Mission Statement of Paul Laurence Dunbar High School

Dunbar High School's faculty and staff, in partnership with parents and community members, empower students to achieve high standards for academics, integrity, leadership and citizenship.
## FCPS 2017-2018 instructional calendar

**Need more details?** Refer to [http://calendars.fcps.net](http://calendars.fcps.net) for the district’s online listings, which also include report card dates, Board of Education meetings, arts performances and more. (Also: Employees’ [work calendars](http://calendars.fcps.net) are posted under Human Resources.)

### August 2017
- **16** First day of school for students

### September 2017
- **4** Labor Day; schools and offices closed

### October 2017
- **5-6** Fall break; no classes for students
- **27** No classes for students

### November 2017
- **22** Schools and offices closed
- **23** Thanksgiving Day; schools and offices closed
- **24** Schools and offices closed

### Dec. 20 through Jan. 2 2018
- Winter break

### January 2018
- **3** Classes resume
- **15** Martin Luther King Jr. Day; schools and offices closed

### February 2018
- **19** Presidents Day; schools and offices closed

### March 2018
- **16** No school for students; possible weather make-up day

### April 2018
- **2-6** Spring break

### May 2018
- **22** Election Day; no school for students
- **25** Last day of school, pending weather make-up days

**NOTE:** High school graduations are not set until the threat of bad weather has passed and all make-up days have been announced. Calendars will be updated after the graduation schedule is released.

- **28** Memorial Day; schools and offices closed
- **29-31** Possible weather make-up days

### June 2018
- **1** Possible weather make-up day
- **4-8** Possible weather make-up days
- **11-14** Possible weather make-up days

**Notes:**

- The Fayette County Board of Education approved this calendar on Aug. 22, 2016. It was amended on Oct. 24, 2016 to correct the spring primary election day to May 22 (not May 15).
- Weather make-up days are scheduled at the superintendent’s discretion, and the FCPS calendars (PDFs and online listings) are updated after each official announcement. Handy bookmark: www.fcps.net/weather
Welcome to Paul Laurence Dunbar High School

As we enter the new calendar year this month, the faculty and staff at Paul Laurence Dunbar High School have already been preparing for the new academic year. This course directory is intended to assist you as your family looks toward plans for the upcoming school year as well. PLD has established a state-wide reputation for excellence in academics over a broad offering of courses. We believe the curriculum represented in this directory is a critical part of that success.

As you make selections for your classes, the course descriptions and general information in this directory will help you investigate a range of interests in your early high school years and then use the later years to delve more deeply into the areas you may follow in your post-high school education. In addition to the course descriptions, graduation requirements specific to PLD and the online Individual Learning Plan will be useful for making choices. As always, our staff stands ready to assist you in any way possible as you make decisions for the next year and beyond. Your counselor will often be your first and best resource, but your teachers and principals are equally committed to your overall success at PLD. We look forward to working with you as you take full advantage of all these opportunities.

Best wishes,
Betsy Rains, Principal

ADMINISTRATION OFFICE

Ms. Betsy Rains, Principal
Mr. Tony Blackman, Associate Principal
Mrs. Nancy Hill, Freshman Principal
Ms. Andrea Tinsley, Associate Principal
Mrs. Tonya Merritt, Administrative Dean
Mrs. Liz Pelpsrey, Administrative Dean

Principal’s Office Phone Number- 381-3546
Ms. Ellen Fore, Secretary
Mrs. Kathy Ginn, Secretary
Mrs. Jamie Cheak, Secretary

COUNSELING OFFICE

Counseling Office Phone Number- 381-3554
Registrar’s Office Phone Number- 381-3555
Mrs. Judy Drury, Secretary
Ms Michelle Ginn, Registrar
Mrs. Jessica Gibson, Secretary

Ms. Melissa Long, Counselor
Mrs. Kelly Krusich, Counselor
Mr. Antonio Melton, Counselor
Mr. Derrick Thomas, Counselor
Mrs. Deanna Smith, Head Counselor
Ms. Kristin Studle, Counselor
Dr. Jill Rogers, School Psychologist
Ms. Courtney Bishop, School Psychologist

Mr. Steve Duerson, Social Worker

ACHIEVEMENT & COMPLIANCE COACHES

Phone number- 381-3546, Ext 1414
Ms. Dana Hamilton
Ms. Tara Harvey

MSTC FACILITATOR

Mrs. Karen Young

Phone Number- 381-3558
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### PAUL LAURENCE DUNBAR GRADUATION REQUIREMENTS

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<th>CREDITS</th>
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<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics (Must take Math course each year)</td>
<td>3</td>
</tr>
<tr>
<td>Earned Math credits must include Alg. I, Geometry, Algebra II or higher</td>
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<tr>
<td>Science</td>
<td>3</td>
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<tr>
<td>Earned Science credits must include Biology and 2 of the following courses- Integrated Sci I, Integrated Sci 2, Physical Science, Chemistry, Physics</td>
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<tr>
<td>Social Studies</td>
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<td>Citizenship, World Civilization, U. S. History</td>
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<tr>
<td>Health &amp; Physical Education</td>
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<tr>
<td>History and Appreciation of Visual and Performing Arts</td>
<td>1</td>
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<tr>
<td>History/Appr of Visual/Perf Arts or specialize by earning 3 credits in the same area of Fine Arts- Art, Band, Drama, Graphics &amp; Communications, Multi-Media &amp; Communications, Music or Orchestra</td>
<td></td>
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<tr>
<td>Elective Credits</td>
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**MINIMUM CREDITS REQUIRED FOR GRADUATION**

26

All students must successfully complete all portions of the state assessment and an Individual Learning Plan (ILP) each year. All course work taken outside of Dunbar must be completed by April 1.

### PRE-COLLEGE CURRICULUM REQUIREMENTS FOR KENTUCKY UNIVERSITIES AND COMMUNITY COLLEGES

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<tr>
<td>Mathematics (Must take Math course each year)</td>
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<td>3</td>
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**MINIMUM CREDITS REQUIRED FOR GRADUATION**

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### RECOMMENDED PRE-COLLEGE CURRICULUM- SELECTIVE COLLEGE

(EXAMPLES – CENTRE, DUKE, HARVARD, TRANSY, VANDERBILT, WAKE FOREST)

- Four years of advanced or AP level English
- Four years of advanced or AP level mathematics including Calculus
- Three years of advanced or AP level laboratory science
- Three years of advanced or AP level history or social studies
- Three years of the same world language- AP strongly recommended
- One year of course work in the fine arts
- AP courses are strongly recommended
PREPARATION FOR COLLEGE ADMISSION

9th-10th Grade
1) Follow the recommended Pre-College Curriculum course selections.
2) Use the Career Cruising tool in the ILP to identify interests, investigate careers and colleges.
3) Maintain a high Grade Point Average.
4) Investigate summer programs for underclassmen.
5) Become involved in community service projects and volunteer opportunities or have a summer job.
6) Take the PSAT during 9th or 10th grade as a practice.

