweighted GPA or higher and admission to TMU's Gemini Dual Credit Program.

Description: An introduction to the field of Psychology and to the methods of study used by psychologists. Emphasis is placed on a scientific approach to understanding human behavior.

Topics covered include the biological basis of behavior, sensation, perception, learning, memory, personality, abnormal behavior, and social behavior.

LAW 105 – Introduction to Law – Thomas More

Semester: Fall 2024

Prerequisite: 3.0 GPA unweighted GPA or higher and admission to TMU's Gemini Dual Credit Program.

Description: An introduction to various aspects of the legal profession, such as exploring a legal career, applying to law school, career options, basic legal terminology, and the court system.

CRJ 225 - Criminology – Thomas More

Semester: Spring 2025

Prerequisite: Successful completion of CRJ 101

Description: Criminology examines crime and the criminal in society. The nature of crime and criminal law, theories of crime and crime causation, and methods of treatment and prevention are also addressed.

SOC 105 – Principles of Sociology -Thomas More

Semester: Spring 2025

Prerequisite: 3.0 GPA unweighted GPA or higher and admission to TMU's Gemini Dual Credit Program.

Description: A course intended to foster the student’s “sociological imagination”, provide the student with exposure to the basics of the academic discipline and emphasize examination of: 1) the “ultimate meaning of life”; 2) “one’s place in the world” and 3) “one’s social and ethical” responsibility to others.

HIS 115 – United States History II (After 1877) – Thomas More

Semester: Spring 2025

Prerequisite: 3.0 GPA unweighted GPA or higher and admission to TMU’s Gemini Dual Credit Program.

Description: An introductory survey of United States history after 1877.

PSY 100 – General Psychology – NKU

Semester: Spring 2025

Prerequisite: 3.0 unweighted GPA or higher and admission to NKU’s School Based Scholars Program.

Description: Systematic and scientific study of behavior from biological, behavioral, and cognitive perspectives; methods, history, biopsychology, perception, learning, development, cognition, personality, mental disorders, therapy, and social psychology.

EARLY COLLEGE

Through a partnership with NKU, Thomas More, and Gateway Community and Technical College, students will attend college for half a day at Gateway Community and Technical College’s Boone Campus with the potential of earning 60 college credit hours during their last two years in high school. You can also enroll in the program for one year if you are senior. These courses are provided at a drastically reduced rate of \$273 per 3-hour course (2023-2024 school year price and subject to change) saving the student thousands in future college expenses. This is the route a student will want to take if their end goal is to earn an Associate’s Degree while in high school. Transportation is provided to Gateway during year one; however, you must provide your own transportation during Year 2 unless you schedule morning classes. Classes are held Monday-Thursday from 8:00-10:35 a.m. Lab classes could potentially be on Fridays if they are not online. During year one, students take general education classes at Gateway. All students are from the 4 Boone County School District high schools. Year two students will schedule individually with the university and high school representative.

Classes – Fall 2024

ENG 101 – Writing I (3 credit hours) – Gateway course

Description: Focuses on academic writing. Provides instruction in drafting and revising essays that express ideas in Standard English, including reading critically, thinking logically, responding to texts, addressing specific audiences, researching and documenting sources. Includes review of grammar, mechanics and usage.

HIS 114 – US History I (3 credit hours) – Thomas More course

Description: Introductory US History course that focuses on history of the United States before 1877.

SOC 101 – Global Inequalities (3 credit hours) – ONLINE – NKU course

Description: Global Inequality is the study of ways in which humans construct meanings as they relate to similarities and differences and organize social relationships and activities in ways that advantage some groups over others. Special emphasis is paid to inequalities across and within countries. Effects of imperialism and colonialism on linguistic or cultural diversity; theories of cultural development, the interconnections between and differences among local, national, and global communities; and the influence of cultural and socioeconomic background in shaping attitudes and opinions (in themselves and others).

MAT 150 – College Algebra (3 credit hours) – Gateway course

Description: Includes selected topics in algebra and analytic geometry. Develops manipulative skills and concepts required for further study in mathematics. Includes linear, quadratic, polynomial, rational, exponential, logarithmic and piecewise functions; systems of equations; and an introduction to analytic geometry. **Must have a 22 Math score on the ACT. If you have a 19-21, you will be required to take the lab that goes with this class. You must also have a 3.2 GPA to enroll in this course.**

MAT 150 – College Algebra Workshop (2 credit hours) – Gateway course

Description: Provides parallel and supplemental review of algebra skills needed for success in college algebra for students with a Math ACT of 19-21. Withdrawal from MAT 100 requires withdrawal from MAT 150. Both courses must be taken concurrently.

