



**CURRICULUM GUIDE**  
**2026-2027**

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# CURRICULUM GUIDE INTRODUCTION

Selecting courses is an important decision that requires thoughtful consideration. Students are encouraged to:

- Read course descriptions thoroughly.
- Ensure they meet any prerequisites.
- Seek advice from teachers, parents, and peers.

To assist with this process, counselors will meet with each grade level in March to explain the scheduling procedure and address grade-specific questions.

This handbook is a valuable resource for discussing course selections with your guardians. Take the time to consult your teachers and counselor to make informed decisions. All students will have the opportunity to meet with the scheduling team to finalize their schedules.

For questions or additional information about scheduling, please contact one of our counselors:

- Amiee Miller (Last Names A-J): amiee.miller@etown.kyschools.us
- Melissa Butler (Last Names K-Z): melissa.butler@etown.kyschools.us

We're here to help you design a schedule that supports your academic success and future goals.

## **EHS MISSION STATEMENT**

We help each and every student in our high school develop higher-order thinking skills and leadership skills in preparation for postsecondary education and the global workforce. We empower students to achieve their potential using community internships and projects.

## **EHS VISION**

All students will be successfully placed in a postsecondary institution or career of their choosing.

## **EHS MOTTO**

A Tradition of Excellence

## **ELIZABETHTOWN HIGH SCHOOL OFFICE STAFF**

Josh Henderson - Principal

Janae Bell - Assistant Principal

Travis Thompson - Assistant Principal

Amiee Miller - School Counselor (Last Names A-J)

Melissa Butler - School Counselor (Last Names K-Z)

Laura Berger - Workforce Readiness Coordinator

# GENERAL HIGH SCHOOL REQUIREMENTS

## INFORMATION FROM THE KENTUCKY DEPARTMENT OF EDUCATION

**704 KAR 3:305** establishes the minimum requirements for high school graduation for Kentucky public schools. The [Minimum High School Graduation Requirements FAQ](#) serves to provide schools and districts with comprehensive information for implementing the requirements.

### MINIMUM GRADUATION REQUIREMENTS

The [Minimum Graduation Requirements](#) chart provides an overview of the required foundational and personalized credits (updated 1/26/23).

### PRE-COLLEGE CURRICULUM

In addition to the above requirements, college bound students should earn two credits in a foreign language.



## Kentucky Minimum Requirements for High School Graduation

**704 KAR 3:305** establishes the minimum requirements for high school graduation for Kentucky public schools. To receive a high school diploma, each student in a public school must earn a minimum of 22 credits for high school graduation.

- 10 foundational credits - aligned to the content contained in the *Kentucky Academic Standards*
- 12 personalized credits - aligned to the content contained in the *Kentucky Academic Standards* and the student's Individual Learning Plan (ILP)

	English	Math	Social Studies	Science	Additional Requirements
Foundational Credits	<ul style="list-style-type: none"> <li>• English I</li> <li>• English II</li> </ul>	<ul style="list-style-type: none"> <li>• Algebra I</li> <li>• Geometry</li> </ul>	<ul style="list-style-type: none"> <li>• Social Studies credit</li> <li>• Social Studies credit</li> </ul>	<ul style="list-style-type: none"> <li>• Science - lab-based credit</li> <li>• Science - lab-based credit</li> </ul>	<ul style="list-style-type: none"> <li>• Health - half credit</li> <li>• Physical education - half credit</li> <li>• Visual/Performing Arts - one credit</li> <li>• Civics Literacy requirement-</li> <li>• Demonstration of performance-based competency in technology</li> <li>• Elective credit - Financial Literacy**</li> <li>• Elective credit</li> <li>• Elective credit</li> <li>• Elective credit</li> <li>• Elective credit</li> <li>• Elective credit</li> </ul>
Personalized Credits	<ul style="list-style-type: none"> <li>• English credit</li> <li>• English credit</li> </ul>	<ul style="list-style-type: none"> <li>• Math credit</li> <li>• Math credit</li> </ul>	<ul style="list-style-type: none"> <li>• Social Studies credit</li> </ul>	<ul style="list-style-type: none"> <li>• Science credit</li> </ul>	

\*House Bill (HB) 626 (2024) amended KAR 168.141 to require, beginning with students entering grade 9 in the 2024-2025 academic year, the successful completion of a one-half (1/2) credit course in civic literacy or a civics test in order to graduate with a regular diploma from a Kentucky public high school.

\*\*HB 342 (2025) amended KAR 168.141 to require, beginning with students entering grade 9 on or after July 1, 2025, successful completion of a one-credit course in financial literacy. Students who entered grade 9 prior to June 30, 2025, are not required to complete a full credit elective course but must successfully complete one or more courses or programs that meet the Kentucky Academic Standards for Financial Literacy.

#### Resources:

- [Advanced Coursework](#)
- [Career and Technical Education \(CTE\)](#)
- [Civic Literacy Requirement Guidance Document](#)
- [Dual Credit](#)
- [Early Graduation Program](#)
- [Financial Literacy Elective Course Code Guidance Document](#)
- [Individual Learning Plan \(ILP\)](#)
- [Kentucky Academic Standards \(KAS\)](#)
- [Minimum High School Graduation Requirements Webpage and FAQ](#)
- [Performance-Based Credit](#)
- [Postsecondary Readiness](#)
- [Searchable State Course Code Database](#)

Updated July 2025

# EHS GRADUATION REQUIREMENTS

## REQUIRED COURSES

4 credits	<b>Language Arts</b> - English 1, 2, 3, & 4
4 credits	<b>Math</b> - Each year of high school, students are required to take at least one mathematics course. The required courses include Algebra I, Geometry, and two additional math credits. These additional credits should align with the student's Individual Learning Plan (ILP) and address the remaining Kentucky Academic Standards (KAS) for Mathematics. Students have a variety of options for these additional credits, which may include (but are not limited to): Algebra II, Pre-Calculus, College Algebra, AP Calculus, AP Statistics, and Dual Credit Courses.
3 credits	<b>Science</b> - Physical Science & Earth/Space Science, Biology, and choose either: Chemistry or AP Physics
3 credits	<b>Social Studies</b> - Civics & Geography/Economics, World History, US History
.5 credit	<b>Health</b>
.5 credit	<b>Physical Education</b>
1 credits	<b>Fine Arts</b> (one year of any Fine Arts course)
1 credit	<b>Financial Literacy</b> (class of 2029 and beyond)
6 credits	<b>Electives</b>

## PRE-COLLEGE CURRICULUM

Colleges require that students complete the following classes in order to be admitted without restrictions.

4 credits	<b>Language Arts</b> - English 1, 2, 3, & 4
4 credits	<b>Math</b> - Algebra 1, Geometry, and Algebra 2
3 credits	<b>Science</b> - Life Science, Physical Science, and Earth/Space Science - at least one lab course
3 credits	<b>Social Studies</b> - From U.S. History, Economics, Government, World History, and World Civilization
1 credit	<b>History and Appreciate of the Arts</b> (or another course that incorporates such content)
.5 credit	<b>Health</b>
.5 credit	<b>Physical Education</b>
2 credits	<b>Foreign Language</b> (or demonstrated competency in same language)
5 credits	<b>Electives</b> (three should be rigorous)

# FOUR-YEAR COURSE SEQUENCE

FRESHMAN YEAR	SOPHOMORE YEAR
<ul style="list-style-type: none"> <li>● English I OR Honors English I</li> <li>● Algebra I/Hon Algebra 1 OR Honors Geometry (applies to students who earned a B or above in 8th Grade Alg 1)</li> <li>● Survey of Civics and Geography/Economics OR AP Human Geography</li> <li>● Intro to Physical Science w/Earth &amp; Space Science OR Honors Intro to Physical Science w/Earth &amp; Space Science</li> <li>● Pathway Course</li> <li>● Elective (or Additional Pathway Course)</li> <li>● Recommended: Health and PE</li> </ul>	<ul style="list-style-type: none"> <li>● English II OR Honors English II</li> <li>● Geometry/Hon Geometry OR Honors Algebra II (applies to students who took Honors Geometry as a freshman)</li> <li>● World History OR AP World History</li> <li>● Biology OR AP Biology</li> <li>● Pathway Course</li> <li>● Elective (or Additional Pathway Course)</li> <li>● Recommended: Fine Arts Class</li> </ul>
JUNIOR YEAR	SENIOR YEAR
<ul style="list-style-type: none"> <li>● English III, Honors English III, OR AP English Language &amp; Comp</li> <li>● Algebra II/Hon Algebra II OR AP PreCalculus OR College Algebra (applies to students who took Alg 2 as a sophomore)</li> <li>● US History OR AP US History</li> <li>● Chemistry OR Honors Chemistry OR AP Physics</li> <li>● Pathway Course</li> <li>● Elective (or Additional Pathway Course)</li> <li>● Recommended: Personal Finance (Required for Class of 2029 and beyond)</li> </ul>	<ul style="list-style-type: none"> <li>● English IV OR English 101/102 OR AP English Literature</li> <li>● Algebra III OR College Algebra OR AP Precalculus OR AP Calculus OR AP Statistics</li> <li>● Pathway Course</li> <li>● Elective (or Additional Pathway Course)</li> <li>● Elective (or Additional Pathway Course)</li> <li>● Elective (or Additional Pathway Course)</li> <li>● Elective (or Additional Pathway Course)</li> </ul>

# GRADE CLASSIFICATION

## GRADE CLASSIFICATION

The number of credits a student has earned determines the student’s grade classification. Student grade levels are assigned in August of each year.

### GRADE CREDITS REQUIRED

<b>Class of 2030 &amp; beyond</b>		<b>Class of 2029</b>
9th = successful completion of 8th grade		10th = 4 credits
10th = 5 credits		11th = 10 credits
11th = 12 credits		12th = 17 credits
12th = 19 credits		Graduate = 24 credits
Graduate = 25 credits		
<b>Class of 2028</b>		<b>Class of 2027</b>
11th = 10 credits		12th = 16 credits
12th = 16 credits		Graduate = 22 credits
Graduate = 23 credits		

- Must earn a passing grade of 70 or above to earn a ½ credit.
- According to 704 KAR 3:303, Section 5 - A board of education shall award credit toward high school graduation based on:
  - (a) A standards-based Carnegie unit of credit that shall consist of at least 120 hours of instructional time in one subject. Therefore, the student must be enrolled for at least 60 hours to receive a half credit.
- Full year courses will receive 1 credit at the end of the school year.
- Half year courses will receive ½ credit at the end of the semester in which the course is taken.
- In a full year course, if a student does not earn the full credit, the student may earn a half credit if the fall semester average or spring semester average is at least a 70%.

# SCHEDULING

The counselors at EHS make every effort to inform students of course offerings and to assist each student in meeting graduation requirements. This effort begins in the spring of the previous school year. Counselors are also available to discuss concerns prior to the start of the school year.

## **SBDM POLICY 5.02 - CHANGE OF CLASS SCHEDULE**

Elizabethtown High School students will be able to request changes in schedules according to the following guidelines:

1. Students request classes in the early spring and are assigned to classes based on graduation requirements, level of class needed, and availability of classes. Students meet with the scheduling team in March of each year to determine the student's schedule for the following school year. Students are assigned to classes based on graduation requirements, level of class needed, teacher recommendation, and availability of classes.
2. Schedule changes will be minimal due to commitments for staff employment/assignments and the ordering of textbooks and other supplies. Therefore, parents and students should give their course selection serious consideration.
3. Student schedules will be ready for pick up by July 30th. Students and parents should check schedules for any errors or omissions.
4. Parents may schedule an appointment with the School Counselor to request a change of schedule beginning the two (2) weeks prior to opening day.
5. Students can also request schedule changes during the first 10 days of school. Requests are handled at this time by taking senior requests first, then junior, and so on through the freshman class. Again, class changes are based on graduation requirements, level of class needed, and class availability. Schedule changes may occur for the following reasons:
  - a. Graduation requirements
  - b. Computer error changes
  - c. Changes necessitated by failures
  - d. Physical limitations
  - e. Class balancing (guidance and administrative)
  - f. Subject-level changes (teacher recommendation)
  - g. Administrative recommendation (teacher/guidance)
6. Class changes at mid-term or at the end of the first semester can only be done with a teacher recommendation and the approval of the Principal. The following standards have been developed to be used when students request a change at mid-year. A change will be granted if:
  - a. The student is failing a course and it appears there is little or no chance of the student receiving credit in the course, and the teacher recommends the student drop the course.
  - b. The student needs another course for graduation.
  - c. The student has finished the credit needed in a course and does not need the second semester for graduation.
  - d. The teacher recommends the student be released from the course or needs a different level of the course.

\*If a student or parent wishes to appeal the denial of a schedule change, he/she will need to contact the principal. The principal will then notify the counselor of the decision. A student who changes his/her schedule is responsible for making up work missed in the newly acquired class or subject.

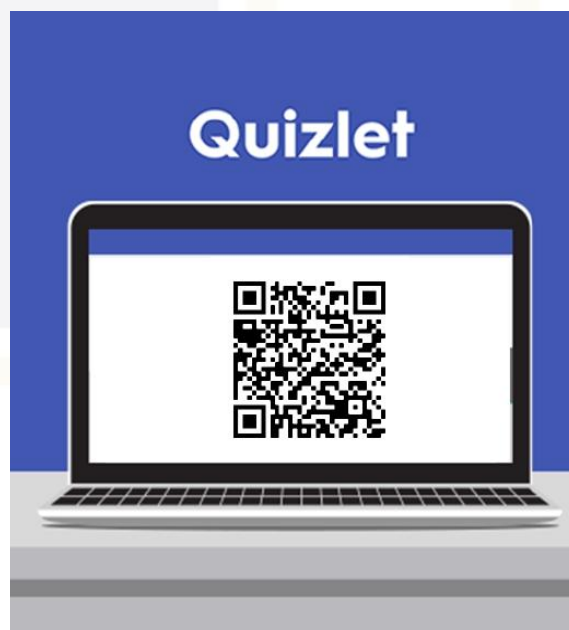
# CIVICS TEST

In order to receive a diploma from an accredited high school institution, all students in the state of Kentucky must pass a district-approved civics test with a minimum score of 60% (pursuant to KRS 158,141; 2016).

At EHS, students complete their Civics Test during their freshman social studies class. Any student who does not achieve the necessary 60% will be retested before graduation.

Please contact the counseling office if you have questions regarding the status of your Civics Test.