11th Grade
1) In October, take PSAT/NMSQT if interested in qualifying for competitive scholarships.
2) Continue to investigate careers, schools and scholarships using the ILP tools.
3) Begin checking for scholarships and summer programs for juniors.
4) Begin a college search:
   a) Visit the college fair in October.
   b) Use college search engines on the internet (visit the PLD website under guidance for links).
   c) Visit college representatives when they visit the counseling office.
5) During the school year:
   a) Attend the Junior College Night in the fall.
   b) Create a list of colleges interested in attending.
   c) Visit the college websites to learn admission requirements and procedures.
   d) Determine cost.
6) In January/spring, see your counselor for more information about:
   a) High school courses to take during your senior year.
   b) Summer Enrichment/College Credit Programs for juniors.
   c) Early decision vs. early action vs. regular admissions.
7) In the fall, take the ACT/SAT for the first time. The ACT will be administered by the state to juniors free of charge as part of state testing in March.
8) In the summer:
   a) Take the ACT/SAT again if desired: all college admissions testing should be completed by October of your senior year!
   b) Be involved in summer programs, volunteer opportunities, community service projects, or have a job.
   c) Make initial college visits if the opportunity arises.
   d) Begin to narrow college choices.

12th Grade
1) **Carry a full academic load throughout the entire year.** Final admission to some colleges is dependent on maintaining a strong academic standing and full course schedule throughout the 12th grade. KEES money is also dependent upon the number of credits earned during the senior year.
2) **August-December**
   a) Finalize college applications by December 1 (check deadlines). Admission requirements to colleges and universities vary, but typical criteria include cumulative GPA, rigor of courses, extracurricular activities, community service, and recommendations. Some schools require an interview and/or a response to essay questions on the application.
   b) Search and apply for scholarships. Many competitive scholarships have early deadlines.
   c) Attend sessions with college representatives.
   d) Obtain information regarding the FAFSA (Free Application for Federal Student Aid) from the counseling office. FAFSA will be available October 1.
   e) Attend the Financial Aid Workshop.
3) **December-April**
   a) Continue to apply for scholarships.
   b) Make final college visits, if needed, to assist determining final admissions choice.
   c) Apply for housing. Schedule orientation meetings with your college.

NCAA AND NAIA ATHLETIC ELIGIBILITY
College sports are regulated by the National Collegiate Athletic Association (NCAA) or the National Association of Intercollegiate Athletics (NAIA) which establish rules on eligibility, recruiting, and financial aid for high school and college athletes. Athletes who wish to participate in college sports must be approved for recruitment by the NCAA Clearinghouse or by NAIA before colleges may recruit high school students.

1) Go to [www.eligibilitycenter.org](http://www.eligibilitycenter.org) for registration info for the NCAA and to [http://www.naia.org/](http://www.naia.org/) for info on registration for the NAIA. It is the responsibility of the student to monitor for any NCAA or NAIA changes.
2) After completing the online application, send official transcripts to the eligibility center via Parchment.
3) When registering for the ACT/SAT, mark code 9999 in the section on college and scholarship codes on the ACT/SAT registration form to ensure that student test scores get sent to the Clearinghouse.

**BLOCK ROTATION**
Paul Laurence Dunbar operates on a 4 x 4 alternating day rotating class schedule.

**DEFINITION OF TERMS**

**Advanced Placement Courses** - An Advanced Placement (AP) Course is a course taught using guidelines approved by The College Board with the expectation that students taking the Advanced Placement Test will earn possible college credit.

**Advanced Courses** - Some course sections are taught at an advanced level and are weighted when calculating rank in class. (See information below regarding quality points.)

**Required Courses** - Required courses are those specific courses required for graduation by the State Board of Education.

**Elective Courses** - Courses in which the student’s choice can be exercised but which may count toward graduation are called “electives.”

**Credit** - One unit of credit is awarded for the satisfactory completion of one year of work in a regular course.

**Dual Credit** - Students can earn a high school credit as well as a college credit for a class.

**Quality Points** - The following points are awarded and used in determining Grade Point Average (G.P.A.): $A = 4 \cdot B = 3 \cdot C = 2 \cdot D = 1 \cdot F = 0$

In courses judged above average in difficulty (Adv., AP, Dual Credit, MSTC.), a different value is used in awarding quality points for determining rank-in-class: $A = 5 \cdot B = 4 \cdot C = 3 \cdot D = 2 \cdot F = 0$. For KEEs purposes AP counts as Dual Credit courses receive the extra quality point.

**Identification and Placement**
Placement of students in Advanced or Advanced Placement (AP) courses is based on student/parent choice and counselor/teacher recommendations. Recommendations are based on test scores and past academic performance, which help predict students’ success in advanced courses. AP courses require a one-year commitment and phase level changes are not available once a student has requested placement into these courses. Summer assignments are required of most Advanced and AP courses.

**Differentiated Services for Students with Disabilities**
For students with educational disabilities, an Admission and Release Committee (ARC) will determine the placement in which a student will receive content instruction. Schools extend and modify curricula to enable students with disabilities to participate and progress in the general curriculum. Further information is available through the Achievement and Compliance Coach.

**ELIGIBILITY PHILOSOPHY AND POLICY FOR EXTRA-CURRICULAR ACTIVITIES**
The Fayette County Public Schools provide a wide variety of stimulating and worthwhile extracurricular activities which are intended to enrich and extend the educational experiences of students. Students are urged to take an active part in as many extracurricular activities as their time, interest and ability will permit. Parents should guide their child (children) in maintaining high standards of scholarship, attendance and conduct which are expected of all students who take part in such activities. Representing one’s school in extra-curricular activities is a privilege and with this privilege, there are academic requirements. Students should be aware of individual school SBDM policies which define eligibility and participation requirements for extra-curricular activities. Each school has the authority to set higher standards for eligibility.

**GRADING/REPORTING**
High schools are on a semester system (18) weeks and will receive interim reports based every six weeks. Each teacher is required to state clearly in each class the evaluation criteria and procedure for determining student grades.

**Infinite Campus Parent Portal (Checking grades online)**
Parents who would like to access the Parent Portal to check grades must first submit their Household Verification Form ([http://teach.fcps.net/ic/Households/Households.htm](http://teach.fcps.net/ic/Households/Households.htm)). You must list your email address on the application. Once completed, you will receive an email with your information on how to access the Parent Portal. If families have difficulties or questions, they should email
Parent Portal@fayette.kyschools.us with their name, the student’s name and any additional information or error messages.

Requirements for promotion to next grade

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<tr>
<th>To be Promoted to</th>
<th>Required completion of:</th>
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<tr>
<td>Freshman</td>
<td>8th grade (or equivalent as determined by middle school)</td>
</tr>
<tr>
<td>Sophomore</td>
<td>6 credits</td>
</tr>
<tr>
<td>Junior</td>
<td>12 credits</td>
</tr>
<tr>
<td>Senior</td>
<td>18 credits</td>
</tr>
<tr>
<td>Graduation</td>
<td>26 credits</td>
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Calculating Grade Point Average
Students will have their weighted and unweighted GPA calculated each semester.

- All students will have their weighted and unweighted GPA calculated on a 4.0 system.
- The following system is used to determine GPA and rank.
  - Add the total quality points on the transcript for the grades received.
    - (A = 4; B = 3; C = 2, D = 1, F = 0). Add 1 quality point for successful completion of an Advanced, AP, Dual Credit or MSTC course.
  - Divide by the total credits attempted.