MAT 151 – Introduction to Applied Statistics (3 credit hours) – Gateway course

Serves as an entry-level introduction to applied statistics useful for a variety of fields. Covers statistical terminology and the appropriate use of software for the calculation of descriptive statistics, basic probability, correlation and linear regression. Emphasizes understanding the uses and misuses of statistics in the real world.

MUS 260 – Music In World Cultures (3 credit hours) – ONLINE – Thomas More course

Description: This course is an introduction to music fundamentals, music history in western civilization from 1820 to the present including social/philosophical aspects of the times as well as critical listening skills.

Classes – Spring 2024

ENG 102 – Writing II (3 credit hours) – Gateway course

Description: Emphasizes argumentative writing. Provides further instruction in drafting and systematically revising essays that express ideas in Standard English. Includes continued instruction and practice in reading critically, thinking logically, responding to texts, addressing specific audiences, and researching and documenting credible academic sources. Pre-requisite: ENG 101.

COM 181 – Basic Public Speaking (3 credit hours) – Gateway course

Description: Applies the basic principles and techniques in research, organization, and delivery of speeches for informative and persuasive speaking purposes. Provides practical platform

experience in developing speaking abilities to enable the student to communicate orally in clear, coherent language appropriate to the purpose, occasion, and audience.

CHE 120/125 – Chemistry in Society and Chemistry in Society Lab (4 credit hours) – Gateway

Description: Introduces non-science majors to the main concepts and applications of chemistry in our society. The lab reinforces concepts covered in CHE 120 and introduces scientific inquiry through selected experiments.

STA 220 –Statistics (3 credit hours) – Gateway course

Description: Examines statistical description of sample data including frequency distributions, measures of central tendency, and measures of dispersion. Includes theoretical distributions, statistical estimation, and hypothesis testing. Introduces simple linear regression and correlation.

Prerequisite: MAT 150

STA 251 – Applied Statistics (3 credit hours) - Gateway course

Description: Covers principles of probability, discrete and continuous probability distributions, statistical estimation, hypothesis testing, linear regression, comparisons of populations, goodness of fit, and analysis of variance. Software will be used to aid in statistical computations.

Prerequisite: MAT 151

HIS 115 – US History II (3 credit hours) – Thomas More course

Description: Introductory US History course that focuses on history of the United States after 1877.

FIRE/EMT COURSES

The Fire/EMT program is designed to prepare students for an entry-level job after graduation. Upon completion of this 2-year program, students can graduate as a certified Emergency Medical Technician. This is a half day program that is taught at the Fire Training Center in Burlington. Transportation is provided. Students must apply and be accepted at Gateway Community College and all courses for this program are for college credit.

Year 1 – 1st Semester

FRS 101 Introduction to Fire Safety – 3 credit hours

Description: This course includes fire department organization, fire behavior, firefighter safety, personal protective equipment, portable fire extinguishers, fire hose and appliance streams.

FRS 102 Firefighters Basic Skills 1 – 3 credit hours

Description: Includes ropes, ladders, aircraft rescue, forcible entry, first aid, blood born pathogens, emergency disaster planning, and CPR.

Year 1 – 2nd Semester

FRS 103 Firefighters Basic Skills II – 3 credit hours

Description: Includes building construction, wildland fire behavior, fire control, and ventilation.

FRS 104 – Firefighters Intermediate Skills I – 3 credit hours

Description: Includes water supply, foam fire streams, fire alarms and communications, hazardous materials awareness, hazardous materials operations, sprinklers, and salvage and overhaul.

Year 2 – 1st Semester

FRS 106 Introduction to Special Responses – 3 credit hours

Description: Introduces students to hazardous materials response at the operations level and specialized responses to incidents involving terrorism, weapons of mass destruction, and Active Shooter Hostile Events Response (ASHER). Lecture: 3 credits (45 contact hours)

FIR 107 Introduction to Rescue and Patient Care- 3 credit hours

Description: Introduces students to topics such as: first aid, cardiopulmonary resuscitation, technical rescue awareness concepts, and vehicle extrication. 3 credits (45 contact hours)

Year 2--Second Semester

FIR 230 Emergency Medical Technician – 6 credit hours

Description: Introduces students to wide variety of topics in patient care at the emergency medical technician level as outlined in the United States Department of Transportation (USDOT) national standard curriculum. Pre-requisite: Minimum ACT Reading Score of 15 or Consent of Instructor. Integrated Lecture/Lab: 6 credits (150 contact hours)

Heavy Equipment Sciences

The Heavy Equipment Sciences program will prepare students for construction building jobs, infrastructures projects (roads, bridges, and ports, otherwise called non-building construction), and in mining and timber operations. A trained and experienced equipment operator provides necessary skills for any project that requires moving and transporting heavy materials or that demands any kind of earthmoving. Students will be able to work on Caterpillar simulators to gain experience working with heavy equipment.