Students may use the following resources in preparation for their Civics Test.



## KEES INFORMATION

The Kentucky Educational Excellence Scholarship (KEES) offers cash for good grades. Based on grades, Kentucky high school students can earn money that can be used to help pay tuition expenses at a Kentucky college, university, or technical school for four full years.

The amount of money earned is based on each year’s GPA, and a bonus will be given based on ACT composite score.

At the end of each year, students will receive a letter stating the amount they are eligible to receive based on that year’s grades.

Students can check their accounts online [HERE](#).

GPA	Amount		ACT Score	SAT Range	Amount
4.0	\$500		28 or above	1300-1600	\$500
3.9	\$475		27	1260-1290	\$464
3.8	\$450		26	1230-1250	\$428
3.75	\$437		25	1200-1220	\$393
3.7	\$425		24	1160-1190	\$357
3.6	\$400		23	1130-1150	\$321
3.5	\$375		22	1100-1120	\$286
3.4	\$350		21	1060-1090	\$250
3.3	\$325		20	1030-1050	\$214
3.25	\$312		19	990-1020	\$179
3.2	\$300		18	960-980	\$143
3.1	\$275		17	920-950	\$107
3.0	\$250		16	880-910	\$71
2.9	\$225		15	830-870	\$36
2.8	\$200				
2.75	\$187				
2.7	\$175				
2.6	\$150				
2.5	\$125				

# PREPARATION FOR COLLEGE ADMISSION TIMELINE

## FRESHMAN YEAR

- Stay on track with your pre-college curriculum (required courses for college readiness).
- Keep your grades up—a strong GPA starts now!
- Regularly update your Individual Learning Plan (ILP) to track your goals.
- Explore the different career pathway programs available at EHS.
- Use CERT to start preparing for the ACT/SAT early.
- Get involved in school clubs, sports, or community service to build your resume and experiences.

## SOPHOMORE YEAR

- Keep following your pre-college curriculum to stay on track.
- Take the PSAT in October—this helps prepare for the SAT and qualifies you for scholarships.
- Continue maintaining a high GPA—colleges look at all four years!
- Use CERT to start preparing for the ACT/SAT early.
- Start or continue your career pathway courses at EHS.
- Update your ILP with any new goals or achievements.
- Stay active in school and community activities—colleges love well-rounded students.
- If you're interested in Panther College, take the ACT this year.

## JUNIOR YEAR

- Stick to your pre-college curriculum to stay on track.
- Take the PSAT in October—it can qualify you for National Merit Scholarships.
- Start researching colleges and programs that interest you.
- Check what tests and requirements your preferred colleges need (ACT, SAT, etc.).
- Attend College Fairs to explore different schools and programs.
- Take the SAT in March—this is an important test for college admissions.
- Visit college campuses to get a feel for where you might want to go.
- Keep your ILP updated with your college and career goals.

## SENIOR YEAR

- If you didn't take the ACT/SAT in junior year, take it in the fall and consider retaking it to improve your score.
- Start writing any college application essays and create a resume for applications.
- Attend College Fairs and meet with college reps to learn more about your options.
- Complete and submit your college applications and housing forms on time.
- Keep an eye on scholarship announcements and deadlines.
- Attend a financial aid workshop and apply for financial aid (grants, scholarships, loans).
- Keep updating your ILP as you finalize your plans.
- Complete the FAFSA (Free Application for Federal Student Aid) as soon as it opens!

# WORK ETHIC PROGRAM - SENIOR YEAR OPPORTUNITY

The Work Ethic Certification program is designed to help seniors develop and demonstrate the characteristics essential for success in the workplace. This program combines Standards Criteria with Work Experience, Community Service, or Course Credit to foster key employability skills.

Participating in the Work Ethic Certification program provides students with invaluable skills that are highly valued by employers, offering a competitive edge in the workforce. Graduates of the program receive a certificate to showcase during job interviews, highlighting their commitment to workplace excellence. Additionally, participants earn the honor of wearing a distinctive graduation cord—available in either white and gold twist or white and silver twist—symbolizing their achievement and dedication to professional success.

## CERTIFICATION REQUIREMENTS

Participants must earn at least 13 out of 16 points based on the following criteria:

- Objective Criteria (10 points possible)
  - Determined using Infinite Campus records:
  - Discipline: No disciplinary actions.
  - Attendance: Meeting attendance benchmarks.
  - Absence: Limited unexcused absences.
  - Punctuality: Consistent on-time arrival.
- Subjective Criteria (6 points possible)
  - Evaluated by ratings from three teachers of your choice:
    - Work Ethic: Dedication to responsibilities.
    - Dependability: Reliability and follow-through.
    - Respectfulness: Courteous interactions with peers and staff.
    - Cooperation: Willingness to work collaboratively.
- Enrollment Deadline: September 31st
  - Submit your Certification Commitment Agreement to Mrs. Berger.
- Documentation Period: March 1st – March 31st

## CERTIFICATION COLORS

### SILVER

- **Option 1:** 13 points from Standards Criteria + 6 hours of school/community service or 2 months of employment this school year.
- **Option 2:** 13 points from Standards Criteria + credit for Personal Finance (½) and Ethical Leadership (½) on transcript (Financial Literacy credit from prior years accepted).

### GOLD

- **Option 1:** 13 points from Standards Criteria + 12 hours of school/community service (6 hours must be community-based) or 6 months of employment this school year.
- **Option 2:** 13 points from Standards Criteria + credit for Personal Finance (½) and Ethical Leadership (½) on transcript (Financial Literacy credit from prior years accepted) + Silver-level Work Experience/Community Service.

# POSTSECONDARY READINESS

Postsecondary Readiness is the achievement of the knowledge, skills, and dispositions necessary for students to successfully transition to the next level of their education or career. It is a key measure of Kentucky's Accountability System and applies to all students. Students demonstrate readiness by earning a high school diploma (regular or alternative) and meeting either Academic Readiness or Career Readiness criteria. Postsecondary readiness signals that students are prepared for college coursework, entry into the workforce, or both, ensuring a strong foundation for their postsecondary plans.

## ACADEMIC READINESS

Students must meet **one** of the following criteria:

- **Benchmark Scores:** Achieve college readiness scores on approved exams (e.g., ACT, SAT, KYOTE).
- **Dual Credit:** Earn a minimum of 3 hours in an approved dual credit course with a grade of "C" or higher.
- **Advanced Placement (AP):** Score 3 or higher on an approved AP exam.

## CAREER READINESS

Students must meet **one** of the following criteria:

- **Industry Certification:** Earn an industry-recognized certification, licensure, or credential.
- **End-of-Program (EOP) Assessments:** Achieve a benchmark score on a CTE EOP assessment aligned with state articulation agreements.
- **Dual Credit:** Complete an approved CTE dual credit course with a grade of "C" or higher.
- **Work-Based Learning:** Successfully complete 300+ hours of a KBE-approved cooperative (co-op) or internship aligned with a credential or degree.
- **Co-op or Internship:** Gain on-the-job experience through short- or long-term placements.

Please contact our College Coach for more information about scholarships, military enlistment, colleges, trade school, applications, etc.

Click [HERE](#) for more information regarding Kentucky's Postsecondary Readiness Measures.

\*\*Students can earn a green cord for graduation if they are Academic Ready and an orange cord for graduation if they are Career Ready.

# GRADUATION HONORS

## DETERMINATION OF HONOR GRADUATE

In accordance with SBDM Policy 2.10, students must meet the following criteria to graduate with honors from Elizabethtown High School:

1. Have a cumulative numeric average of 95% (not rounded) or above in course work and;
2. Have earned a minimum composite ACT score of 25, or have earned a minimum SAT score of 1200 and;
3. Have taken at least 7 of the following courses:
  - a. Honors Courses,
  - b. Advanced Placement Courses, and/or
  - c. Dual Credit courses that count towards a college's general education curriculum

## DETERMINATION OF VALEDICTORIAN AND SALUTATORIAN

In accordance with Elizabethtown High School SBDM Policy 2.05, the determination of valedictorian and salutatorian for the graduating senior class is based on the following criteria:

1. The honor graduate with the highest cumulative numerical average will be selected as the valedictorian.
2. The honor graduate with the second highest cumulative numerical average will be selected as the salutatorian.

# EARLY GRADUATION PROCESS

The Early Graduation statute and regulation, originally established through Senate Bill 61 (2013) and amended by Senate Bill 61 (2022), allow students to accelerate their high school education and graduate within three academic years or less. Students who meet the eligibility requirements will earn a district diploma and qualify for admission to a two- or four-year Kentucky public or nonprofit institution without needing remedial coursework.

This program provides a structured pathway for early graduation, offering financial incentives to students who complete high school early and meet college readiness benchmarks as determined by the Kentucky Council on Postsecondary Education (CPE).

## REQUIREMENTS

Students must meet the following requirements to qualify for Early Graduation:

- Notify the school principal within the first 30 days of the school year in which they plan to graduate.
- Enter the Early Graduation pathway before October 1 of the intended graduation year.
- Graduate within three academic years or less (students exceeding three years are ineligible for the financial incentives).
- Meet college readiness benchmarks as defined in 13 KAR 2:020 for placement in credit-bearing courses without remediation.
- Earn ten foundational credits that shall include the academic content standards as provided in 704 KAR 3:303 and 704 KAR Chapter 8.
- Meet the financial literacy requirement provided in KRS 158.1411.
- Demonstrate established district essential workplace ethics characteristics as provided in KRS 158.1413.
- Meet the civics requirement provided in KRS 158.141.
- Completion of a professional resume.
- Completion of one postsecondary admissions application to a Kentucky public two-year or four-year college or university.
- Successful completion of a performance-based project, portfolio, or capstone project.

For additional information, visit the [KDE Early Graduation Website](#).

## INCENTIVES

Students meeting the Early Graduation requirements under 704 KAR 3:305 will earn:

- A one-time scholarship for use at a SACS-accredited Kentucky college or university during the academic year immediately following high school graduation.
  - The scholarship amount is half (1/2) of the state's average per-pupil funding guarantee.
  - The Kentucky Higher Education Assistance Authority (KHEAA) administers the scholarship, directly disbursing funds to the institution.
- KEES (Kentucky Educational Excellence Scholarship) Eligibility:
  - Students graduating in three years may qualify for KEES awards based on an adjusted GPA formula.
  - The KEES award amount is based on the average of GPA awards over three years rather than four.
  - For more information about KEES scholarships, visit [KHEAA](#).

# HONORS AND ADVANCED PLACEMENT

Our mission at Elizabethtown High School is to equip every student for a successful transition to college and career opportunities. To support this mission, we have developed a curriculum that emphasizes college and career readiness. In select subjects, we offer an enhanced honors curriculum designed to provide more rigorous and in-depth instruction.

Honors students are expected to demonstrate skills that exceed standardized testing benchmarks, exhibit a strong work ethic, and thrive in academically rigorous environments. Honors classes challenge students with higher-level involvement, offering multiple opportunities to take greater responsibility for their learning through critical thinking, interdisciplinary connections, advanced reading, and in-depth discussion.

AP (Advanced Placement) courses are designed for students who are academically prepared to meet the demands of college-level coursework. These courses are fast-paced and encourage students to engage in independent work with minimal repetition. The hands-on, interactive nature of AP classes fosters critical thinking, well-reasoned argumentation, and the ability to explore multiple perspectives—skills essential for success in college and beyond.

To reflect the increased rigor of these courses, Honors and AP classes include a grade multiplier:

- **Honors courses** receive a multiplier of 1.05 to the numeric grade average for each nine-week grading period.
- **AP courses** receive a multiplier of 1.08 to the numeric grade average for each nine-week grading period.

Teachers will apply these multipliers to students' grades, and the adjusted grades will be recorded on both report cards and transcripts. For example, if a student earns an 89% in Honors English II, the grade is multiplied by 1.05, resulting in a 93%. This adjusted grade becomes the official numeric grade for the student.

These academic enhancements position Elizabethtown High School students to be more competitive in scholarship opportunities and college admissions, while equipping them with the skills and knowledge necessary for success in higher education and future careers.

## HONORS AND AP CLASSES OFFERED

### Honors

- Honors English I, II, III; English 101/102; Honors Algebra I, II; Honors Geometry; PreCalculus; College Algebra; Honors Chemistry I; Anatomy and Physiology; Spanish III; WKU Communications; and Advanced Band

### AP

- AP English Language, AP English Literature, AP Calculus AB, AP Calculus BC, AP Statistics, AP Biology, AP Chemistry, AP Physics 1, AP Environmental Science, AP Human Geography, AP World History, AP US History, AP US Government and Politics, and AP Spanish Language IV

# HONORS AND ADVANCED PLACEMENT CONTINUED

Students are not permitted to drop Honors or AP courses during the first quarter. Why? Often, students feel overwhelmed during the first few weeks of school and may doubt their ability to handle the increased rigor. However, in most cases, conversations with the teacher and additional time spent after school help resolve these concerns, allowing the student to succeed throughout the remainder of the year.

Requests to drop an Honors or AP course are evaluated on a case-by-case basis. Such decisions require a conference involving the parent, teacher, and principal. Generally, students may only drop a course after demonstrating significant effort to seek help, such as attending after-school sessions or meeting with the teacher. If a student is allowed to change classes, the current grade for the course will transfer with them.

**Important Note:** If the course is a non-elective AP class, students will not be allowed to drop the AP course if there is no available space in a lower-level class.

**Bottom Line:** Give it your best effort—support is available to help you succeed!

## BENEFITS OF PARTICIPATING IN AP COURSES

AP courses offer students the opportunity to challenge themselves academically and prepare for success in college. With over 30 courses and exams available across multiple subject areas, students can explore a variety of disciplines. However, not all AP courses may be offered at every high school.

AP courses are rigorous and require a strong curiosity about the subject matter and a commitment to hard work. These courses are demanding and often involve significant homework and outside reading. Students who wish to gain an edge in college preparation, stand out in the college admissions process, and expand their intellectual horizons should strongly consider taking AP courses.

Each AP course includes a corresponding exam, which is administered in May. Depending on the student's score, many colleges and universities may award college credit or allow placement in more advanced courses. To learn more about individual college policies on AP credit, visit the [AP College Credit Policy Information page](#).

AP Exam fees for the 25-26 school year were approximately \$100, but students who qualify for the Free/Reduced Lunch program are eligible for reduced exam fees. While the exam fee may seem expensive, it is a cost-effective investment compared to college tuition.