Credit Recovery
Students who fail any semester of a course must make up that credit if it is required for graduation. There are several options for recovering credits, which are listed below with a description of each method. The damage of the “F” in the student’s GPA is completely repaired only if the student repeats the same phase level of the course that was failed. Typically, this means the student must repeat the same course during the regular school year. Otherwise, the recovered credit will be an additional course with a new grade that is calculated in the GPA, but the original “F” will continue to be calculated in the GPA as well. The record of the grades must remain on the transcript so original grades are not removed.

Credit Recovery Options:
- Repeat the course during the regular school year. If the exact same phase level is repeated, then the “F” from the original course is no longer calculated in the GPA.
- Repeat the course in E-school, which is managed by MLK Academy. This is a web-based program from Jefferson County Public Schools. All coursework is done on the computer and students can complete this work from any computer that has internet access. When the coursework is completed, students must report to MLK to take a final exam. E-school will award the grade and will send that grade to PLD. Students have one semester to complete an e-school course (semesters are the same as regular school year semester). There is a fee for each semester course taken through E-school. To register for E-school, students must see their counselor to have the application completed. Students and their parents are required to attend an orientation meeting scheduled by MLK.
- Repeat the course in PLATO, a web-based program that is managed by each high school for their students. All coursework is done on the computer and students can complete this work from any computer that has internet access. When the coursework is completed, students must take a final exam, which will be administered in the counseling office. PLATO will award the grade based upon the coursework and final exam. PLATO is free to PLD students. To register for PLATO, students must see their counselor.
Outside Credit Information and Options

Students who wish to take additional courses or complete required courses outside of Dunbar for INITIAL CREDIT may do so as long as it is completed through an accredited institution approved by the district. There are several options available for earning outside credit; however, the most common options are listed below with a description of each method. In general, courses completed through these methods are not counted as advanced courses and will be calculated in the GPA as a general level course.

Outside Credit Options:
- **E-School**: Please see description of E-School under Credit Recovery options on previous page.
- **Opportunity College through the Bluegrass Community and Technical College (BCTC)**: This option is open for juniors and seniors wishing to take college courses and earn high school elective course credit at the same time. Tuition is typically half the cost of regular BCTC tuition. Students should see their counselor for more information.
- **Courses through UK as a non-degree status student**: This option is open to juniors and seniors wishing to take college courses and earn high school elective course credit at the same time. Students should see their counselor for more information.

**KENTUCKY EDUCATIONAL EXCELLENCE SCHOLARSHIP (KEES)**

Kentucky high school students have a great opportunity to make their education pay with the Kentucky Educational Excellence Scholarship (KEES). KEES is an exciting program administered by the Kentucky Higher Education Assistance Authority (KHEAA). Students who try to get the most from high school by studying hard and making good grades (C+ and above) can earn scholarships for post-secondary education including college, technical, or trade school. The better students do in high school, the more they will earn toward scholarships. Students who continue to make good grades in college can retain their scholarships. Research shows that students who complete their post-secondary studies have a better opportunity to achieve their career goals and improve their standard of living. **Education really does pay!** For additional information and details regarding KEES, please visit the KHEAA website, under Parents and Students, at www.kheaa.com; the PLD website, under Guidance, at www.pld.fcps.net; or visit the counseling office. Students should register with KHEAA to have on-line access to their KEES account.

**OPPORTUNITY MIDDLE COLLEGE**

Opportunity Middle College is a partnership between Fayette County Public Schools and Bluegrass Community Technical College (BCTC). Students have the opportunity to enroll in both college and high school courses that are taught at the Cooper Drive campus of BCTC and can earn both high school and college credit for these courses. Students attend school at BCTC. There is no cost for tuition or books for classes taken in this program. All students will receive a lap top computer for use while they are in the program. Students who will be a junior or senior next fall are eligible to apply. Students must submit PLAN or ACT scores along with a high school transcript to verify that they can successfully complete the compacted and rigorous early college curriculum. Low socioeconomic and first-generation college students receive priority in the selection process. Please see your high school counselor for an application and/or more information.

**PERFORMANCE ASSESSMENT**

Kentucky’s Unbridled Learning assessment and accountability system is designed to provide in-depth information about the performance of students, schools, districts and the state as a whole. Currently, the testing system is being revised to align with the federal ESSA (Every Student Succeed Act). As a result, specific tests have not been confirmed for the 2017-18 school year. At the high school level, we expect required assessments include reading, writing, science, social studies, and math. We also expect a national test such as the ACT and a college and career ready assessment. Additionally, students who take part in special programs are required to participate in additional Career Readiness assessments or in ACCESS for ELLs. Students who are unable to participate in the standard assessment program due to moderate and significant disabilities participate in the Alternate KPREP Program as designated in their IEPs.
INDIVIDUAL LEARNING PLAN

Students, what can the ILP do for you?
- Keep track of all activities (school, club, and community) for each year.
- Keep track of all awards and honors each year.
- Résumé builder/creator.
- Interest inventory—match careers to your interests.
- Learning style inventory—find out how you learn best so you can earn higher grades.
- College search—match colleges based on your criteria or your career interests.
- Career search—find careers related to specific criteria.
- Scholarship search—match scholarships to your qualifications.
- Employment information (résumé skills, completing applications, interview skills).
- Learn important details regarding your career interests, such as employment outlook, earning outlook, working conditions, training/education requirements, related careers, career advancement opportunities.

How do you access your ILP?
- Go to the PLD website (www.pld.fcps.net)
- Go to Students  Student Resources  ILP Online
- Use your unique numerical username and unique numerical password. Have you forgotten your UN and PW? See a teacher or counselor!

ATTENTION PARENTS: You have a part in this also!
- Parents are supposed to review and sign off on each of their children’s ILP each year.
- Parents have their own unique numerical username and unique numerical password for each child. Don’t know yours? Call the counseling office and ask the secretaries for your ILP access.

Why review the ILP with your child?
- Learn what goals and interests your child has for their future.
- Use it as a discussion tool about careers and future opportunities.
- Help your child with their college search.
- Learn about financial aid and scholarships.

CAREER AND TECHNICAL EDUCATION

Career and technical education is a wonderful opportunity for students to explore their career interests and broaden their career options. Through the use of the ILP, students may find that they have particular interests in the programs that are offered through the Fayette County Technical Centers and Dunbar career pathways. Information regarding these programs is below.

FAYETTE COUNTY TECHNICAL CENTERS

Fayette County students may earn 4 credits per school year and may attend a technical center class for a second school year for more advanced training and an additional 4 credits. A variety of academic courses are also available at the technical centers. Please see subject choice cards for available academic classes. Listed below are the technical programs available at the Technical Centers; websites shown offer detailed course descriptions

Eastside Technical Center—www.techcenters.fcps.net/eastside
  Automotive Technology
  Cinematography & Video Production
  Collision Repair Technology
  Diesel Technology
  Digital Design & Game Technology
  Fire & Emergency Medical Services
  Homeland Security & Emergency Management
  Law Enforcement
**Locust Trace AgriScience Farm**—www.techcenters.fcps.net/locusttrace
Agribusiness Systems
Agriculture Power, Structural and Technical Systems
Animal Science Systems
Environmental Sciences/Natural Resources Systems
Food Science and Processing Systems
Horticulture and Plant Science Systems

**Southside Technical Center**—www.techcenters.fcps.net/southside
Adv. Manufacturing- open to 10th grade students who have completed Manufacturing I
Carpentry
Culinary Arts
Electrical Technology
Electronics Technology
Medical Sciences
Medical Nurse Aide
Welding Technology

**CAREER PATHWAYS**
Students may initiate a pathway to career readiness by completing courses in one of the Career and Technical Education areas listed below. The courses listed below are the courses approved for the pathways at this time. Pathways are updated frequently so courses may change.