This program is for juniors and seniors. It will take place four days a week at Gateway Community and Technical College and Riegler Blacktop. Transportation will be provided. Students are responsible for textbooks and tuition for any classes. All students will be expected to take the EOP & associated Industry tests.

Intro to Skilled Trades Program (formerly Homebuilder's Program)

The Construction Technology programs will prepare students for work in new construction, remodel, and energy auditing industries. Course offerings include everything from entry-level trades courses, all the way to national certification. Students will train at the career centers, high schools and at real job sites. Current and traditional building practices are included, while updated and advanced framing techniques, energy efficiency, health and safety, and sustainability methods are emphasized.

This program is for juniors and seniors. It will take place three days a week at the Northern Kentucky Home Builders Association near Mineola Pike. Transportation will be provided. There will be a fee for participating

in the class to cover the cost of materials. All students will be expected to take the EOP & associated Industry tests.

Courses:

- Introduction to Building and Apartment Maintenance
- Residential Maintenance Carpentry
- Residential Maintenance Wiring
- Residential Maintenance Plumbing

APPRENTICESHIP ACADEMY

This is a two-year program that is designed for students that are interested in exploring a registered apprenticeship program in a technical field. Students attend Gateway half of the day where they earn college credits. The second half of the day will be spent taking classes at BCHS. During year one, students identify their natural talents and interests while taking foundational courses that lead to multiple technical pathways. Students experience different work environments to help best match them with employers and career pathways that align with their talents and interests. During year two, the program incorporates on the job experience with targeted coursework in their chosen field. Transportation is provided to Gateway.

Course Offerings:

- | | |
|---------------------------|-------------------|
| Circuits – AC/DC Circuits | Machine Tool |
| Basic Blueprint Reading | Industrial Safety |
| Fluid Power/Hydraulics | |
| Industrial Maintenance | |
| Basic Welding | |

DUE DATE: FRIDAY, FEBRUARY 9TH

APPLICATION FOR SPECIAL PROGRAMS/DUAL ENROLLMENT

Note: Be sure that your writing is legible, especially on your email address.

Student's Name _____

Current Grade Level _____

Student's Email (list one you check regularly) _____

Directions: *Circle the option number* of the program you would like for next year. In some cases, you can do multiple programs. For example, you might do vocational school with a few college classes or take some online colleges courses with a few in person classes.

Option 1: Early College – All classes are at Gateway on Monday through Thursdays from 8:00-10:30. Transportation is provided.

Option 2: Take college classes at BCHS – Check the classes you want to take.

- _____ ENG 150 – Literature, Writing and Research – TMU- Fall 2024
- _____ HIS 103 – History of the US Since 1877 – NKU – Fall 2024
- _____ MAT 205 – Introductory Statistics (Math ACT score of 18) - TMU – Fall 2024
- _____ EDU 104 – Orientation to Education – NKU- Fall 2024
- _____ FLC 101 – Pathways to Financial Success – NKU – Spring 2025
- _____ ENG 250 – Literature, Writing and Research II- TMU – Spring 2025
- _____ MAT 143 – Elements of Calculus (Math ACT: 22) – TMU – Spring 2025
- _____ EDU 305 – Introduction to Education – NKU – Spring 2025

Option 3: Online college classes.

- _____ CMST 101 – Basic Public Speaking – NKU – Fall 2024
- _____ BUA 105 - Introduction to Business – TMU – Fall 2024
- _____ CRJ 101 – Introduction to Criminal Justice – TMU – Fall 2024
- _____ LAW 105 – Introduction to Law – TMU –Fall 2024
- _____ PSY 105 – General Psychology – TMU –Fall 2024
- _____ PSY 100 – General Psychology – NKU -Spring 2025
- _____ MUS 260 – Music in World Cultures – TMU – Spring 2025
- _____ MIS 113 – Computer Applications and Hardware – TMU- Spring 2025
- _____ SOC 105 – Sociology and Criminal Justice – TMU – Spring 2025
- _____ CRJ 225 – Criminology – TMU – Spring 2025

Option 4: If you are a senior, a college schedule can be individualized for you. You must make an appointment with Mrs. Hirn to discuss this option.