**Exam fees will be collected in October.**

By participating in AP courses, students not only prepare themselves for college-level challenges but also position themselves for future academic and professional success.

Please contact our AP Coordinator, **Amiee Miller**, if you have any questions.

# ADVANCED PLACEMENT

The College Board **ADVANCED PLACEMENT PROGRAM** is designed to provide students with the skills and knowledge necessary to deal critically with problems and materials. Students taking Advanced Placement classes are expected to set high goals and expectations. In addition, students and parents must understand that an AP course is a commitment and requires students to have a strong work ethic.

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

## AP EXAMS

AP Exam fees for the 25-26 school year were approximately \$100. Students that qualify for free and reduced lunch services do not have an exam fee cost. Click [HERE](#) for AP exam dates.

Advanced Placement Course Policy - AP students are required to take the AP exam in order for the weighted credit to be posted on academic transcripts. If a student does not take the exam then the course will be listed as the AP course title, but will be posted to the transcript as an unweighted grade.

## AP SCORE QUALIFICATION

<b>5</b>	Extremely Well Qualified
<b>4</b>	Well Qualified
<b>3</b>	Qualified
<b>2</b>	Possibly Qualified
<b>1</b>	No Recommendation

# DUAL CREDIT

Dual credit courses are offered to EHS students through participating colleges/universities. Students will need to apply and register with the college.

Dual Credit courses require students to be organized and motivated. Additionally, students should be comfortable communicating with classmates, professors, academic advisor and/or dual credit coordinator. Dual credit courses differ from Advanced Placement courses in that potential for earning college credit is not contingent upon an exam score. Students will earn college and high school credit for a passing grade of D or better.

**MUST HAVE A 2.5-3.0 GPA TO APPLY**

## DUAL CREDIT OFFERINGS AT EHS

College Algebra

English 101/102

Honors Chemistry

Digital Literacy

Engineering 1

Engineering 2

Mechanical Engineering

\*Civil Engineering

\*Intro to Business

\*Financial Literacy

Medical Terminology

Principles of Health Science

The Learner-Centered Classroom

The Learning Community

\*Music Through the Ages

\*Pending approve with ECTC

## DUAL CREDIT SBDM POLICY

1. Before a student can enroll for a dual-credit course (**online or off-site**), he/she must complete a dual-credit (online/off-site) Enrollment Request Form, and have the approval from a committee consisting of the high school principal (or designee), G/T teacher/coordinator, guidance counselor, and specific area teacher. There will be a May deadline for Registration for fall classes and a November deadline for registration for spring classes. Students successfully completing a fall class will not have to apply for approval for the spring semester. If said student is dissatisfied with the outcome of the committee's decision, that decision is subject to appeal to the SBDM council.
2. When seeking approval from the committee, the following criteria must apply:
  - A. The student must be a junior or senior.
  - B. The student must have a minimum 3.0 cumulative grade point average.
  - C. The student must have at least 90% attendance, with the exception of homebound illness.
  - D. The student must have no major discipline violations.
  - E. The student must meet the ACT English and Reading benchmarks (18 and 20 respectively) for non-math classes and a 19 on the ACT math for math courses.
3. Once approved, applicants must have their college courses and schedule approved by their respective guidance counselor to ensure that graduation requirements are met.
4. Each student will provide their own transportation and liability coverage to and from the college. Students are not allowed to carpool with each other. The student must also complete the "Parent Permission for Student Drivers" form.
5. If the need arises to drop a dual-credit course, Policy 5.2 schedule change would be in effect.
6. All registration, tuition, and book expenses will be the responsibility of the student and/or his/her parent/guardian.
7. A student may not circumvent the eight semester rule at Elizabethtown High School with dual-credit classes.
8. Credits and grades for dual-credit courses will be added to the high school transcript and it is the responsibility of the student to furnish the guidance office with the grade(s) within three (3) days of the student receipt of grades. Failure to furnish grades for inclusion on the transcript will result in the student receiving a zero (0) for the class(es).
9. Letter grades from dual-credit courses will be assigned as follows at EHS, effective fall semester 2017:

A = 100%	B = 91%	C = 82%	D = 73%	F = 69%
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10. If a student fails a dual-credit course(s), no credit will be given. Furthermore, he/she will have to complete the dual-credit application at EHS and go through the approval process again.
11. If a student receives a grade of "W" for dropping the course, this grade will appear on a student's transcript, but it will not affect the student's GPA.

# DUAL CREDIT OPPORTUNITIES

## ECTC DUAL-CREDIT COURSES (ON-CAMPUS & ONLINE)

Students have the opportunity to enroll and take courses at ECTC during their junior and/or senior year. Students must apply for this opportunity in the counseling office, and students must be approved by administration. Students must provide their own transportation (if applicable) and are responsible for all costs, including registration, tuition, and book expenses. See SBDM Policy 10.03 for specifics of this program.

**Online Dual Credit Classes:** ECTC offers a variety of online dual credit classes. Typical classes included: Psychology, Sociology, Public Speaking, etc. Students need to complete the Dual Credit Request Form and be approved. Students are permitted to take one online dual credit class per semester.

**Panther College:** Students taking 4 or more on-campus courses will be part of “Panther College” and will not be required to report to EHS. Students are required to take at least 3 classes on-campus. Only one online class is allowed. Students must complete a Panther College Request Form and be approved by administration.

**SEEK Program:** Securing Educational Excellence in Kentucky (SEEK) is an opportunity for high school seniors to take classes during their senior year at Elizabethtown Community and Technical College and complete course work toward a technical degree. Students must complete a SEEK Request Form and be approved by administration.

**Credit:** 1 unit per course and college credit through ECTC

**Course Fee:** Tuition, books, and material will be the responsibility of the student to provide. Tuition in 2025-2026 was \$97 per credit hour.

**Prerequisite:** Student must submit a Dual Credit Request Form and be approved.

## WKU DUAL-CREDIT COURSES (ONLINE)

Students have the opportunity to enroll and take online dual credit courses through WKU during their junior and/or senior year. Students must apply for this opportunity in the counseling office, and students must be approved by administration. Students are responsible for all costs, including registration, tuition, and book expenses. See SBDM Policy 10.03 for specifics of this program.

**Online Dual Credit Classes:** WKU offers a variety of online dual credit classes. Typical classes included: Psychology, Sociology, Public Speaking, etc. Students need to complete the Dual Credit Request Form and be approved. Students are permitted to take one online dual credit class per semester.

**Credit:** 1 unit per course and college credit through WKU

**Course Fee:** Tuition, books, and material will be the responsibility of the student to provide. Tuition in 2025-2026 was \$97 per credit hour.

**Prerequisite:** Student must submit a Dual Credit Request Form and be approved.

# DUAL CREDIT SCHOLARSHIP PROGRAM

The **DUAL CREDIT SCHOLARSHIP** provides assistance for Kentucky high school and home school students who are taking dual credit classes at a participating Kentucky college or university. Eligible students may receive scholarships for up to two classes.

- Student must:
  - Be a Kentucky resident; and
  - Be enrolled in a Kentucky public or private high school, or Kentucky home school, in grades 11 or 12; and
  - Be enrolled, or approved for enrollment, in an approved dual credit class at a participating Kentucky college or university; and
  - Complete a 30-minute college success counseling session each year a scholarship is awarded.
- Award:
  - Equal to dual credit tuition amount charged by the participating college or university.
  - Limited to two General Education dual credit classes for the 2026-2027 year.
  - May not be used for developmental, remedial, repeated or audited classes.
  - Scholarship funds will be disbursed by KHEAA to the student's participating college upon receipt of enrollment data from the college. Students can view their scholarship activity on [MyKHEAA](#).
- **PARTICIPATING COLLEGES AND UNIVERSITIES** have agreed to:
  - Charge no more than the dual credit tuition ceiling rate, which is 1/2 of the KCTCS hourly tuition rate (\$97 per credit hour for the 2025-2026 year), for all dual credit classes taken by Kentucky high school and home school students regardless of scholarship eligibility.
  - Charge no additional fees to dual credit students including, but not limited to, lab fees, special equipment and admission/application fees.
- Application:
  - Kentucky public and private high school students:
    - The student's high school will send information to KHEAA identifying the students taking dual credit. KHEAA will, in turn, contact students to obtain college and semester preferences for scholarship use.
  - Other:
    - KHEAA will notify all applicants of their award or denial status.
    - Scholarship funds will be disbursed by KHEAA to the student's participating college or university upon enrollment verification.

# WORK READY DUAL CREDIT SCHOLARSHIP PROGRAM

The **Work Ready Dual Credit Scholarship** helps Kentucky high school students pay for dual credit courses that are part of a Career and Technical Education (CTE) pathway approved by the Kentucky Department of Education.

- Requirements
  - To qualify for a Work Ready Dual Credit Scholarship, a student must:
    - Be a Kentucky resident.
    - Be enrolled in grades 9-12 at a Kentucky high school.
    - Be enrolled, or accepted for enrollment in, an approved dual credit course at an eligible institution.
    - Approved dual credit courses are limited to Career and Technical Education (CTE) coursework that is in a career pathway approved by the Kentucky Department of Education as leading to an industry-recognized credential.
- Limits:
  - The scholarship award is limited to two (2) approved Career and Technical Education dual credit courses per school year.
- Application
  - To apply for a Work Ready Dual Credit scholarship:
    - Each participating Kentucky high school will send information to KHEAA identifying each student who is enrolled in Career and Technical Education pathway coursework. KHEAA will, in turn, create a scholarship link on each student's MyKHEAA account. The student must then visit [KHEAA.com](https://www.kheaa.com) and sign into MyKHEAA to access their scholarship link and submit their preferences for college choice and semester of scholarship use.
    - Funds are awarded on a first-come, first-served order based on the date students submit their scholarship preferences.
    - The deadline to submit a Work Ready Dual Credit scholarship request for the 2025-2026 year was March 1, 2026.
- Award Amount
  - The scholarship amount is equal to the dual credit course amount charged by an eligible college or university.
  - Scholarship funds will be disbursed by KHEAA to the student's participating college upon receipt of enrollment data from the college. Students can view their scholarship activity on MyKHEAA.
- **PARTICIPATING COLLEGES AND UNIVERSITIES** have agreed to:
  - Charge no more than the dual credit tuition ceiling rate, which is 1/2 of the KCTCS hourly tuition rate (\$97 per credit hour for the 2025-2026 year), for all dual credit classes taken by Kentucky high school students regardless of scholarship eligibility.
  - Charge no additional fees to dual credit students including, but not limited to, lab fees, special equipment and admission/application fees..



# **CORE CONTENT COURSE OFFERINGS AND DESCRIPTIONS**

# ENGLISH COURSES

Below is the recommended English course sequence for students at EHS:

- **Standard:** These courses are accessible and provide a strong foundation for all students.
- **Advanced:** These courses prepare students for more rigorous post-secondary learning experiences, including Panther College and other college-aligned programs.

At EHS, we encourage students to challenge themselves with Advanced Placement (AP) English courses. While we have an open interest policy, students must meet specific academic requirements to enroll in each AP English course.

GRADE	STANDARD	ADVANCED
<b>9th</b>	English 1	Honors English 1
<b>10th</b>	English 2	Honors English 2
<b>11th</b>	English 3	Honors English 3 Or AP English Language
<b>12th</b>	English 4	Eng 101/102 (Dual Credit) or AP English Literature
<b>Electives</b> Grades 10-12: Creative Writing; Journalism/Yearbook; Literature of a Genre Grades 11-12: Public Speaking		

# ENGLISH COURSES

## English 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 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.

## Honors English 1

**Recommended:** An A or B in 8th grade Honors English or an A in regular English

This course follows the same Kentucky Academic Standards as English I. This course is an on-grade level, academically advanced course designed to challenge motivated students. This course may operate at an accelerated pace with additional personal responsibility in preparation for Advanced Placement courses.

## English 2

Students will develop both reading and writing strategies that expand upon theme, to apply thematic statements to various literary elements. Students will also identify and apply learned literary elements to new text. Analysis of non-fiction text will lead to the development of research based argumentative writing pieces.

## Honors English 2

**Recommended:** An A or B in Honors English I or an A in English I

This course follows the same Kentucky Academic Standards as English II. This course is an on-grade level, academically-advanced course designed to challenge motivated students. This course may operate at an accelerated pace with additional personal responsibility in preparation for Advanced Placement courses.

## English 3

This course is designed to present a wide range of reading experiences with print and non-print materials that have literary, informational, argumentative, and practical purposes. The 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.

# ENGLISH COURSES CONTINUED

## Honors English 3

**Recommended:** An A or B in Honors English 2 or an A in English 2

This course follows the same Kentucky Academic Standards as English III. This course is an on-grade level, academically advanced course designed to challenge motivated students. This course will operate at an accelerated pace with additional personal responsibility in preparation for Dual Credit ENG 101/102 or Advanced Placement English Literature.

## AP English Language and Composition

**Recommended:** An A or B in Honors English II, or an A in English II with teacher recommendation

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.

## English 4

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 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. Course adheres to Kentucky Academic Standards.

## AP English Literature and Composition

**Recommended:** An A or B in AP English Language and Composition, OR an A in English III Honors, or an A in English III with teacher recommendation.

AP English Literature and Composition is an introductory college-level literary analysis course. Students cultivate their understanding of literature through reading and analyzing imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis. In this way, they will deepen their understanding of the ways writers use language to provide both meaning and pleasure. Writing assignments include 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.

## ENGLISH COURSES CONTINUED

### English 101

**Prerequisite:** 3.0 unweighted GPA; A or B in English III Honors or AP English Language, OR an A in English III with teacher recommendation.

Writing I is a course that “focuses on academic writing. The instructor 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.” The course also “includes review of grammar, mechanics, and usage.”

### English 102

**Prerequisite:** English 101 OR a passing score on the AP Language and Composition Exam.

Writing II is a course that “emphasizes argumentative writing” and “provides further instruction in drafting and systematically revising essays that express ideas in Standard English.” The course “includes continued instruction and practice in reading critically, thinking logically, responding to texts, addressing specific audiences, and researching and documenting credible academic sources.”

## ENGLISH ELECTIVES

Elective Options that **cannot** serve as one of the four English graduation credits.