**BUSINESS PATHWAYS**

**Accounting**
*Complete 2 to 3 credits from the following-*
Business Principles or Digital Literacy
Accounting & Finance Foundations
Financial Accounting
Advanced Accounting
*Complete 1 to 2 credits from the following-*
Adv Computer & Technology Apps
Business Law
Business Management
Financial Literacy

**Administrative Support**
*Complete 2 to 4 credits from the following-*
Digital Literacy or Business Principles
Accounting & Finance Foundations or Financial Literacy
Adv Computer & Technology Apps
*Complete 1 to 2 credits from the following-*
Business Law
Business Management

**Business Management**
*Complete 2 credits from the following-*
Business Principles
Business Management

7
Business & Marketing Education
Complete 2 to 3 credits from the following:
- Digital Literacy
- Business Principles
Complete 1 to 2 credits from the following:
- Advanced Computer & Technology Applications
- Business Management
- Accounting & Finance Foundations
- Financial Literacy
- Advanced Marketing
- Entrepreneurship

Business Technology
Complete 3 credits from the following:
- Digital Literacy or Business Principles
- Webpage Design
- Business Management
Complete 1 credit from the following:
- Financial Literacy
- Accounting & Finance Foundations
- Adv Computer & Technology Apps

Finance
Complete 2-3 credits from the following:
- Digital Literacy
- Business Principles
- Accounting & Finance Foundations
Complete 1-2 credits from the following:
- Financial Accounting
- Adv Accounting
- Adv Computer & Technology Apps
- Financial Literacy

Business Multimedia
Complete 2-4 credits from the following:
- Digital Literacy
- Web Page Design
Complete 1-2 credits from the following:
- Adv Computer & Technology Apps

ENGINEERING & TECHNOLOGY

Civil Architecture & Construction Technology
Complete 2 credits from the following:
- Fundamentals of Engineering Design I
- Fundamentals of Architecture & Civil Engineering
Complete 2 credits from the following:
- Digital Literacy
- Foundations of Technology

Engineering & Technology Design
Complete the following:
- Fundamentals of Engineering Design I
Complete 3 credits from the following:
- Special Problems in Technology –Photography
- Digital Literacy
- Foundations of Technology
- Fundamentals of Architecture & Civil Engineering
Graphic & Digital Communications
Complete 2 credits from the following-
Digital Literacy
Fundamentals of Engineering Design I
Complete 2 credits from the following-
Graphic Communication Technology
Special Problems in Technology –Photography
Technological Design- Multimedia Using Adobe

FAMILY CONSUMER

Consumer and Family Management
Complete 3 credits from the following-
Family & Consumer Science Essentials
Money Skills
Relationships
Food and Nutrition
Complete 1 credit from the following-
Parenting/Child Development

Early Childhood Education
Complete 3 credits from the following-
Early Lifespan Development
Child Care Services I
Child Care Services II (will be offered beginning 2017-18)
Complete 1 credit from the following-
Family & Consumer Science Essentials
Relationships
Parenting

Culinary and Food Services
Complete 3 credits from the following-
Foods and Nutrition
Culinary I
Culinary II (will be offered beginning 2017-18)
Complete 1 credit from the following-
Family and Consumer Science Essentials

MARKETING PATHWAYS

Fashion Marketing
Complete 2 to 3 credits from the following-
Retail Marketing
Advanced Marketing
Fashion Marketing
Complete 1 to 2 credits from the following-
Fashion Marketing Management
Entrepreneurship
Financial Literacy
Marketing Education Co-op
Management/Entrepreneurship
Complete 2 credits from the following:
Business Principles
Business Management
Complete 2 credits from the following:
Entrepreneurship
Advanced Marketing
Financial Literacy
Accounting & Finance Foundations
Digital Literacy
Marketing Education Co-op

Sports Marketing
Complete 2 credits from the following:
Advanced Marketing
Sports & Event Marketing
Complete 2 credits from the following:
Entrepreneurship
Retail Marketing
Marketing Co-op Education
The Math, Science and Technology Center (MSTC) is a four year program created especially for those students who have a high level of interest and are identified as gifted in mathematics or science. This is a selective program for an extraordinary group of students.

Students within the MSTC Program are in a particularly nurturing environment. The MSTC Program is filled with peers who have similar interests and abilities, teachers who are well qualified to guide and support students at an advanced level of study, and state of the art facilities, specifically designed to provide the resources a MSTC student might need to pursue a unique interest. The MSTC instructional program blends theory and hands-on technological experiences in a teaching and learning environment that encourages the development of students as leaders, school researchers, and practitioners of science and mathematics.

During their four years in the MSTC program, students experience instruction that emphasizes:

- Interdisciplinary development of basic mathematics, science and technology concepts, hands-on research methods and extensive computer application skills
- Development of higher level thinking skills of interpretation, analysis, synthesis and evaluation
- Hands-on use of tools and materials for design, construction, testing, and problem solving
- An appropriate balance between the theory and the application of mathematics, science and technology
- Use of community resources to provide mentored experiences that match personal interests and abilities with real research and development opportunities

In grades 9 and 10, the academic emphasis is on the development of fundamental skills and knowledge. The MSTC Program includes:

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
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<tr>
<td>MSTC/AP Computer Science A</td>
<td>MSTC Biology I</td>
</tr>
<tr>
<td>MSTC Algebra II or higher level math*</td>
<td>MSTC AP Physics I</td>
</tr>
<tr>
<td>MSTC Chemistry I</td>
<td>MSTC Pre-Calculus or higher level math</td>
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<tr>
<td>MSTC Adv English I</td>
<td>AP Statistics</td>
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* (If you have not taken Geometry, you must take Advanced Geometry concurrently with Algebra II).

In grades 11 and 12, the academic emphasis moves toward the development of research skills and is designed to help students pursue a course of study based on personal interests. The MSTC program includes:

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<th>Grade 11</th>
<th>Grade 12</th>
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<tr>
<td>MSTC/AP Calculus BC or MSTC Math Elective</td>
<td>MSTC Senior Seminar</td>
</tr>
<tr>
<td>MSTC Junior Mentor Research**</td>
<td>MSTC Senior Research Ind Study**</td>
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<tr>
<td>MSTC Earth &amp; Space Science</td>
<td>MSTC/AP CalculusBC or MSTC Math Elective</td>
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</table>
** MSTC Research/Mentor/Ind Study is designed to assist students in the completion of their required 360 hour Capstone Research Project. Students will leave campus to complete their research project in conjunction with a community mentor.

The Advanced Electives will vary from year to year depending upon the interests and needs of the students. Students are required to take at least three MSTC electives over the course of their sophomore through senior years. Advanced Electives will include, but are not limited to, such topics as:

- MSTC Multivariable Calculus/Differential Equations
- MSTC Linear Algebra/Discrete Math
- MSTC /AP Chemistry II
- MSTC/AP Physics II
- MSTC/AP Physics C
- MSTC Java Programming II
- MSTC Special Topics in Programming
- MSTC Organic Chemistry
- MSTC Special Topics in Engineering
- MSTC /AP Biology II
- MSTC Biology III

In addition to requiring a total of 15 full year MSTC courses, students must complete through level 3 of a world language of their choice, AP English during either their junior or senior year and AP Statistics.
The school day for MSTC students begins an hour earlier than the regular school day. During zero hour students work with MSTC staff in specialized MSTC courses. The remainder of their day is spent with students in the Paul Laurence Dunbar program for the rest of their core and elective courses. As students at Paul Laurence Dunbar, they can also choose to participate in a full spectrum of extracurricular activities.