Option 5: Fire/EMT Program at the Fire Training Center in Burlington, KY – This is a half-day program, and the courses are for college credit through Gateway.

Fire/EMT Courses:

- FIR 101 – Basic Firefighting I
- FIR 102 – Basic Firefighting II
- FIR 103 – Basic Firefighting III
- FIR 104 - Basic Firefighting IV

Option 6: Skilled Trades Program – This is a half day program located at the Enzweiler Building located in Erlanger, KY. No college credit is earned in this program.

Skilled Trades Courses:

- Introduction to Building and Apartment Maintenance
- Residential Maintenance Carpentry
- Residential Maintenance Wiring
- Residential Maintenance Plumbing

Option 7: Vocational School – check your area of interest.

- _____ Automotive Technology
- _____ Diesel Technology
- _____ Electrical Technology
- _____ Health Sciences
- _____ Machine Tool
- _____ Metal Fabrication
- _____ Welding Technology

Option 8: Apprenticeship Academy – This is a half-day program at Gateway where you will explore a variety of technical fields while earning college credit.

Option 9: Heavy Equipment Operator Program – This is a half-day program for Juniors. You will take college classes at Gateway in the fall and will spend the spring semester with Riegler Blacktop.

Heavy Equipment Operator Courses:

- Introduction to Construction, Industrial Safety, Heavy Equipment Operator, and Heavy Highway Construction.

RETURN THIS APPLICATION TO THE GUIDANCE OFFICE!!!

Boone County High School

Application for Early Childhood Education, Business Education, and Computer Science Internships

Name _____ Phone # _____

Date of Birth _____

Address _____

City _____ Zip Code _____

Parent/Guardian Name _____ Phone # _____

Current GPA _____ Days Absent this Year _____ Tardies _____ (if attendance becomes an issue, you may be pulled from your internship assignment)

Current Employer Information

Name of Company/Organization _____

Address _____ Phone # _____

Contact Person _____ Position _____

Current Position _____ Hours per Week _____

Type of Career you want to pursue _____

Do you want to intern for one semester or all year? _____

Where would you like to intern? _____

Early Education Only—would you prefer a day care or elementary school? _____

List all courses completed at BCHS that relate to your career or major? _____

What are your plans for after graduation? _____

** Parenting class can be taken at the same time as internship for Early Childhood Education Internship

TURN THIS APPLICATION IN TO THE GUIDANCE OFFICE BY THE ANNOUNCED DEADLINE

Peer Tutor Application

This application must be completed and turned in to Ms. Squires in the counseling office no later than February 17th if you would like to be considered for peer tutoring. Please note there are a limited number of peer tutor spots available. Once you turn this application in, recommendation forms will be sent to two teachers.

Name: _____

Grade: _____

What experience do you have working with people with disabilities?

Why are you applying to become a peer tutor?

What are your future career goals?

****We will send a recommendation form to two of your teachers. Please list the names of two (or more) teachers that you have had in the past that you would like for us to ask for a recommendation for you.**

****Late applications will not be accepted.**

Planning Guide for Requesting Classes

Student Name _____ Date _____

Career Interest _____ Current Grade _____

Please carefully review the current BCHS course guide to make informed decisions regarding course selections for next school year. Consider career interests, personal interests and obligations, parental input, recommendations from current teachers and counselors to create an appropriately challenging yet balanced schedule. Reflect on how this schedule will fit with your four-year graduation plan and your ILP. Please choose wisely since these course selections are **final and there will be NO schedule changes**.

The box below should contain 8 credits.

Course Number	Course Title	Credit
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____
5. _____	5. _____	5. _____
6. _____	6. _____	6. _____
7. _____	7. _____	7. _____
8. _____	8. _____	8. _____
Number of credits should total 8		

****Do NOT write down an alternate course that you are not willing to take. If you list it, you may get it on your schedule and schedule changes are not permitted.**

DO NOT LEAVE THIS SECTION BLANK! ALTERNATE COURSES ARE REQUIRED!			
Course #	Course Title	Course #	Course Title
1. _____	1. _____	3. _____	3. _____
2. _____	2. _____	4. _____	4. _____