### Creative Writing

**Grades: 10-12**

This course provides students an opportunity to analyze and create works such as short stories, one-act plays, poetry, personal/expressive pieces, creative nonfiction or multigenre works. This course could serve as an elective for high school graduation, but not as one of the four required English Language Arts courses.

### Journalism/Yearbook

**Grades: 10-12**

This course will focus on journalistic-style writing, as well as yearbook production. Possible topics may include: information gathering, writing, editing/proofreading, layout, interview skills and production in print, digital and online formats.

### Literature of a Genre

**Grades: 10-12**

This course will focused on literature from various genres throughout the year.

### Public Speaking

**Grades: 11-12**

This course will focus on the introduction and development of oral communication skills. Possible topics may include research, preparation, delivery, and analysis of extemporaneous, demonstrative, persuasive (including debate and forensic techniques) and informative oral communication.

# MATHEMATICS COURSES

Below is the recommended Math course sequence for students at EHS:

- **Standard:** These courses are accessible and provide a strong foundation for all students.
- **Advanced:** These courses prepare students for more rigorous post-secondary learning experiences, including Panther College and other college-aligned programs.

At EHS, all AP Math courses have an open enrollment policy. Any student interested in taking an AP course is welcome to enroll, regardless of prior test scores or grades. However, we strongly encourage students to consult with their current Math teacher to determine the course that best fits their goals and abilities.

GRADE	STANDARD	ADVANCED
<b>9th</b>	Algebra 1 or Honors Algebra 1	Honors Geometry
<b>10th</b>	Geometry or Honors Geometry	Honors Algebra 2
<b>11th</b>	Algebra 2 or Honors Algebra 2	AP PreCalculus or College Algebra (Dual Credit) or AP Stats
<b>12th</b>	Algebra 3 or College Algebra	College Algebra (Dual Credit), AP PreCalculus, AP Calculus, or AP Stats

All students are required to enroll in a math course each year. Middle school students can earn high school credit for Algebra 1 by completing their Algebra 1 course with a grade of 88% or higher.

# MATH COURSES

## Algebra 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.

## Honors Algebra 1

**Recommended:** An A or B in Honors 8th grade math.

Students will be challenged to follow a rigorous pace with additional concepts taught each semester, research and present findings on real world applications, and work additional problem sets. Depth of knowledge and preparation for both AP Calculus and AP Statistics will be addressed. Student test and quiz scores will count a higher percentage of their overall course grade.

## Geometry

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.

## Honors Geometry

**Recommended:** An A or B in Honors Algebra 1 or an A in Algebra 1

Students will be challenged to follow a rigorous pace with additional concepts taught each semester, research and present findings on real world applications, and work additional problem sets. Depth of knowledge and preparation for both AP Calculus and AP Statistics will be addressed. Students' test and quiz scores will count a higher percentage of their overall course grade.

# MATH COURSES CONTINUED

## Algebra 2

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.

## Honors Algebra 2

**Recommended:** An A or B in Honors Geometry or an A in Geometry

Students will be challenged to follow a rigorous pace with additional concepts taught each semester, research and present findings on real world applications, and work additional problem sets. Depth of knowledge and preparation for both AP Calculus and AP Statistics will be addressed. Students' test and quiz scores will count a higher percentage of their overall course grade. This course will also cover units on conic sections and trigonometric functions. The use of scientific and graphing calculators will be integrated throughout the course.

## AP PreCalculus

**Recommended:** An A or B in Honors Algebra 2

This course is designed for students to attain the concepts necessary to be successful in a Calculus course, an AP Calculus course or a College Calculus course. Objectives for this course should include, but are not limited to: solve equations and inequalities involving polynomial, rational, exponential, logarithmic and trigonometric functions, understand and apply the behavior and properties of polynomial, rational, exponential, logarithmic, and trigonometric functions, graph polynomial, rational, exponential, logarithmic, and trigonometric functions, use technology to solve and graph various types of equations and inequalities and prove trigonometric identities. College credit is earned with a qualifying score on an AP exam.

## College Algebra (Dual Credit - ECTC MAT 150)

**Dual Credit Prerequisite:** Seniors: Must have a 3.2 unweighted GPA OR if the unweighted GPA is between 2.5 and 3.19, the student must meet ACT math benchmark of 22 or KYOTE College Algebra benchmark of 14. Juniors: Must have a 3.2 unweighted GPA and met benchmark in math on the ACT/SAT.

This course follows Algebra 2 and explores selected topics in algebra and analytic geometry. It focuses on developing the skills and concepts necessary for advanced mathematics study. Topics include linear, quadratic, polynomial, rational, exponential, logarithmic, and piecewise functions; systems of equations; and an introduction to analytic geometry. Students cannot receive credit for both MAT150 and any other College Algebra or Precalculus course. Credit is not available through a special exam. Students planning to enroll in the dual enrollment course will earn 0.5 EHS mathematics credit for one semester of preparatory coursework and 1 full EHS credit for successfully passing the ECTC course during one semester, for a total of 1.5 EHS credits and 3 college credit hours. If a student does not meet the minimum requirements, they may complete a non-dual credit College Algebra course, earning 1 EHS credit after completing two semesters of the College Algebra course.

# MATH COURSES CONTINUED

## Algebra 3

**Note:** Students with a Math ACT score of 19 or higher will not be eligible to take this course. This course may not be taken after College Algebra.

This course is designed to be taken after completion of Algebra 1, Geometry and Algebra 2. Topics include probability and statistics, extension of algebra and geometry concepts, and discrete mathematics.

## AP Calculus

**Prerequisite:** An A or B in Pre-Calculus

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.

## AP Statistics

**Prerequisite:** An A or B in Honors Algebra 2

The AP Statistics course is equivalent to a one-semester, introductory, non-calculus based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. College credit is earned with a qualifying score on an AP exam.

# SCIENCE COURSES

Below is the recommended Science course sequence for students at EHS:

- Standard: These courses are accessible and provide a strong foundation for all students.
- Advanced: These courses prepare students for more rigorous post-secondary learning experiences, including Panther College and other college-aligned programs.

At EHS, all AP courses have an open enrollment policy. Any student interested in taking an AP course is welcome to enroll, regardless of prior test scores or grades. However, we strongly encourage students to consult with their current Science teacher to determine the course that best fits their goals and abilities.

GRADE	STANDARD	ADVANCED
9th	Intro to Phys w/Earth & Space Science	Honors Intro to Phys w/Earth & Space Science
10th	Biology	AP Biology
11th	Chemistry	Honors Chemistry (Dual Credit) or AP Physics
<b>Electives</b> Grades 11-12: Forensics; Anatomy & Physiology; AP Physics; AP Environmental Science		

# SCIENCE COURSES

## **Introduction to Physics w/Earth & Space Science**

### **Lab Fee: \$30 (fees are non refundable)**

Physical Science: Students develop a conceptual understanding of physical science, as outlined in the Kentucky Academic Standards for Science. They experience physical science concepts such as structure of atoms, structure and properties of matter, chemical reactions, motions and forces, conservation of energy and increase in disorder, and interactions of energy and matter. 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.

Earth Science: Students develop a conceptual understanding of Earth/space science, as outlined in the Kentucky Academic Standards for Science, through the use of science and engineering practices. They experience Earth/space concepts such as energy in the Earth system, geochemical cycles, formation and ongoing changes of the Earth system, and formation and ongoing changes of the universe. 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.

## **Honors Introduction to Physics w/Earth & Space Science**

### **Lab Fee: \$30 (fees are non refundable)**

**Recommended:** Successful completion of Algebra I in 8th grade with a B or better and a strong work ethic.

The course curriculum is comparable to the standard Physical Science & Earth/Space Science, however, as an honors course the topics in this course will be discussed in greater detail and at an accelerator pace and will include some chemistry content.

## **Biology**

### **Lab Fee: \$30 (fees are non refundable)**

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.

## SCIENCE COURSES CONTINUED

### AP Biology

**Recommended:** An A or B in Physical Science and Earth/Space Science

**Lab Fee: \$30 (fees are non refundable)**

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 interaction. Much of the instructional time will be spent in laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. High attendance is expected because of the lab requirements and fast pace of content. Students taking this class are encouraged to take the AP Biology exam in May.

**Note:** Students that have previously had biology can sign up for this course, however it will count as elective credit. Scheduling priority will be to sophomores that have not had biology.

### Chemistry

**Lab Fee: \$30 (fees are non refundable)**

This course is designed for career or college-bound students who do not plan to pursue a career in the Science field. The topics covered will be measurement, matter, energy, atomic theory, periodic trends, periodic table, chemical reactions, stoichiometry, acids/bases, and gas laws. The curriculum for this class requires less proficiency in math, and therefore is appropriate for any student. The accompanying labs are designed to be an engaging experience for every student. This class does not meet the requirements for students wishing to take AP Chemistry.

### Honors Chemistry (Dual Credit - ECTC CHE 140)

**Dual Credit Prerequisite:** Must have a 3.0 unweighted GPA **OR** if the unweighted GPA is between 2.5 and 2.99, the student must meet ACT math benchmark of 22.

**Recommended:** An A or B in Biology AND an A or B in Algebra 1

**Lab Fee: \$30 (fees are non refundable)**

Chemistry is a course designed to acquaint the college-bound student with theoretical and mathematical aspects of physical science. Topics discussed will be measurement, matter, energy, atomic theory, periodic trends, periodic table, chemical reactions, stoichiometry, and acids/bases, and gas laws. Labs will be conducted to further enhance topics.

# SCIENCE ELECTIVES

Elective Options that **cannot** serve as one of the three Science graduation credits.

## **Anatomy & Physiology**

**Recommended:** *Completion of Biology with a B average.*

**Lab Fee: \$30 (Fees are non refundable)**

**Grade Level:** 11th & 12th

Anatomy and physiology is a course designed to prepare students who plan to attend college and major in pre-medicine, pre-veterinarian, nursing, or other health related fields. The course is taught using college level materials. Major systems of human anatomy and physiology are studied. Major concepts addressed in this course include animal structure, tissues, organs, and systems. Lab practical exams will be given. Major dissection (usually cat) will be required. Expectations are for students to be self-motivated and self-disciplined. High attendance is expected because of the lab requirements and fast pace of content. This course may be offered as dual credit BIO 137 with ECTC.

## **AP Physics**

**Lab Fee: \$30 (Fees are non refundable)**

**Prerequisite:** *Algebra 2 Honors*

**Grade Level:** 11th & 12th

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion. College credit is earned with a qualifying score on an AP exam.

## **Forensics**

**Lab Fee: \$30 (fees are non refundable)**

Forensic science is a laboratory-based introduction to the analysis of crime scenes that explore the collecting and analyzing of physical evidence. This course is designed to integrate the core scientific disciplines while giving students both theory and hands-on experience with the skills and knowledge required of a forensic crime scene investigator. This multidisciplinary approach will highlight topics in DNA, genetics, anatomy, chemistry, physics, entomology, botany, and investigative techniques with supplemental subject matter through case studies, earth science, mathematics, medicine, technology and sociology. In addition, the ethical, legal, and social concerns surrounding forensics will be discussed. Process skills will include comparative analysis, critical thinking, deductive reasoning, interviewing, observation, organization, problem solving, research, communication, evidence collection, lab safety, and technical reading. Project-based learning through laboratory investigations and discussions/class lecture will serve as the main method of content delivery. Individually and in groups, you will work on case studies using facts, logic, and objective thinking to research crimes and apply the processes used to solve them.

## **AP Environmental Science**

**Lab Fee: \$30 (fees are non refundable)**

AP Environmental Science is a college-level course that examines the interactions between humans and the natural environment. Students study ecological principles, natural resources, environmental challenges, and sustainable solutions through scientific inquiry, data analysis, and laboratory investigations. The course prepares students for the AP Environmental Science exam while developing critical thinking and problem-solving skills related to real-world environmental issues.

# SOCIAL STUDIES COURSES

Below is the recommended Social Studies course sequence for students at EHS:

- Standard: These courses are accessible and provide a strong foundation for all students.
- Advanced: These courses prepare students for more rigorous post-secondary learning experiences, including Panther College and other college-aligned programs.

At EHS, all AP courses have an open enrollment policy. Any student interested in taking an AP course is welcome to enroll, regardless of prior test scores or grades. However, we strongly encourage students to consult with their current Social Studies teacher to determine the course that best fits their goals and abilities.

GRADE	STANDARD	ADVANCED
9th	Survey of Civics and Geography/Economics	AP Human Geography
10th	World History	AP World History
11th	US History	AP US History
<b>Electives</b> Grades 10-12: Current Events Grades 11-12: History Through Film and Literature; AP US Government & Politics		

# SOCIAL STUDIES COURSES

## Survey Of Civics & Geography/Economics

**Civics:** In this course, students will study the purposes, principles, and practices of American government as established by the Constitution. Students are expected to understand their rights and responsibilities as citizens and how to exercise these rights and responsibilities in local, state, and national government. Students will also learn the structure and processes of federal, state, and local government. The reading of primary source documents is a key feature of United States Government and Civics standards.

**Geography/Economics:** The first part of this course provides students with an analytical view of how geographic factors influence human behavior on earth. Students will examine how the physical and cultural geographic factors contribute to varying levels of cooperation within the major world regions. Additionally, students will examine the importance that political, environmental, and economic factors have in a region's development. The second part of this course provides a broad view of the social science of economics. It builds on real-world economic applications to create a basic understanding of economic concepts and our economic system. It includes a range of both macro and microeconomic concepts with an emphasis on the American Free Enterprise System. This course relates economic principles through real-world situations that students are familiar with.

## AP Human Geography

**Recommended:** An A or B in 8th grade Social Studies along with an A or B in 8th grade Honors English or an A in 8th grade English.

**Corequisite:** Honors English I

This course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. College credit can be earned with a qualifying score on an AP exam.

# SOCIAL STUDIES COURSES

## World History

This course focuses on key global events, trends, and turning points from approximately 1500 A.D. to the present. Students will utilize historical thinking skills, analyze primary and secondary sources, and examine interactions between cultures, geography, and technological advancements in a global context. Significant individuals, ideas, events, and institutions will be studied to help students not only better understand the past, but also to recognize the influence of prior world history on the present.

## AP World History

**Recommended:** An A or B in AP Human Geography or an A in Survey of Civics & Geography/Economics along with an A or B in Hon English I or an A in English I.