Fifty-five (55) ninth grade students will be admitted to the MSTC program each year. Acceptance in the program is a function of past performance and a series of test assessments. Students must also successfully complete Geometry by the end of the eighth grade or take PLD Advanced Geometry concurrently with MSTC Algebra II. Interested eighth grade students can obtain an MSTC application from the Fayette County website at www.fcps.net between August 15 and October 7. Additional information can be obtained by contacting the Facilitator of the Math, Science and Technology Center.

Facilitator- Karen Young; 381-3558; karen.young@fayette.kyschools.us (2015-16)
MSTC website- http://www.pld.fcps.net/mstc/Index.htm

MSTC CORE COURSES

MSTC ALGEBRA II
Most freshmen will take MSTC Algebra II during zero hour. Students in this class will study various types of functions and their applications. During the fall semester, they will cover quadratic and higher degree polynomials, exponential and logarithmic functions, rational and irrational functions, and conic sections. In the spring, they will learn about sequences and series and then spend most of the semester on trigonometry, including periodic functions, triangle problems, and unit circle trig. Each semester will culminate with a project where students will demonstrate their learning of the semester’s topics. Students will take the Algebra 2 End of Course Exam (EOC) in May.

MSTC PRE-CALCULUS
In MSTC Pre-Calculus students are taught the standard pre-calculus curriculum and begin calculus. Some of the topics covered are: transformations of graphs, complex numbers (standard and polar form), rational functions, exponential functions, logarithmic functions, trigonometric functions and their graphs, vectors, polar equations, parametric equations, conic sections (standard and polar form), proof by mathematical induction, limits and derivatives. An emphasis is placed on graphing for most topics. After taking MSTC Pre-Calculus students take MSTC/AP Calculus BC exam.

MSTC/AP CALCULUS BC
This course is designed to prepare students to take the BC Calculus exam in one year. The topics include functions and their graphs, differentiation and its applications, integration and its applications, and sequences and series.

MSTC/AP COMPUTER SCIENCE I
This is an introductory programming course. The Java programming language is utilized to demonstrate object oriented programming concepts and design decisions. Topics include Java syntax, control structures, object orientation, inheritance, and recursion.

MSTC BIOLOGY I
The emphasis is to provide students with an honors level biology course with some attributes of the AP Biology curriculum. The course is designed to expose students to a significant range and depth of topics, expose them to the type of laboratory work required for research, and require both time and effort from the students. The course will provide the student with the conceptual, factual, and analytical skills needed to be successful in the biological sciences. Topics covered include, but are not limited to, the standards required by the state of Kentucky.

MSTC CHEMISTRY I
This course is a survey of general chemistry with an emphasis on problem solving. The topics discussed are in part...the classification of matter, atomic structure, periodicity, nuclear chemistry, chemical bonding, chemical reactions, stoichiometry, chemistry of gases, solids, and liquids, thermodynamics, kinetics, equilibrium, acids and bases, and an introduction to organic chemistry. This course includes, but is not restricted to the core concepts required by the state of Kentucky. This course also includes a laboratory component in which experiments are performed and written up in a formal laboratory notebook. It is designed to be a precursor course to MSTC/AP Chemistry II.
MSTC EARTH SPACE
Earth/Space Science integrates an in-depth study of Earth and specific characteristics of the solar system. The study of the Earth will include its history, composition, structure, atmosphere, and place in the universe. The characteristics of the solar system will include the motion and structure of the universe and space exploration.

MSTC AP PHYSICS I
This course covers the AP Physics I curriculum. Topics covered will be motion (1 and 2 dimensional), forces, momentum, energy, simple harmonic motion, waves (especially sound), electrostatics, and basic circuits. The material will be presented using a variety of techniques including lecture, demonstration, discussion, and laboratory exercises. Problems will be solved using algebra and trigonometry.

MSTC JUNIOR MENTOR RESEARCH
The goal of the MSTC Junior Mentor Research class is to prepare students during first semester to go into a lab setting and be successful. All students are required to participate in the District Science Fair. Near the end of the first semester, after selecting their 360 hour project and mentor, students begin leaving the PLD campus and going to their research site during their MSTC Research block. Once students are in the lab second semester they will learn the processes and procedures relating to their specific research project. It is suggested that they log 150 hours with their mentor during the second semester of their junior year, 60 hours over the summer, and then complete their research project by logging the final 150 hours first semester of their senior year.

MSTC SENIOR SEMINAR
This zero hour class focuses on current topics in education, math, science, and technology. Senior MSTC students share ideas with an emphasis on public speaking and writing skills. Students concentrate on college preparedness, completing their college essays, and finishing the college application process. Second semester continues with the current topics focus and emphasis on writing the MSTC Research paper and development of the research presentation and poster. The Senior Symposium is the second Saturday in April. After the Senior Symposium students work on “give back” activities and prepare for AP tests and graduation.

MSTC SENIOR RESEARCH/INDEPENDENT STUDY
MSTC Seniors finish their 360 hours of research with a mentor during the first semester of their senior year. Second semester they write their research papers, prepare their project presentation for the MSTC Senior Symposium, and prepare the research poster. The MSTC Senior Symposium is the second Saturday in April. After the symposium the seniors may go to other events and present their research presentations, participate in community service projects that “give back” to PLD or other Fayette County High Schools, prepare for Advanced Placement Tests, and graduation.

MSTC ELECTIVES

MSTC /AP BIOLOGY II
The emphasis of AP Biology is to provide student access to a curriculum consistent with an introductory freshman college biology survey course where there is a significant increase in the depth of topics covered and the type of laboratory work expected in order to prepare the student with the scientific conceptual, factual and analytical skills/practices needed to be successful in biological sciences disciplines. Students successful in AP Biology generally have taken advanced biology and chemistry with an A or B and are able to work independently as well as collaboratively with the most precise predictor of success as motivation to achieve at high levels. Emphasis on The 4 Big Ideas and 7 Science Practices.

MSTC BIOLOGY III
The emphasis is to provide an advanced college laboratory biology course with a significant increase in type of laboratory work to prepare the student with the technical and analytical skills needed to be successful in the biological sciences laboratory (goes above AP laboratory requirements). Topics/Units covered: Review of Biology 1&2 materials, Genetics & Molecular Biology, Botany, Microbiology, & Anatomy. Other topics may be added as time permits.

MSTC MULTIVARIABLE CALCULUS/ DIFFERENTIAL EQUATIONS
This course covers material that is beyond the AP Calculus exam. The topics include vector-valued functions, multivariable calculus, and differential equations.
MSTC/ AP CHEMISTRY II
This is an AP College Board sanctioned chemistry course that is designed to fulfill the AP Chemistry curriculum as required by the AP College Board. It is a second year of chemistry, exploring all of the same topics indicated in MSTC Chemistry I, but with a more rigorous emphasis on depth of knowledge, problem solving, and ability to make connections between topics across the curriculum. There is also a significant laboratory component with a heavier emphasis on analysis of results and connections to the theory represented in the experiment. It is an accelerated course that is designed to be the equivalent of the introductory chemistry course taught in a chemistry student’s first year of college. It also prepares students to be successful on the AP Chemistry exam, although taking the AP exam is not a requirement of the course.

MSTC JAVA PROGRAMMING II
This is a second course in Java. Students explore a variety of data structures including Sets, Maps, Linked Lists, Stacks, Queues, and Priority Queues. Students must complete Computer Science I before enrolling in this course.

MSTC SPECIAL TOPICS IN PROGRAMMING
This course explores Adobe Flash and the ActionScript programming language. Students will use these tools to create multimedia applications including internet games and dynamic websites.

MSTC SPECIAL TOPICS IN ENGINEERING
Introduction to design and communication principles through an engineering project approach, stressing teamwork, design process, specialties and tools of engineering, creative and analytical thinking, professionalism and ethics, social, economic and political context and open-ended problems. Grading is based on the quality of engineering projects and presentation of design through written, oral, and graphical communication.

MSTC LINEAR ALGEBRA/DISCRETE MATH
MSTC Linear Algebra covers the basics of linear algebra including matrix algebra, linear independence, vector spaces, and eigenvalues. The Discrete Math portion of the course serves as a survey of mathematical topics including, but not limited to, logic, proof, number theory, and set.

MSTC ORGANIC CHEMISTRY
MSTC Chemistry 3 is an introductory organic chemistry course. Lecture, large group discussion, small group discussion, and independent study are the major modes for material coverage. Laboratory experiences are given to accompany the concepts and include aldehyde tests, saponification, esterification/dehydration, aldehyde oxidation, preparation of ethanol, and preparation of biodiesel.

MSTC/AP PHYSICS II
This course covers the AP Physics II curriculum. Topics covered will electrostatics, electric circuits, magnetism, light, reflection and refraction, fluid mechanics, temperature and heat, thermodynamics, atomic and nuclear physics, and special relativity. The material will be presented using a variety of techniques including lecture, demonstration, discussion, and laboratory exercises. Problems will be solved using algebra and trigonometry.

MSTC/ AP PHYSICS C
This course will cover the entire AP Physics C curriculum with mechanics as the focus first semester and electricity and magnetism the second semester. Topics covered will be motion (horizontal, vertical, and circular), work, power, energy, center of mass, impulse and momentum, torque, simple harmonic motion, electrostatics, electric circuits, magnetism, and electromagnetism. The material will be presented using a variety of techniques including lecture, demonstration, discussion, and laboratory exercises. Problems will be solved using Calculus techniques. While many of the topics covered in this course are also taught in MSTC Physics I and II, they are covered at a much higher level in this course. The problems that are solved are challenging. Students must have completed Calculus I or be taking it concurrently.
COURSE DESCRIPTIONS

ACADEMIC INTERNSHIPS THROUGH EBCE (Experience Based Career Education)

Sample Intern Opportunities
Banking/Finance/Accounting; Counseling/Psychology; Culinary; Arts/Performing Arts; Education; Engineering/Architecture; Fitness/Sports Administration; Interior Design; Law/Court Administration; Marketing/Advertising/Graphic Arts; Media Relations; Medicine/Pharmacy/Dentistry; Nursing; Social Services/Ministry; Technology; Veterinary Science

EBCE turns the community into a classroom as seniors are provided opportunities to observe, study, and apply academic skills in a variety of businesses and industries, as well as public and private agencies. By spending two or more hours a day in the Academic Internship Program, a student will earn advanced academic credit while shadowing a series of professionals to learn about career opportunities. Students select their own internship experiences from a list of over 500 established community sites. Academic Student Interns are ambassadors to the community, representing Paul Laurence Dunbar High School as well as Fayette County Public Schools. In addition to receiving academic credit and documented internship experiences on their transcripts, many students also receive letters of recommendation, networking contacts, scholarships, programs of study, job opportunities, and/or required volunteer hours for admission to selected college programs.

In-House Curriculum - Students will stay on campus one day a week in order to complete other needed curriculum.

ART

ART I
This introductory course provides a general overview and introduction to making artworks using 2 and 3 dimensional media. Students will create works of art using various art materials (graphite, colored pencil, chalk, ink, paint, clay, plaster) and techniques (drawing, painting, print-making, assemblage, modeling, and carving). Students will also analyze and evaluate the use of elements and principles of design in various works of art, describe the purposes of works of art, and study related periods in art history.

ADVANCED HONORS ART
Advanced Honors Art is an advanced art class designed to allow students to develop advanced art making techniques and to express complex concepts. In order to accomplish these goals, students will be given a wide choice of media to create works of art with broad thematic parameters. For example, early in the year, students will be allowed to use any type of media to create works of art based on their own unique concepts of beauty. Assignments like this one will prepare sophomores and juniors for a possible AP Art Class during the next school year, and will prepare seniors for college level art classes. Requires recommendation of Art teacher.

AP ART HISTORY
AP Art History focuses on developing students’ art historical skills as they examine and analyze major forms of artistic expression from a variety of cultures from ancient times to the present. This course emphasizes the understanding of how and why works of art function in context, considering such issues as patronage, gender, and the functions and effects of works of art. Students investigate how imagery has shaped our perceptions and behavior throughout time, providing insight into the past and into our own age and culture.

AP ART STUDIO
AP Art Studio is a course designed for serious art students who are intent on pursuing a career in a visual arts field. This course will guide students in developing a portfolio of work in 2D Media, 3D Media, or Drawing. All students will create an end of course portfolio that demonstrates individual development of college ready technical skills, composition, as well as an exploration of content and theme in their chosen media. Completed Adv Honors Art and recommendation of Art teacher.

CREATIVE CRAFTS
This class will explore applied two and three dimensional crafts including: embroidery and appliqué, bound fabric resist (tie dye), fabric painting, block printing, metal embossing, decorative papers, papermaking, bookmaking, beadwork and jewelry design, weaving, folk art sculpture, mosaics, and
stained glass. Students will develop an understanding of the elements of a well-designed work of art while gaining practice and skill in technique and materials. Throughout the course students will study related historical, cultural, and contemporary craft movements.

**CREATIVE CRAFTS II**
Creative Crafts II is for the student who has completed Creative Crafts I. This course allows for further study of the basic elements and techniques of design, composition, and structure. It is basically three-dimensional in nature as the student continues to construct products in paper, wood, clay, metal and other media.

**DRAWING**
In this course, drawing skills from direct observation of the figure, still-life, landscape, and architectural forms will be emphasized, along with further understanding of design principles, critical thinking, and problem solving. These concepts will be introduced and illustrated through exposure to, and analysis of movements in art history, and contemporary themes in drawing. A variety of drawing media and techniques will be explored such as: pencil, chalk, pastels, charcoal, and pen and ink. Students will be expected to complete assignments outside of class and turn in weekly sketchbook assignments.