This course relies heavily on college-level texts, primary source documents, and outside readings. Students will be required to participate in class discussions, and in group and individual projects. A special emphasis will be given to historical writing through essay and document-based questions (DBQ). The AP World History course develops students' capacity and ability to think and reason in a deeper, more systematic way, better preparing them for subsequent college courses. Throughout the course, students will investigate significant events, individuals, developments, and processes from 1200 CE to the present. Through class participation, students should gain knowledge and respect for other cultures and be able to make informed choices in today's world. College credit can be earned with a qualifying score on an AP exam.

## US History

This course covers American history from 1877 to the present. It focuses on major historical events, ideas, and people that shaped our country. Students will be challenged to ask compelling questions, analyze primary and secondary sources, evaluate different perspectives, explain causes and effects, and use evidence to support ideas in writing and class discussions. They will also examine important founding documents, speeches, and Supreme Court decisions to better understand the principles of American democracy, as well as gain a deep appreciation for our nation's history.

## AP US History

**Recommended:** An A or B in AP World History or an A in World Civ along with an A or B in Honors English II or an A in English II

This college-level course explores the history of the United States from 1491 to the present. Along with learning historical content and gaining a deep appreciation for our nation's history, students will be required to think critically and explain why events happened, how they are connected, and why they still matter today. Historical thinking skills such as causation, comparison, continuity and change over time will be incorporated into multiple choice and short answer questions, as well as essays. College credit can be earned with a qualifying score on the AP US History exam.

# SOCIAL STUDIES ELECTIVES

Elective Options that **cannot** serve as one of the three Social Studies graduation credits.

## **Current Events**

**Grade Level:** 10th - 12th

This dynamic, discussion-based course is designed to help students understand and analyze the world around them. Through the exploration of reliable news sources, multimedia, and in-depth investigations, students will examine events shaping society today. The course emphasizes critical thinking, respectful dialogue, research skills, and evidence-based argumentation. By the end of the course, students will be better informed, more engaged citizens prepared to thoughtfully participate in civic life and an interconnected global society.

## **AP US Government & Politics**

**Recommended:** An A or B in previous Social Studies and English courses.

**Grade Level:** 11th & 12th

This college-level 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 can be earned with a qualifying score on an AP exam.

## **History Through Film and Literature**

**Grade Level:** 11th & 12th

This course offers students a unique way to view history through the Hollywood lens and the historian's pen. Movies can provide factual information about a historical figure, event, or time period; they can also distort the past. This course will ask students to think like a historian while evaluating the accuracy of films. Reading great works of nonfiction will also be incorporated into the class curriculum and will add rich details to movies that are shown in class as well as topics not covered in the films.

# CORE CONTENT PATHWAY VISUAL

Below is the recommended course sequence for students at EHS:

- Standard: These courses are accessible and provide a strong foundation for all students.
- Advanced: These courses prepare students for more rigorous post-secondary learning experiences, including Panther College and other college-aligned programs.

GRADE	STANDARD	ADVANCED
<b>9th</b>	English 1 Algebra 1 Intro to Physics w/Earth & Space Science Survey of Civics and Geography/Economics	Honors English 1 Hon Algebra 1 or Honors Geometry Honors Intro to Physics w/Earth & Space Science AP Human Geography
<b>10th</b>	English 2 Geometry Biology World History	Honors English 2 Hon Geometry or Hon Algebra 2 AP Biology AP World History
<b>11th</b>	English 3 Algebra 2 Chemistry US History	Honors English 3 or AP English Lang AP PreCalculus or Coll Alg or AP Stats Honors Chemistry or AP Physics AP US History
<b>12th</b>	English 4 Algebra 3 Or College Algebra	Eng 101/102 or AP English Literature AP PreCalculus or AP Calculus or AP Statistics

Note: A student is not required and may not be able to take all advanced classes. Their schedule may include a combination of standard and advanced courses, depending on their individual strengths, interests, and academic goals.

# HEALTH/PE

## **Health (Graduation Requirement)**

Students gain an understanding of the knowledge, attitudes, skills, and behaviors impacting health lifestyles. This course provides basic principles of individual and family well-being; wellness; nutrition; non communicable diseases; goals, decisions, time management, and stress management; behavioral choices, mental health problems; conflict resolution; body systems and structure; first aid, emergencies and safety; related careers.

## **PE 1 (Graduation Requirement)**

**Lab Fee:** \$5

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

## **PE 2 - (Focus of non athletic development)**

**Prerequisite:** PE 1    **Lab Fee:** \$5    **Grades:** 10th - 12th

This course is the introduction course that will include information on proper weight training techniques, principles of weight training, nutrition as it relates to weight lifting, cardiovascular training, proper stretching and warm-up techniques, and overall weight room safety and etiquette.

## **Athletic Development 1**

This course is the introduction course that will include information on proper weight training techniques, principles of weight training, nutrition as it relates to athletic development, cardiovascular training, proper stretching and warm-up techniques, and overall weight room safety and etiquette. Students will also learn the proper technique and information for speed training, conditioning and agility. Ultimately this course is designed for the student who is more interested in, and more serious about learning and improving their application and knowledge of strength training and for our off-season athletes that wish to keep up their development and endurance while not in season. Students in this course will spend much of their in-class time in focused workouts designed to help them reach their strength and conditioning goals.

## **Athletic Development 2 - 4**

These advanced courses build on AD1, focusing on weight training techniques, principles, and nutrition, alongside cardiovascular training, stretching, and weight room safety. Students will also develop skills in speed, conditioning, and agility, making it ideal for those serious about strength training and off-season athletes maintaining development. Class time emphasizes goal-oriented workouts to help students achieve their strength and conditioning objectives.

# WORLD LANGUAGE

## Spanish 1

This is an introductory course of the Spanish language and culture. 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 languages culture. In addition, students develop insight into their own language and culture.

## Spanish 2

**Prerequisite:** *Spanish 1*

This is an intermediate course of the Spanish language and culture. 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.

## Spanish 3

**Prerequisite:** *Spanish 2*

This is an intermediate course of the Spanish language and culture. It 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. The regular use of Spanish in class will be expected. The more frequently students use Spanish in informal situations the easier it will be for formal class work.

## AP Spanish

**Prerequisite:** *Spanish 3*

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.

# VISUAL AND PERFORMING ARTS

All students must earn 1 Fine Arts credit to graduate. This requirement can be fulfilled by taking any of the following courses: Visual Art, Choir, Theatre, Symphonic Band/Advanced Symphonic Band, Percussion, Guitar, or Music Through the Ages.

## **Visual Art I**

**Grade Level:** 9th - 12th

Students in this course are required to provide their own 8.5 x 11 sketchbook, a personal set of Sharpies (ultra fine tip & fine tip). This introductory course is ideal for students exploring an interest or potential career in the visual arts. Through realistic, abstract, and non-objective styles, students will create original artwork inspired by observation and imagination, with themes such as still life, landscape, and portrait. They will work with a variety of processes—including collage, drawing, painting, sculpture, fiber arts, and printmaking—to produce both two- and three-dimensional pieces. Key concepts covered include design principles, advanced drawing techniques, color theory, proportions, 3-D construction, and perspective. Students will also learn the elements of art, principles of design, and connections to art history. Critical thinking and communication skills will be developed through the analysis and critique of artworks, discussions of aesthetic issues, and exploration of art's relationship to history and culture.

## **Visual Art II**

**Prerequisite:** Visual Art 1

Students will be required to have their own 8.5 x 11 (minimum) sketchbook, a personal set of Sharpies (ultra fine tip & fine tip), cumulative portfolio and maintain a digital portfolio of all work for this course. Students will continue to create art using traditional (hands-on) art process, but at a more advanced level than Visual Art I. Studio work and projects will be the emphasis of this course. Students will explore multimedia, self-expression, printmaking, ceramics, drawing, painting, sculpture, design and other processes determined by student interest. This is a great course to take if you're not sure which specific media in visual art you want to work with or are interested in doing a variety of projects.

## **Visual Art III - Drawing & Painting**

**Prerequisite:** Visual Art 2

**Drawing :** Students will be required to have an 8.5 x 11 (minimum) sketchbook, a personal set of Sharpies (ultra fine tip & fine tip), cumulative portfolio and maintain a digital portfolio of all work for this course. Students will develop technical skills in the use of drawing and printmaking media. They will create original two-dimensional artworks based upon the themes of observation, expressive figure/portrait, architecture, interiors, landscape (natural and urban), and personal communication of an idea. Students will be introduced to a variety of drawing media and techniques with an emphasis placed on working from life. Students will analyze and critique artworks, discuss aesthetic issues, and understand how art is related to history and culture.

# VISUAL AND PERFORMING ARTS CONTINUED

**Painting:** Students will be required to have an 8.5 x 11 (minimum) sketchbook, cumulative portfolio and maintain a digital portfolio of all work for this course. Students will learn and use watercolor and acrylic (or oil) paint techniques to create original two-dimensional artworks. They will express themselves through the themes of observation, still life, figure, portrait, landscape, and a student-selected conceptual theme. Work will be inspired by the historical study of the Renaissance, Impressionism, Post Impressionism, Cubism, and Modern Periods. Students will analyze and critique artworks, discuss aesthetic issues, and understand historical influences on the evolution of painting.

## **Visual Art IV - AP 2-D Art & Design**

**Prerequisite:** *A or B in previous art courses (Visual Art I, II, III), and Art Teacher recommendation.*

Students will be required to have their own 8.5 x 11 (minimum) sketchbook, cumulative portfolio and maintain a digital portfolio of all work for this course. This AP Studio course enables highly motivated students to do college entry-level work in studio art. During this course, students will produce a portfolio of artworks that can be submitted to the College Board for AP Credit. Some colleges also require portfolio works for admission and/or competitive scholarships. Students will create original artworks that demonstrate technical skills in a wide range of media through a variety of themes. They will also complete a concentration that consists of a body of work around a student-selected theme. Reflective writing is a significant part of the student's portfolio. Students are encouraged, but not required, to submit a portfolio at the end of the year to the College Board. This is a demanding art course, which will involve work outside of class, as well as in class studio work, in order to meet portfolio deadlines.

## **Visual Art IV - Independent Study**

**Prerequisite:** *A or B in previous art courses (Visual Art I, II, III), and Art Teacher recommendation.*

Students will be required to have their own 8.5 x 11 (minimum) sketchbook, cumulative portfolio and maintain a digital portfolio of all work for this course. This advanced studio program enables the highly motivated visual art student to complete an independent studio experience in a specialized media of their choice. They will complete portfolio quality artwork with the guidance of a visual art instructor. The course will involve weekly projects & assignments, reflective writing, and portfolio work. This is a demanding and independent art course for the serious art student wishing to pursue a career or college degree in the visual arts.

## **Printmaking**

**Prerequisite:** *Visual Art 1*

**Grade Level:** 11th and 12th

Students will be required to have their own 8.5 x 11 (minimum) sketchbook, a personal set of Sharpies (ultra fine tip & fine tip), cumulative portfolio and maintain a digital portfolio of all work for this course. Students will continue to create art using traditional (hands-on) art process, but at a more advanced level than Visual Art I. Studio work and Printmaking will be the emphasis of this course.

# VISUAL AND PERFORMING ARTS CONTINUED

## **Symphonic Band**

This course is designed for students with junior high band experience or previous band experience, though this is preferred rather than required. Students are required to provide their own instruments, but alternative arrangements can be made by contacting the teacher if needed. A course fee will be determined. Participation requires students to perform at all home football games, marching band (unless involved in a fall sport), marching contests, scheduled pep band games, the Winter Concert, Large Ensemble Performance Assessment, Spring Concert, and parades as scheduled. Attendance at all rehearsals and performances outside the regular school day is mandatory. This course teaches music through group performance in an ensemble of brass and woodwind players, focusing on studying, rehearsing, and performing repertory for this medium. The Kentucky Core Content for Music will be taught, and students must participate in marching band, concert band, and pep band as part of their grade.

## **Advanced Symphonic Band**

This course builds on the foundational skills of band and includes additional performance opportunities and requirements. Students are required to provide their own instruments, with alternative arrangements available through the teacher if needed. A course fee will be determined. Participation involves performing at all home football games, marching contests, scheduled pep band games, the Winter Concert, Large Ensemble Performance Assessment, Spring Concert, and parades as scheduled. Attendance at all rehearsals and performances outside the regular school day is mandatory. This course teaches music through group performance in an ensemble of brass and woodwind players, focusing on studying, rehearsing, and performing repertory for this medium. Students must participate in marching band and concert band activities, with additional requirements such as auditioning for All-District, All-State, and Solo & Ensemble Festival. This course will count as an honors course and contribute toward honor graduate status.

## **Percussion**

This course focuses on learning music through group performance in a percussion ensemble, where students study, rehearse, and perform repertory specific to this medium. The percussion course coincides with the band course and it is designed for students with junior high band experience or previous band experience, though this is preferred rather than required. Students are required to provide their own instruments, but alternative arrangements can be made by contacting the teacher if needed. A course fee will be determined. Participation requires students to perform at all home football games, marching band (unless involved in a fall sport) marching contests, scheduled pep band games, the Winter Concert, Large Ensemble Performance Assessment, Spring Concert, and parades as scheduled. Attendance at all rehearsals and performances outside the regular school day is mandatory. This course teaches music through group performance in an ensemble of brass and woodwind players, focusing on studying, rehearsing, and performing repertory for this medium. The Kentucky Core Content for Music will be taught, and students must participate in marching band, concert band, and pep band as part of their grade.

# VISUAL AND PERFORMING ARTS CONTINUED

## **Guitar**

This course introduces students to the fundamentals of music and guitar-playing techniques, including strumming and chords, while also offering opportunities to explore more advanced techniques. Instruction includes both formal and informal performances, as well as experiences in creating and responding to music. Students will also learn the proper care, handling, and maintenance of musical instruments. Each student is expected to provide their own acoustic guitar; however, for those unable to do so, a limited number of guitars will be available for use during class. Students needing assistance should contact the teacher to make arrangements.

## **Music Through the Ages**

Prerequisite: *Successful completion of one year of band, choir, or guitar*

Music Through the Ages is a music-appreciation course that teaches students to use music vocabulary to understand, appreciate, and analyze music from the major periods of music history, such as the Medieval Period, Renaissance, Baroque Period, Classical, Romantic, Modern, and Post-Modern periods. This course may be taught as a dual credit course, MUS 100. There is a \$60 Course Charge for access to both physical and digital versions of the course textbook.

## **Mixed Choir**

Mixed Choir is open to any student in grades 9-12 at EHS who would loves to sing. This course focuses on developing basic vocal skills within a large choral ensemble, allowing students to study and perform a variety of musical styles, including classical, spiritual, folk, pop, and musical theater. Students will enhance their vocal techniques, ability to sing in parts, and experience creating and responding to music. No prior music training is needed to participate. We will learn music both by rote (by ear) and by reading sheet music. Regular attendance at performances and rehearsals, both during and outside the school day, is required and graded.

## **Concert Choir**

Concert Choir is an advanced vocal performance course open to students in grades 9-12 at EHS through an audition or interview process. Admission is based on a demonstrated advanced level of music reading, performance competency, and appropriate vocal tone achieved in previous choral ensembles. This course focuses on developing vocal skills within a large choral ensemble, allowing students to study and perform a variety of musical styles. Students will enhance their vocal techniques, ability to sing in parts, and experience creating and responding to music. The curriculum accommodates varying proficiency levels and includes assessments of sight-singing, music-reading competency, and overall musicianship. Regular attendance at performances and rehearsals, both during and outside the school day, is required and graded.

# VISUAL AND PERFORMING ARTS CONTINUED

## **Introduction to Theatre**

This course develops foundational acting and directing skills while providing a broad understanding of theatrical concepts. Students engage in acting exercises, improvisation, scene work, and directing basics like blocking and script analysis. The course also explores dramatic literature, theatre history, and performance's cultural significance. Through hands-on projects, students build confidence in both performance and directing, preparing for further theatre study.

## **Theatre Acting Performance 1**

**Prerequisite:** *Intro to Theatre and/or Instructor Recommendation*

This course builds on the foundational skills introduced in Introduction to Theatre, focusing on performance techniques, scene work, and monologue preparation. Students will develop fundamental acting skills, including voice, movement, and character development, while also exploring basic script analysis and improvisation. The course introduces students to different theatrical traditions and styles, providing historical and cultural context for performance. Students will participate in class performances and may have opportunities for public showcases.

## **Theatre Acting Performance 2**

**Prerequisite:** *Theatre Acting Performance 1*

This intermediate-level course refines students' acting techniques while introducing advanced methods. Emphasis is placed on script analysis, emotional authenticity, and ensemble work. Students will explore a variety of performance styles, including classical, contemporary, and experimental theatre, while deepening their understanding of theatre history and dramaturgy. Performance opportunities increase, with students participating in fully realized productions and scene showcases.

## **Theatre Acting Performance 3**

**Prerequisite:** *Theatre Acting Performance 2*

The most advanced level of the Theatre Acting & Performance sequence, this course is designed for students committed to mastering acting as a craft. Students will refine their personal acting techniques while engaging in intensive text analysis, character study, and directing fundamentals. This course integrates a comprehensive study of theatre history, analyzing major theatrical movements and their influence on modern performance. Students will take on leadership roles in productions, including directing and stage management, while preparing for potential careers or collegiate study in theatre.

## **Theatre Design and Technology**

**Prerequisite:** *Intro to Theatre and/or Instructor Recommendation*

This course explores the technical and creative aspects of theatre, including set design, lighting, sound, props, and stage management. Through hands-on projects, students bring artistic vision to life while learning scenic construction, costume design, stage safety, and theatre technology. This course builds a strong foundation for careers in production, technical direction, or stage design.

# SENIOR ONLY ELECTIVES

***These courses require an application and approval.***

## **Teacher Aide**

Students may apply to be a teacher aide during their senior year. Applications are in the counseling office, and students must be approved by administration.

## **Experienced-Based Work**

Experience-Based Work provides supervised work site experience. Students who participate may receive a salary for these experiences, in accordance with local, state and federal minimum wage requirements according to the Work Based Learning Guide or be non-paid. The student works an average of 15 - 20 hours per week (minimum of 3 hours during the school day). The student is expected to obtain their own employment placement. However, if assistance is needed, please see the Experienced-Based Work supervisor. Students who accept a work position are expected to commit to the program/employer for the entire year. Students will receive 1 credit for the class. It is a pass/fail class and does not qualify for KEES.

## **Career Pathway Co-Op**

**Prerequisite:** *Completed 4 courses in a pathway or currently in the 4th course of the pathway OR [postsecondary ready](#) and taking pathway classes. \*May be waived with administrator approval.*

Cooperative Education for CTE courses provide supervised work site experience related to the student's identified career pathway. A student must be enrolled in a critical pathway course during the same school year that the co-op experience is completed (see prerequisite). Students who participate receive a salary for these experiences, in accordance with local, state and federal minimum wage requirements according to the Work Based Learning Guide. The student works an average of 10 - 15 hours per week. Students must have six (6) or fewer absences, at least a 2.5 overall GPA and a favorable discipline report from the prior year to be considered for a cooperative education position. The student is expected to obtain their own employment placement. However, if assistance is needed, please see the co-op supervisor. Students who accept a co-op position are expected to commit to the program/employer for the entire year. The student will receive 3 credits for the class.

*Note: Students who work in non-paid positions will be moved to a Business Education Internship (060108) course by the Counseling Office. Non-paid internships are a maximum of one semester; a different fall and spring placement will be necessary to participate in a non-paid internship.*

## **Nurse Aide Dual Credit - ECTC NAA 100**

This is a dual credit course through ECTC (NAA 100) available to seniors interested in a profession in the medical field. The classes meet at ECTC twice a week and include required clinical hours. Upon successful completion of the course, students will take a state licensure test consisting of an online and skills demonstration portion. All fees and costs are covered by a generous grant from Baptist Health Hardin for all students.

## PATHWAY PROGRAMS AT EHS

**\*Students will receive a purple cord at graduation for the completion of a pathway (4 courses)**

Pathway	1st Course	2nd Course	3rd Course	4th Course
<b>Business (Admin Support)</b>	Intro to Business (Dual Credit BAS 160)	Accounting 1 or Financial Literacy (Dual Credit BAS 120)	Digital Literacy (Dual Credit OST 105)	Graphic Design and Business Education Co-Op
<b>Business (E-Commerce)</b>	Intro to Business (Dual Credit BAS 160)	Digital Literacy (Dual Credit OST 105)	Graphic Design	Principles of Entrepreneurship and Business Education Co-Op
<b>Computer Science/ Programming</b>	Computer Science Essentials	Computer Science Principles	Computer Science A	Cybersecurity and Computer Science Co-Op
<b>Mechanical Engineering</b>	Engineering 1 (Dual Credit PLW 100)	Engineering 2 (Dual Credit PLW 125)	Mechanical Engineering (Dual Credit PLW 250)	Engineering Capstone and Engineering Co-Op
<b>Civil Engineering</b>	Engineering 1 (Dual Credit PLW 100)	Engineering 2 (Dual Credit PLW 125)	Civil Engineering	Engineering Capstone and Engineering Co-Op

## PATHWAY PROGRAMS AT EHS CONTINUED

**\*Students will receive a purple cord at graduation for the completion of a pathway (4 courses)**

Pathway	1st Course	2nd Course	3rd Course	4th Course
<b>Allied Health</b>	Principles of Health Science (Dual Credit)	Body Structures and Functions Or Intro to Public Health	Medical Terminology (Dual Credit) and Emergency Procedures	Allied Health Core Skills and/or Anatomy and Physiology and Allied Health Internship/Co-Op
<b>Pre-Nursing</b>	Principles of Health Science (Dual Credit)	Body Structures and Functions Or Anatomy & Physiology (if junior or senior)	Medical Terminology (Dual Credit) and Emergency Procedures	NAA 100 (Dual Credit) and Allied Health Internship/Co-op
<b>Pharmacy Technician</b>	Principles of Health Science (Dual Credit)	Body Structures and Functions Or Anatomy & Physiology (if junior or senior)	Medical Terminology (Dual Credit) and Emergency Procedures	Pharmacy Technician and Allied Health Internship/Co-op
<b>Phlebotomy Technician</b>	Principles of Health Science (Dual Credit)	Body Structures and Functions Or Anatomy & Physiology (if junior or senior)	Medical Terminology (Dual Credit) and Emergency Procedures	Medical Laboratory Aide
<b>Teaching and Learning</b>	The Learning Community (Dual Credit)	The Learner-Centered Classroom (Dual Credit)	EDU 350 (Dual Credit) & EDU 360 (Dual Credit)	Principles of Teaching
<b>ARMY JROTC</b>	JROTC 1	JROTC 2	JROTC 3	JROTC 4

# BUSINESS PATHWAYS

Following career pathway course recommendations best prepares students to pass a Kentucky End of Program exam or earn an industry certificate. Students who pass the EOP, earn an industry certificate, or earn a C or better in one dual credit course in a pathway are designated as Career Ready. For students to complete a pathway, they must follow the listed classes below each pathway.

## ADMINISTRATIVE SUPPORT

This pathway is designed to provide students an advanced level experience that will propel them in the 21st century business world as they serve in positions such as college interns, administrative assistants, graduate assistants, assistant managers, etc. 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. These transferable skills may be used in medical or dental offices, law firms, or a variety of other office settings.

- **Industry Certification:** MOS Certification
- **End of Program Assessment:** Administrative Support
- **Dual Credit:** Must have a 2.0 GPA to apply for these courses.

Course 1	Course 2	Course 3	Course 4
Intro to Business (Dual Credit BAS 160)	Accounting 1 or Financial Literacy (Dual Credit BAS 120)	Digital Literacy (Dual Credit- OST 105)	Graphic Design AND Business Education Co-Op

## E-COMMERCE

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.

- **Industry Certification:** MOS Certification, Adobe Photoshop, Adobe Illustrator, Adobe InDesign
- **End of Program Assessment:** E-Commerce
- **Dual Credit:** Must have a 2.0 GPA to apply for these courses.

Course 1	Course 2	Course 3	Course 4
Intro to Business (Dual Credit BAS 160)	Digital Literacy (Dual Credit OST 105)	Graphic Design	Principles of Entrepreneurship and Business Education Co-Op

# BUSINESS CLASSES

## **Introduction to Business** (Dual Credit – BAS 160)

**Enrollment:** *This course is available as a dual credit course as BAS 160 through Elizabethtown Community and Technical College.*

**Dual Credit Requirements:** *GPA of 2.0 and all students*

This course introduces students to foundational business principles and management concepts essential for success in today's business environment. Students examine forms of business ownership, organizational structures, marketing and promotion strategies, business communication, and leadership skills. Emphasis is placed on effective decision-making across key functional areas including personnel, finance, operations, marketing, and information systems. This course serves as a foundational component of the Administrative Support and E-Commerce pathways and is a key course for Career Ready designation.

## **Financial Literacy** (Dual Credit – BAS 120)

**Enrollment:** *This course is available as a dual credit course as BAS 120 through Elizabethtown Community and Technical College.*

**Dual Credit Requirements:** *GPA of 2.0 and all students*

This course develops practical knowledge and skills necessary for effective personal financial management. Students examine money management, budgeting, financial goal setting, credit and debt management, insurance, investing, taxes, and consumer protection. Emphasis is placed on informed decision-making and ethical responsibility in real-world financial situations. Instruction is supported by Dave Ramsey's *Foundations in Personal Finance* curriculum and reinforced through the practical application of real-world financial concepts.

## **Accounting 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 major focus of the course is on the accounting cycle and the communication of financial information to decision-makers. The accounting principles taught in this course are based on a double-entry system and include preparing bank reconciliations, payroll taxes, and financial statements. Detailed career exploration in the various fields of accounting will be available.

## BUSINESS CLASSES CONTINUED

### **Digital Literacy** (Dual Credit – OST 105)

**Enrollment:** *This course is available as a dual credit course as OST 105 through Elizabethtown Community and Technical College. OST 105 meets the required digital literacy component for all diploma and degree programs at ECTC.*

**Dual Credit Requirements:** *GPA of 2.0 and all students will take all four of the Microsoft Office Specialist (MOS) Certification exams.*

Students will use 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. Through simulation software, students will learn how to utilize the Microsoft Office suite (Word, Excel, PowerPoint, Access, and Outlook), to prepare for the Microsoft Office Specialist Associate Certification exam. Certification will be administered through the class.

### **Graphic Design**

**Prerequisite:** *Digital Literacy*

**Industry Certification Option:** *All students will prepare for Adobe Certified Associate exams. Students will prepare to pass 2 ACA exams.*

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.

### **Principles of Entrepreneurship**

**Prerequisite:** *Graphic Design*

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

## BUSINESS CLASSES CONTINUED

### Career Pathway Co-Op

**Prerequisite:** Completed 4 courses in a pathway or currently in the 4th course of the pathway OR [postsecondary ready](#)

*\*May be waived with administrator approval.*

School-to-Work focuses on cooperative work experience for students at the 12th grade. This course includes a related class and cooperative work experience in business and industry. Students may co-op 5th-7th periods, if they meet both of the following:

- Their job is in a field that correlates to their pathway.
- They are enrolled in the fourth course of their pathway.

Cooperative Education for CTE courses provide supervised work site experience related to the student’s identified career pathway. A student must be enrolled in a critical pathway course during the same school year that the co-op experience is completed (see prerequisite). Students who participate receive a salary for these experiences, in accordance with local, state and federal minimum wage requirements according to the Work Based Learning Guide. The student works an average of 10 - 15 hours per week. Students must have six (6) or fewer absences, at least a 2.5 overall GPA and a favorable discipline report from the prior year to be considered for a cooperative education position. The student is expected to obtain their own employment placement. However, if assistance is needed, please see the co-op supervisor. Students who accept a co-op position are expected to commit to the program/employer for the entire year. The student will receive 3 credits for the class. If the pathway is complete.

## COMPUTER SCIENCE PATHWAY

The Computer Science pathway courses will prepare students to design and create apps and troubleshoot the latest programming languages used in the industry. PLTW Computer Science engages students in collaborative projects that help them develop in-demand computer science knowledge as well as transportable skills like creative thinking and communication. Upon Completion of this career pathway, students will be prepared for an entry-level position or continue their education in Computer Programming.