**PAINTING**
This upper level course is an exploration of painting media and idea development. Students will create compositions that are abstract, realistic, and non-objective in subject. Projects will focus on compositional and conceptual development, the use of historical and social references, and development of an individual style. For each project students will participate in a critique of their own work and the work of other students.  *Recommended – completed Art I or Crafts.*

**POTTERY (BEGINNING)**
This introductory course focuses on basic hand-building techniques (pinch, coil and slab) and glazing methods. Students will explore different methods used to create functional, decorative, and expressive works with clay. For each project students will participate in a critique of their own work and the work of other students. Students will also study related art history and create projects that reflect a theme from that time period.

**PRINTMAKING**
This course introduces students to the medium of Printmaking. Building on concepts and skills learned in Art I, students will create artwork using various printmaking methods, develop understanding of the history and cultural impact of Printmaking, and build their creative problem solving skills. This study will enable the student to recognize the major printing and layout techniques and traditional techniques for the production and dissemination of ideas. Basic elements of Art and principles of design will be stressed within printed compositions. *Recommended- completed Art I.*

**SCULPTURE**
This course will explore a variety of three dimensional media and process. Projects will be created through carving, casting, fabrication, modeling, and assemblage. Students will create both individual and group projects based and contemporary and historic theories and concepts. Students will evaluate their own work and the work of others based on the Elements and Principles of design. *Recommended-completed Art I or Beginning Pottery.*

(Note: Students are required to pay a materials fee for ALL the above Art Courses.)
ARTS AND HUMANITIES
Paul Laurence Dunbar High School graduation requirements mandate that all students earn an Arts & Humanities credit. Students may fulfill this requirement by earning one (1) credit in Advanced History and Appreciation of Visual and Performing Art or by specializing in an area of fine arts.

The areas for specialization are:
- Art (A Graphics or Photography class may be substituted in place of an Art Class)
- Band
- Drama
- Orchestra
- Music
- Graphic Arts & Communications - 3 of the following classes: Graphic Communications, Multimedia with Adobe, Photography, Foundations of Technology, Engineering Design or Architecture.
  (Within this option Multimedia with Adobe is replacing Graphics 2 & 3 which will no longer be offered.) An Art class may be substituted in place of one of these technology aided design/communication classes.
- Multi-Media Arts & Communications - 3 of the following classes: TV Production, Broadcast Journalism (previously titled Newspaper), Yearbook or Film Studies.

In order to specialize, a student must earn three credits in classes in one of the above listed areas of specialization. Students wishing to specialize must also note their choice of specialization in their Individual Learning Plan.

ADV HISTORY AND APPRECIATION OF VISUAL AND PERFORMING ARTS
Students will study on an advanced level the development of visual art, music, dance, theatre and architecture from the Renaissance to the present, with some review of earlier periods. Students will learn to analyze these art forms using the elements of the arts, and will study the historical and cultural context of the works. This course is designed to broaden student understanding and appreciation of the arts. This course fulfills the graduation requirements for the Arts and Humanities as outlined in the Kentucky High School Program of Studies.

BUSINESS AND MARKETING

ACCOUNTING & FINANCE FOUNDATIONS (ACCOUNTING I)
This course provides an introduction to the basic principles of accounting. First semester, students will learn skills in using T-accounts, journalizing business transactions, posting journals to ledgers, and analyzing financial statements. Second semester focuses on basic payroll and tax duties, purchasing, sales, uncollectible accounts, plant assets and depreciation, inventory valuation, notes and interest.

FINANCIAL ACCOUNTING (ACCOUNTING II)
First semester includes departmental purchasing, sales, cash journals, payroll data, financial statement analysis, uncollectible accounts receivables, plant assets and depreciation, notes payables, and prepaid and accrued expenses. Second semester studies stock and bond analysis, budget planning, cost and breakeven analysis, cash flows statements, trend & financial strength analysis, financial ratios, cost accounting for merchandising & manufacturing businesses, and non-profit accounting. The second year goes much deeper in analysis of accounting principles.

ADVANCED ACCOUNTING III
Students will learn how businesses plan for and evaluate their operating, financing, and investing decisions and then how accounting systems gather and provide data to internal and external decision makers. This year-long course covers all the learning objects of a traditional college level accounting course, plus those from a managerial accounting course. Topics include statement of cash flows, financial ratios, cost-volume profit analysis and variance analysis.
BUSINESS LAW
This course develops an understanding of legal rights and responsibilities in personal law and business law with applications applied to everyday roles as consumers, citizens, and workers. The students will have an understanding of the American legal system, courts/court procedures, criminal justice system, torts, the civil justice system, oral and written contracts, sales contracts and warranties, and consumer protection. Legal terminology is emphasized.

BUSINESS MANAGEMENT
First semester introduces students to basic principles of economics, supply and demand, entrepreneurship, international trade, sole proprietorships and partnerships in business ownership, e-commerce, financial services, credit principles, and insurance concepts. Second semester takes a micro-economic look at individual businesses: marketing, distribution, pricing, promotion, human resources, and leadership and management skills for business leaders.

BUSINESS PRINCIPLES AND APPLICATIONS
This course will provide a basic foundation for further study in business and marketing classes. It will offer experiences in all phases of money management and using the services of financial institutions. Automobile insurance, home insurance, life insurance, social security, and the tax system will be covered.

ENTREPRENEURSHIP
This course is designed to provide students the skills needed to effectively organize, develop, create and manage their own business. This course is based on the business and marketing core that includes communication skills, economics, financial analysis, operations, promotion and selling. This course will operate the school store (The Booktique) and will apply all the principles of business operations. Application required.

FASHION MARKETING
This course investigates and prepares students for careers in the fashion industry. Topics studied include: fashion trends, sales, merchandising techniques, tracking, advertising, inventory control, textiles, window display and employability skills. Students do projects from couture designers, history of accessories to celebrities in fashion and complete a modeling workshop with a modeling agency. Also students will assist in the performance of the Fashion Management fashion show in the spring.

FASHION MARKETING MANAGEMENT
This course fully studies the fashion industry from selling, advertising, celebrity fashion/design and of course the marketing and entrepreneurial end of the fashion business also. Topics studied include: design, supply and demand, textiles in fashion, trends in the industry, advertising, merchandising, and employability skills. Students do projects in business ownership, fashion show production, visual merchandising, advertising, and design as well as go on day fieldtrips to various businesses. In the spring, students organize and produce a fashion show for the student body.

FINANCIAL LITERACY
Financial Literacy is a course designed to help students understand the impact of individual choices on occupational goals and future earnings potential. Real world topics covered will include income, money management, spending and credit, as well as saving and investing. Students will design personal and household budgets; simulate use of checking and financial management accounts; demonstrate knowledge of finance, debt, and credit management; and evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal financial decisions.

DIGITAL LITERACY
Students will develop competency operating popular software programs currently used in the business world such as Microsoft Word, PowerPoint, Excel, Publisher, and Access as they complete units of study in word processing, database, spreadsheets, desktop publishing, career/employment opportunities, and internet research. This course is a prerequisite for other technology courses including Advanced Microsoft Applications where students gain Microsoft Certification (MOS).

ADVANCED COMPUTER & TECHNOLOGY APPLICATIONS
Students will continue to strengthen their computer skills and become Microsoft Certified. Advanced functions and integration of Microsoft Word, PowerPoint, Excel, Publisher, and Access will be taught.
Student will work towards MOS Certification in one of more of these areas. Students earning MOS certification(s) may be eligible for college credits at many colleges/universities. MOS certification in a prerequisite for entrance into numerous business majors at universities.