- Industry Certifications: Certiport IT Specialist, Certiport IC3 GS6 - Level 2 or 3, CompTIA Tech+
- End of Program Assessment: Computer Programming

Course 1	Course 2	Course 3	Course 4
Computer Science Essentials	Computer Science Principles	Computer Science A	Cybersecurity and/or Computer Science Co-Op

# COMPUTER SCIENCE CLASSES

## Computer Science Essentials

Computer Science Essentials will expose students to a diverse set of computational thinking concepts, fundamentals, and tools, allowing them to gain understanding and build confidence. In Computer Science Essentials, students will start with visual, block-based programming and smoothly transition to text-based languages like Python®. They will apply computational thinking practices, enrich their vocabulary, and engage in collaborative projects, reflecting the methodologies of computing professionals. Ultimately, they'll develop products that tackle topics and challenges significant to them.

## Computer Science Principles

**Prerequisites:** *Computer Science Essentials*

Using Python® as a primary tool, students learn the fundamentals of coding, data processing, data security, and task automation, while learning to contribute to an inclusive, safe, and ethical computing culture. The course promotes computational thinking and coding fundamentals and introduces computational tools that foster creativity. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. PLTW is recognized by the College Board as an endorsed provider of curriculum and professional development for AP® Computer Science Principles (AP CSP). This endorsement affirms that all components of PLTW CSP's offerings are aligned to the AP Curriculum Framework standards and the AP CSP assessment.

## Computer Science A

**Prerequisites:** *Computer Science Essentials*

Throughout the Computer Science A course experience, students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. PLTW is recognized by the College Board as an endorsed provider of curriculum and professional development for AP® Computer Science A (AP CSA). This endorsement affirms that all components of PLTW CSA's offerings are aligned to the AP Curriculum Framework standards and the AP CSA assessment.

## CyberSecurity

**Prerequisites:** *Computer Science Essentials*

Cybersecurity introduces the tools and concepts of cybersecurity and encourages students to create solutions that allow people to share computing resources while protecting privacy. Nationally, computational resources are vulnerable and frequently attacked; in Cybersecurity, students use virtual labs to discover key concepts of the field. These labs progress from an individual computer to more and more complex network environments. This course raises students' knowledge of and commitment to ethical computing behavior. It also aims to develop students' skills as consumers, friends, citizens, and employees who can effectively contribute to communities with a dependable cyber-infrastructure that moves and processes information safely.

# COMPUTER SCIENCE CLASSES CONTINUED

## Career Pathway Co-Op

**Prerequisite:** Completed 4 courses in a pathway or currently in the 4th course of the pathway OR [postsecondary ready](#)

*\*May be waived with administrator approval.*

School-to-Work focuses on cooperative work experience for students at the 12th grade. This course includes a related class and cooperative work experience in business and industry. Students may co-op 5th-7th periods, if they meet both of the following:

- Their job is in a field that correlates to their pathway.
- They are enrolled in the fourth course of their pathway.

Cooperative Education for CTE courses provide supervised work site experience related to the student's identified career pathway. A student must be enrolled in a critical pathway course during the same school year that the co-op experience is completed (see prerequisite). Students who participate receive a salary for these experiences, in accordance with local, state and federal minimum wage requirements according to the Work Based Learning Guide. The student works an average of 10 - 15 hours per week. Students must have six (6) or fewer absences, at least a 2.5 overall GPA and a favorable discipline report from the prior year to be considered for a cooperative education position. The student is expected to obtain their own employment placement. However, if assistance is needed, please see the co-op supervisor. Students who accept a co-op position are expected to commit to the program/employer for the entire year. The student will receive 3 credits for the class. If the pathway is complete.

# ENGINEERING PATHWAY

When considering the Engineering Pathway, Reading and Math levels need to be considered. There must be a minimum entry level capability in Math, Reading and Science to allow students to be enrolled in Engineering Classes. Fusion 360 certifications will be available for students to obtain in the engineering pathway.

Courses in engineering prepare individuals to apply mathematical and scientific principles to solve a wide variety of practical problems in industry, social organization, public works, and commerce. Prepares students for a variety of STEM careers by building critical and analytical thinking skills. Students use Project Lead the Way (PLTW) curriculum to learn to work collaboratively to solve compelling real-world challenges.

To meet the technical requirement for Career Readiness in an engineering pathway, students must pass the Autodesk Fusion 360 Exam (Engineering I) or End of Program Assessment for Mechanical Engineering.

- **Industry Certification:** Autodesk Fusion 360
- **End of Program Assessment:** Mechanical Engineering
- **Dual Credit:** Must have a 2.0 GPA to apply for these courses.

Pathway	Course 1	Course 2	Course 3	Course 4
<b>Mechanical Engineering</b>	Engineering 1 (Dual Credit)	Engineering 2 (Dual Credit)	Mechanical Engineering (Dual Credit)	Engineering Capstone and/or Engineering Co-Op
<b>Civil Engineering</b>	Engineering 1 (Dual Credit)	Engineering 2 (Dual Credit)	Civil Engineering	Engineering Capstone and/or Engineering Co-Op

# ENGINEERING CLASSES

## Engineering 1

**Enrollment:** This course is available as a dual credit course as PLW 100 through Elizabethtown Community and Technical College.

This course applies the skills, concepts, and principles of engineering. Students explore various technological systems and engineering processes in related career fields. Topics include investigating technological systems, design optimization, and problem solving. Students utilize CAD (computer-aided design) and physical and virtual modeling concepts to construct, test, collect, and report data. Students have the opportunity to become a Certified Autodesk Fusion 360 User.

## Engineering 2

**Enrollment:** This course is available as a dual credit course as PLW 125 through Elizabethtown Community and Technical College.

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

## Mechanical Engineering

**Prerequisites:** Engineering 1 and 2

**Enrollment:** This course is available as a dual credit course as PLW 250 through Elizabethtown Community and Technical College.

This course includes activities and real-world projects with state-of-the-art equipment and trainers. Students explore and study an introduction to engineering, engineering design problem solving, and engineering graphics with a 3-D parametric modeling software. Students prototype a part design and prepare the manufacturing process using a 3-D printer, computer numeric control (CNC) Vertical Mill, a material handling robot and/or laser engraver machine. Programmable Logic systems will be taught using ladder logic. Students will also learn to use a 6-axis robotic arm using a CTE Workcell and Python coding.

## Civil Engineering

**Prerequisites:** Engineering 1 and 2

Students are introduced to important aspects of building and site design and development. They apply mathematical principles, scientific concepts, and standard engineering practices to design both residential and commercial projects, and document their work using 3D architectural design software (Autodesk Revit). Utilizing the activity-project-problem-based (APB) teaching and learning pedagogy, students will progress from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Units include: Overview of Civil Engineering and Architecture, Residential Design, Commercial Applications, and Commercial Building Systems.

# ENGINEERING CLASSES CONTINUED

## Engineering Capstone

**Prerequisite:** Two Engineering courses

**Enrollment:** This course is available as a credit through assessment course through University of Kentucky, Murray State, University of Louisville, and Western Kentucky University.

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

## Career Pathway Co-Op

**Prerequisite:** Completed 4 courses in a pathway or currently in the 4th course of the pathway OR [postsecondary ready](#)

*\*May be waived with administrator approval.*

School-to-Work focuses on cooperative work experience for students at the 12th grade. This course includes a related class and cooperative work experience in business and industry. Students may co-op 5th-7th periods, if they meet both of the following:

- Their job is in a field that correlates to their pathway.
- They are enrolled in the fourth course of their pathway.

Cooperative Education for CTE courses provide supervised work site experience related to the student's identified career pathway. A student must be enrolled in a critical pathway course during the same school year that the co-op experience is completed (see prerequisite). Students who participate receive a salary for these experiences, in accordance with local, state and federal minimum wage requirements according to the Work Based Learning Guide. The student works an average of 10 - 15 hours per week. Students must have six (6) or fewer absences, at least a 2.5 overall GPA and a favorable discipline report from the prior year to be considered for a cooperative education position. The student is expected to obtain their own employment placement. However, if assistance is needed, please see the co-op supervisor. Students who accept a co-op position are expected to commit to the program/employer for the entire year. The student will receive 3 credits for the class. If the pathway is complete.

## HEALTH SCIENCE PATHWAY

This pathway is a general, introductory, undifferentiated, or joint pathway in health services occupations that prepares individuals for either entry into specialized training programs or for a variety of concentrations in the allied health area. Includes instruction in the basic sciences, research and clinical procedures, and aspects of the subject matter related to various health occupations.

- **Industry Certification:** CPR (Good for 2 years) and NOCTI exam
- **Certification:** Medicaid Nurse Aide (after successful completion of NAA 100)

Pathway	Course 1	Course 2	Course 3	Course 4
<b>Allied Health</b>	Principles of Health Science (Dual Credit)	Body Structures and Functions	Medical Terminology (Dual Credit) and Emergency Procedures	Allied Health Core Skills and/or Anatomy and Physiology and/or Allied Health Internship/Co-Op
<b>Pre-Nursing</b>	Principles of Health Science (Dual Credit)	Body Structures and Functions	Medical Terminology (Dual Credit) and Emergency Procedures	NAA 100 (Dual Credit)
<b>Pharmacy Technician</b>	Principles of Health Science (Dual Credit)	Body Structures and Functions	Medical Terminology (Dual Credit) and Emergency Procedures	Pharmacy Technician
<b>Phlebotomy Technician</b>	Principles of Health Science (Dual Credit)	Body Structures and Functions	Medical Terminology (Dual Credit) and Emergency Procedures	Medical Laboratory Aide
<p><b>Anatomy &amp; Physiology:</b> This class is offered as a science elective but is highly recommended for any student that is interested in a medical pathway.</p>				

# HEALTH SCIENCE CLASSES

## **Principles of Health Science**

**Enrollment:** *This course is available as a dual credit course as HST 102 (Health Care Delivery & Management) through ECTC.*

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

## **Body Structures and Functions**

Recommended Grade Level: 10 - 12

Recommended Credit: 1

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

## **Emergency Procedures**

**Enrollment:** *This is a one semester course.*

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

## **Medical Terminology**

**Enrollment:** *This course is available as a dual credit course as AHS 115 (Medical Term) through ECTC.*

*This is a one semester course.*

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

## HEALTH SCIENCE CLASSES CONTINUED

### **Allied Core Health Skills**

Allied Health Core Skills is designed to provide knowledge, concepts and psychomotor skills necessary for gainful employment as an entry-level health care worker. Assisting students in selecting a career major, classroom instruction and educational objectives are combined with learning experiences, observations, and a work-based learning opportunity such as internship, shadowing, or clinical rotation. This course is designed for students not enrolled in the Medicaid Nurse Aide program or the Patient Care Technician program.

### **Pharmacy Technician**

This course may be completed as an independent study or classroom course during the student's senior year. The material covered will include orientation, federal law, medication review, aseptic techniques, calculations, and pharmacy operations. It is best practice for students to participate in a work-based learning experience at a pharmacy during this course. Upon successful completion of this internship, students may be eligible to take the Pharmacy Technician Certification examination in order to obtain national certification. Students will be required to follow program and agency requirements for attendance and health screenings. These may include but are not limited to drug screens, TB (tuberculin) skin tests, and immunization certificates.

### **Medical Laboratory Aide (Phlebotomist)**

Recommended Grade Level: 11 – 12

Recommended Credit: 1

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

## HEALTH SCIENCE CLASSES CONTINUED

### **Career Pathway Co-Op**

**Prerequisite:** *Completed 4 courses in a pathway or currently in the 4th course of the pathway OR postsecondary ready*

*\*May be waived with administrator approval.*

School-to-Work focuses on cooperative work experience for students at the 12th grade. This course includes a related class and cooperative work experience in business and industry. Students may co-op 5th-7th periods, if they meet both of the following:

- Their job is in a field that correlates to their pathway.
- They are enrolled in the fourth course of their pathway.

Cooperative Education for CTE courses provide supervised work site experience related to the student's identified career pathway. A student must be enrolled in a critical pathway course during the same school year that the co-op experience is completed (see prerequisite). Students who participate receive a salary for these experiences, in accordance with local, state and federal minimum wage requirements according to the Work Based Learning Guide. The student works an average of 10 - 15 hours per week. Students must have six (6) or fewer absences, at least a 2.5 overall GPA and a favorable discipline report from the prior year to be considered for a cooperative education position. The student is expected to obtain their own employment placement. However, if assistance is needed, please see the co-op supervisor. Students who accept a co-op position are expected to commit to the program/employer for the entire year. The student will receive 3 credits for the class. If the pathway is complete.

### **Nurse Aide Dual Credit - ECTC NAA 100**

This is a dual credit course through ECTC (NAA 100) available to seniors interested in a profession in the medical field. The classes meet at ECTC twice a week and include required clinical hours. Upon successful completion of the course, students will take a state licensure test consisting of an online and skills demonstration portion. All fees and costs are covered by a generous grant from Baptist Health Hardin for all students.

# EDUCATION PATHWAY

## TEACHING AND LEARNING

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. *To meet the technical requirement for Career Readiness in Teaching and Learning, students must successfully pass the Pre-PAC Certification exam.*

- **Certification:** Pre-PAC and Education Fundamentals
- **Dual Credit:** Must have a 2.5 GPA to apply for these courses.

Course 1 9th Grade	Course 2 10th Grade	Course 3 11th Grade	Course 4 12th Grade
The Learning Community (Dual Credit)	The Learner-Centered Classroom (Dual Credit)	WKU EDU 350 (Fall Semester) & WKU EDU 360 (Spring Semester)	Principles of Teaching

## EDUCATION CLASSES

### The Learning Community

**Enrollment:** This course is available as a dual credit course as EDU 250 (Discovery Teaching) through Western Kentucky University.

**Dual Credit Requirements:** GPA of 2.5

In this course, 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 perspective of classroom, school, district, state, and federal roles. In clinical experiences, students are embedded in observational and small group or individual teaching settings. They engage with students, schools, and stakeholders across the community to better understand how the community functions as a system, noting how elements within the system relate and interact and the impact of students.

### The Learner-Centered Classroom

**Prerequisite:** The Learning Community

**Enrollment:** This course is available as a dual credit course as EDU 260 (Classroom Assessment) through Western Kentucky University.

**Dual Credit Requirements:** GPA of 2.5

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 students will be embedded in classrooms in observing and active teaching roles (any of the 5 co-teaching models). They will experience a variety of settings in order to reflect on their developing understanding and skills across the K-12 spectrum.

# EDUCATION CLASSES CONTINUED

## **WKU EDU 350 Student Diversity and Differentiation**

**Prerequisites:** *The Learning Community and The Learner-Centered Classroom*

**Enrollment:** *This course is an online dual credit course taught during the fall semester through Western Kentucky University*

**Dual Credit Requirements:** *GPA of 2.5*

This course provides students with education and training to address diverse student needs in the P-12 setting. Clinical field experience in public schools and/or other appropriate settings away from campus are required. Students are responsible for their own transportation to designated or assigned sites.

## **WKU EDU 360 Behavior and Classroom Management**

**Prerequisites:** *The Learning Community, The Learner-Centered Classroom, and WKU EDU 350*

**Enrollment:** *This course is an online dual credit course taught during the spring semester through Western Kentucky University.*

**Dual Credit Requirements:** *GPA of 2.5*

This course provides an introduction to the concepts, theories, and principles of student behavior and classroom management for professionals in P-12 settings.

## **Principles of Teaching**

**Prerequisites:** *The Learning Community, The Learner-Centered Classroom, WKU EDU 350 & WKU EDU 360*

In this course, students will refine the required knowledge and skills to be an effective educator while also practicing the dispositions necessary for the educational profession. Specifically, students will gain an understanding of how teachers lead through individual and collaborative growth and reflection. Students participate in clinical experiences. This is a work-based learning experience where students should spend almost all their time in a classroom learning setting appropriate to their intended teaching discipline. Students will spend two class periods in EIS classrooms.

# ARMY JROTC

## **JROTC I: Leadership Education and Training (LET) 1 – The Emerging Leader**

Following a leadership-based integrated approach, JROTC offers continued refinement of students' abilities in leadership arts skills. The following topics are a major part of this course: insight into ethical values and principles that underlines good citizenship including integrity, responsibility, and respect for constituted authority; development of leadership potential; appreciation of the importance of physical fitness in maintaining good health; and ability to think logically and to communicate effectively both orally and in writing. Students will begin with LET Level 1. Students are required to complete the LET 1 program before recommendation for the LET 2 program.

## **JROTC 2: Leadership Education and Training (LET) 2 – Developing Leader**

**Prerequisite:** JROTC 1

Continuing the students growth as a leader, JROTC LET Two offers students the opportunity to continue to improve on the skills that they learned in the LET one program. The following topics are a major part of the LET program; Leadership, Personal growth and behaviors, team building, first aid, decision making, health and fitness, service learning, citizenship and government. In this course they will learn what it means to lead fellow cadets in Drill, rifle training, archery, team exercises, physical training at a competition level. They will continue to improve their skills in public speaking, creating projects, and leading cadets in various ways. Students are required to complete the LET level 2 program in order to be recommended for the LET3 program.

## **JROTC 3: Leadership Education and Training (LET) 3 – The Supervising Leader**

**Prerequisite:** JROTC 2

Following a leadership-based integrated approach, JROTC offers continued refinement of students' abilities in leadership arts skills. The following topics are a major part of this course: insight into ethical values and principles that underlines good citizenship including integrity, responsibility, and respect for constituted authority; development of leadership potential; appreciation of the importance of physical fitness in maintaining good health; and ability to think logically and to communicate effectively both orally and in writing.

## **JROTC 4: Leadership Education and Training (LET) 4 – The Managing Leader**

**Prerequisite:** JROTC 3

Following a leadership-based integrated approach, JROTC offers continued refinement of students' abilities in leadership arts skills. The following topics are a major part of this course: insight into ethical values and principles that underlines good citizenship including integrity, responsibility, and respect for constituted authority; development of leadership potential; appreciation of the importance of physical fitness in maintaining good health; and ability to think logically and to communicate effectively both orally and in writing.

## PATHWAY PROGRAMS AT LARUE COUNTY HS

Pathway	1st Course	2nd Course	3rd Course	4th Course
<b>Agriculture</b>	Principles of Agricultural Science & Technology	Agriscience	Animal Science or Aquaculture	Small Power Equipment or Agriculture Construction Skills
<b>Digital Game Design</b>	Introduction to Digital Game Design	Digital Game Design 2	Digital Game Design 3	Digital Game Design 4

# LARUE COUNTY PARTNERSHIP

## AGRICULTURE

Through this pathway students can participate in the Horticulture & Plant Science Systems, Animal Science Systems, or Agricultural Power, or Agribusiness Systems.

### **Principles of Agricultural Science and Technology**

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

### **Agriscience**

**Prerequisite:** *Principles of Agricultural Science and Technology*

This course is designed for students in their second year of high school interested in agriculture. This course covers more in-depth principles of agriculture. This course is designed for students to do more reading, writing, and speaking. Content may be enhanced by utilizing appropriate computer applications. Leadership development will be provided through FFA. Topics to be covered will be, but are not limited to FFA, Small Animal Technology, Job Skills, Animal Science, Agribusiness, Plant & Soil Science, Natural Resource Issues, Landscaping, and Ag Sales. It is recommended that you pair this class with Agriscience Part 2 to complete your year of agriculture instruction.

### **Animal Science**

**Prerequisite:** *Previous Agriculture class required.*

Animal Science develops basic knowledge and skills pertaining to livestock identification, selection, nutrition, reproduction and genetics, health management, and marketing of one or more species of farm animals. The latest biotechnological applications will be included. The content may be enhanced with appropriate computer applications. Leadership development will be provided through FFA. Each student will be expected to have a supervised agricultural experience program.

### **Aquaculture I**

**Prerequisite:** *Previous Agriculture class required.*

This course is an introduction to aquaculture science. Instruction provides the fundamentals of aquatic plant and animal biology, anatomy/morphology in aquaculture, and the unique properties of water for aquaculture. Instruction also includes fish and aquatic crop production principles, management and marketing. Applications of biotechnology in aquaculture and aquaculture as sustainable agriculture is also included. Content will be enhanced with appropriate applied scientific laboratory activities and computer applications. Leadership development will be provided through FFA. Each student will be expected to have a supervised agricultural experience program.

# LARUE COUNTY PARTNERSHIP CONTINUED

## Small Power Equipment

**Prerequisite:** Previous Agriculture class required.

This course is designed to develop skills in maintenance, repair, and operation of equipment, small combustion-type engine and electric motors. Content may be enhanced with appropriate computer applications.

## Agriculture Pathway

Course 1 Grades 9-10	Course 2 Grades 10-11	Course 3 Grades 11-12	Course 4 Grades 11-12
Principles of Agricultural Science and Technology	Agriscience	Animal Science (Dual Credit) Or Aquaculture	Small Power Equipment

## VIDEO GAME DESIGN

The Digital Design and Game Development pathway courses provide students with a thorough understanding of techniques for designing advanced 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.

### Intro to Digital Game Design 1

This course will focus on creating games using code, animation, and an introduction to 2D, 3D and graphic design software utilized in the industry. In addition, students will see how the skills and knowledge acquired in Game Design comes together utilizing a game engine.

### Digital Game Design 2 - Advanced Game Development and Publication

**Prerequisite:** Intro to Digital Game Design

This course will focus on creating games using code, 3d characters, objects, and animation utilizing game engines. Students will see how the skills and knowledge acquired in Game Design I come together. Students will create work ready products for the industry. Students will participate in Game Jams to practice working with teams and deadlines.

### Digital Game Design 3 - Advanced 3D Game Development

**Prerequisite:** Digital Game Design 2

Emphasizes creating 3D graphics using one or more state-of-the-art software packages. Provides students with a thorough understanding of techniques for designing advanced 3D games and simulations. Courses will cover 2D and 3D graphics, animation, character development, texturing, rigging, scripting and game setup using state-of-the-art software development tools.

# LARUE COUNTY PARTNERSHIP CONTINUED

## Digital Game Design 4 - Game Design and Development Principles

**Prerequisite:** *Digital Game Design 3*

This course is an introduction to Game Design and Gaming. The course provides 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, 2D game development software and image manipulation will be explored to further enhance their design skills. Career exploration into game design will be researched and gain awareness of job and postsecondary opportunities. Students spend at least 20 hours of programming and applying learned concepts through programming. (Programming is defined, by the K-12 CS Framework, as the craft of analyzing problems and designing, writing, testing, and maintaining programs to solve them.) Participation in Kentucky Technology Student Association or SkillsUSA will greatly enhance instruction.

## Video Game Design Pathway

<b>Course 1 Grades 9-10</b>	<b>Course 2 Grades 10-11</b>	<b>Course 3 Grades 11-12</b>	<b>Course 4 Grades 11-12</b>
Introduction to Digital Game Design	Digital Game Design 2	Digital Game Design 3	Digital Game Design 4



# **NCAA INFORMATION**

# NCAA ELIGIBILITY FOR STUDENT-ATHLETES

Students interested in playing college sports at the Division I or II level must meet specific academic and amateurism requirements set by the NCAA. To ensure eligibility, students should review the guidelines early in their high school career and work closely with their counselor to stay on track.

\*\*Edmentum Online Courses are **NOT** Approved NCAA Courses\*\*

For the most up-to-date information on NCAA eligibility requirements, visit: [NCAA Eligibility Center](#) and the [NCAA High School Portal](#).

## EHS List of Approved NCAA Courses

<p><b>English</b></p> <ul style="list-style-type: none"> <li>• English 1, 2, 3, &amp; 4</li> <li>• Honors English 1, 2, &amp; 3</li> <li>• Journalism</li> <li>• English 101 &amp; 102 Dual Credit</li> <li>• AP English Language &amp; Composition</li> <li>• AP English Literature &amp; Composition</li> <li>• COMM 145 Fundamentals of Public Speaking Dual Credit</li> </ul>	<p><b>Social Science</b></p> <ul style="list-style-type: none"> <li>• African American Studies</li> <li>• AP Human Geography</li> <li>• AP US Government And Politics</li> <li>• AP US History</li> <li>• History Through Film &amp; Literature</li> <li>• Military History</li> <li>• Law And Justice</li> <li>• PSY 110 Intro To Psychology Dual Credit</li> <li>• Psychology</li> <li>• Sociology</li> <li>• Survey Of Civics &amp; Geography/Economics</li> <li>• US History</li> <li>• World Civilization</li> <li>• World History/AP</li> </ul>
<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Algebra 1, 2, &amp; 3</li> <li>• Honors Algebra 1 &amp; 2</li> <li>• AP Calculus BC</li> <li>• AP Statistics</li> <li>• Calculus AB (AP)</li> <li>• College Algebra</li> <li>• Geometry</li> <li>• Honors Geometry</li> <li>• Pre-Calculus</li> </ul>	<p><b>Natural/Physical Science</b></p> <ul style="list-style-type: none"> <li>• Anatomy &amp; Physiology</li> <li>• AP Biology</li> <li>• AP Physics 1 &amp; 2</li> <li>• Biology</li> <li>• Chemistry/AP/Honors/DC</li> <li>• Intro To Physical Science With Earth/Space Science/Honors</li> <li>• Phy 151 Intro To Physics Dual Credit</li> </ul>
<p><b>Additional Courses</b></p> <ul style="list-style-type: none"> <li>• Spanish 1, 2, &amp; 3</li> <li>• AP Spanish Language</li> </ul>	

# High School Timeline

## 9<sup>th</sup> GRADE

## REGISTER



- » If you haven't yet, **register** for a free Profile Page account at [eligibilitycenter.org](https://eligibilitycenter.org) for information on NCAA initial-eligibility requirements.
- » Use NCAA Research's **interactive map** to help locate NCAA schools you're interested in attending.
- » Find your high school's list of NCAA-approved core courses at [eligibilitycenter.org/courselist](https://eligibilitycenter.org/courselist) to ensure you're taking the right courses, and earn the best grades possible!

## 10<sup>th</sup> GRADE

## PLAN



- » If you're being **actively recruited** by an NCAA Division I or II school, **transition** your Profile Page account to the right **certification account**.
- » Monitor the **task list** and **sign up for text alerts** in your **Eligibility Center account** for next steps.
- » Research the admission requirements for NCAA schools you're interested in attending.
- » At the end of the school year, ask your high school counselor from each school you attended to upload your **official transcript** via the High School Portal.
- » If you fall behind academically, ask your high school counselor for help finding **approved courses** you can take.

## 11<sup>th</sup> GRADE

## STUDY



- » Ensure your **sports participation** information is correct in your Eligibility Center account.
- » Check with your high school counselor to make sure you're on track to complete the required number of NCAA-approved **core courses** and graduate on time with your class.
- » Share your **NCAA ID** with NCAA schools recruiting you so each school can place you on its **institutional request list**.
- » Take **unofficial and official visits** to NCAA schools you're interested in attending and start applying early.
- » At the end of the school year, ask your high school counselor from each school you attended to upload your **official transcript** via the High School Portal.

## 12<sup>th</sup> GRADE

## GRADUATE



- » Be accepted to the NCAA school you plan to attend.
- » Ensure your **sports participation** information is correct and **request your final amateurism certification** beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your Eligibility Center account.
- » Complete your final NCAA-approved **core courses** as you prepare for graduation.
- » After you graduate, ask your high school counselor to upload your **final official transcript** with **proof of graduation** via the High School Portal.



# NAIA ELIGIBILITY REGULATIONS

The following criteria must be met for recent high school graduates to be eligible to compete at an NAIA member institution (including scrimmages and intercollegiate competitions).

All incoming athletes must register with the [NAIA Eligibility Center](#).

## Freshman Eligibility Requirements

A freshman is defined as a student who has not previously attended a college or university for two semesters or three quarters.

To be eligible, students must:

- Graduate from an accredited high school with a minimum 2.3 GPA OR
- Meet two of the three following requirements:
  - ACT 18+ or SAT 970+
  - High school GPA of 2.0+ on a 4.0 scale
  - Graduate in the top half of their class

**Note:** Students who take a break of more than one year after high school may have different eligibility requirements.

For more information, visit [www.naia.org](http://www.naia.org) or contact:

NAIA National Office  
1200 Grand Blvd.  
Kansas City, MO 64106  
P: 816.595.8000 | F: 816.595.8200

# NCAA 4 Year Plan

English 4 Years	Math 3 Years	Science 2 Years	Extra 1 Year	Social Science 2 Years	Other 4 Years
- English 1 -English 2 -English 3 -English 4	-Algebra 1 -Geometry -Algebra 2	-Intro to Physics w/Earth & Space Science -Biology	-Chemistry	-Survey of Civics -World History	-Senior Math -US History -Elective -Elective

## Examples of Electives that Count:

- History through Film and Literature
  - Spanish 1
  - Spanish 2
  - Creative Writing
  - Journalism
  - Public Speaking
  - AP Physics
  - Current Events
  - Forensics