RETAILING
This course gives an overview of business ownership utilizing the school store as the backdrop of the class. Retail marketing provides students with an overview of marketing occupations and covers human relations, personality in business, business math and communications, cash register operation, employee cooperation, career opportunities, supply and demand, product knowledge, consumer buying motives, and personal selling. Other topics include: merchandise ordering, inventory, budgeting for a profit margin, and advertising and promotion. Overall, students learn the operation of a small business from the ground up.

MARKETING EDUCATION CO-OP/ADV MARKETING
This senior only course permits a student to work in a paid retailing position for a minimum of 15 hours per week. The work is supervised by a coordinating teacher. In addition, the student is enrolled in a one period retailing class. Topics studied will include improvement in marketing skills, sales promotion buying and store operation. Application required.

SPORTS AND EVENTS MARKETING
This course is designed to develop a thorough understanding of the marketing concepts and theories that apply to sports and events. This course is based on the business and marketing core that includes communication skills, distribution, marketing-information management, pricing, product/service management, promotion, selling, operations, strategic management, human resource management, and the economic impact and considerations involved in the sports and event marketing industries.

WEB PAGE DESIGN
As the World Wide Web and internet continue to expand rapidly, a strong web presence is essential. Students will learn how to develop and maintain interesting, useful and educational web sites. Many software applications will be used to develop/maintain the sites. Strong communication and presentation skills will be developed as students maintain the school web presence. Students will gain the skills necessary to plan, create and maintain an interactive web site.

COMMUNITY SERVICE

COMMUNITY SERVICE
Community Service is an opportunity for students to work in the community in a volunteer setting. Students can volunteer at hospitals, government agencies, schools, independent help agencies, churches, etc. Students earn academic credit through their volunteer work. Students are responsible for finding their own volunteer sites which must be approved by the instructor. All students are required to complete additional course work as well as their volunteer service throughout the school year. Application required.

COMPUTER SCIENCE

ADVANCED PLACEMENT (AP) COMPUTER SCIENCE A
This course is intended to prepare students for further work in computer science or related fields at the college level. The emphasis is learning to write structured, readable, well-documented programs in JAVA and prepare the student for the AP Computer Science A exam. This course will count as the senior year Math course. Recommended- completed Algebra II.

DRAMA

ACTING/PERFORMANCE I
This course is renaming the Introduction to Drama course because we will now be putting the Technical components of the Intro class into a new Stagecraft class. Acting/Performance I is a course designed for students with an interest in acting. Students will explore the fundamentals of acting including vocal and physical techniques, improvisation, memorization, and character development. Students will have the opportunity to discover what makes a great actor “great,” by viewing and analyzing exemplar
performances. Students will put into practice what they are learning by developing scene and monologue projects.

**ACTING/PERFORMANCE II**
This course is renaming the Drama 2 class to align with the state numbers and titles. No changes to the structure of the course will occur. Acting/Performance II is a course designed for students who are ready to dive into performance. Students will develop characters for public and classroom performances, develop skills such as using dialects and strong physicality when acting, directing, and creation of new theatrical works. Students who take this class must have completed Acting/Performance I or may enter the class through an audition with the teacher. Students who are interested in auditioning should already have extensive knowledge and experience in theatre.

**ADVANCED THEATRE**
This course is renaming the Advanced Drama class to align with the state numbers and titles. No changes to the structure of the course will occur. This class is a combination of the state titled Theatre Performance III and IV courses.

**MUSICAL THEATRE**
An interdisciplinary, project-based opportunity for students to gain valuable literary and leadership skills while creating art for the community. Students will learn to analyze and create music, dance, and theater—all while having fun! Authentic musical theatre experiences will be provided— including performing a showcase and a musical for the community!

**THEATRE STAGECRAFT**
Stagecraft will be a class for students who want to learn about the technical aspects of theatre. Students in stagecraft will gain an overview of the technical theatre arts including management, set design and construction, scenic painting, lighting and sound design, prop building, and costume design and construction. Students will learn safety procedures related to the theatre, and then will create projects in each technical theatre area. During each unit, students will learn through the textbook, video training programs, and teacher examples how to safely create the projects. After instruction, the students will work independently and in groups to create project. For example, during the scenic construction unit, students will each build a Broadway flat out of muslin and wood. After they build their flats, they will practice a variety of scenic painting techniques on their flats.

**ENGINEERING AND TECHNOLOGY**

**FOUNDATIONS OF ARCHITECTURAL & CIVIL ENGINEERING**
This is a comprehensive, laboratory and hands on course, which includes the fundamentals of architectural design and drawing. Computer applications in design and drawing and hands-on projects to create real-life constructions using different materials will be emphasized.

**FOUNDATIONS OF ENGINEERING DESIGN**
This course is the first stepping stone for the engineering pathway at Dunbar. This course teaches problem-solving skills. Models of product solutions are created, analyzed, and communicated using solid modeling computer design software. Learn to use “Inventor”, computer-aided design software, to create objects in 3-D. Hands-on applications along with computer aided design will be used.

**FOUNDATIONS OF TECHNOLOGY**
This class is appropriate for students who want to take the technology pathway or for students interested in the where, why, and how of technology. This class will offer a hands-on approach to the technologies of today. As technology grows and develops, this class will allow students to continue to grow and be up-to-date on today’s necessary skills, tool safety and knowledge. Examples: Injection molding, CO2 cars, corn hole games, marshmallow, and others.

**GRAPHIC COMMUNICATIONS**
Courses in this area allow students to use digital cameras, computers (Adobe software), photography, desktop publishing, printing, and other special projects related to the communications field. Topics such as graphic layout and design, offset press operation, screen process printing and other areas involved in graphic communications.
PHOTOGRAPHY (DIGITAL) - SPECIAL PROBLEMS IN TECHNOLOGY
The course takes a look at the different photographic techniques through lighting and composition that separates photographs from pictures. The class will learn how to use the camera, develop film, and make prints using a variety of different styles of picture taking including the studio, outdoor photography, digital photography, night/low light photography, and slide transparency films, etc. Students will complete different projects throughout the year to showcase their photos. Also important to the course content is a study of how current technological advances affect photography and how the photographic industry functions in today’s society. Digital camera not required but preferred.

MULTIMEDIA WITH ADOBE- SPECIAL TECHNOLOGICAL TOPICS
This course will allow students to use the Adobe software programs of Adobe Fireworks, InDesign, Premiere, and After Effects. The class will be setup using tutorials, projects, and printing of student designs to teach content. Students will also receive their Adobe InDesign, Premiere, and After Effects certification upon passing the Adobe certified tests.

ENGLISH AS A SECOND LANGUAGE
English as a Second Language is provided for all qualifying non-English speaking or limited-English speaking students in grades 9-12, with the exception of foreign-exchange students. Students who qualify for the ESL program are identified by the Home Language Survey and English-language proficiency testing which is done at IAKSS. The goal of the program is to help English-language learners achieve a level of proficiency in English which will allow them to be successful in mainstream classes. The ESL program includes classes in English, reading, social studies (collab) and math (collab).

FAMILY AND CONSUMER SCIENCE

CHILD DEVELOPMENT SERVICES I
This course provides training for entry-level positions in day care centers, nurseries, kindergartens, and private homes. Students study careers in child development, child development and guidance, children’s health and well-being in group care, value of play, teaching strategies and management, and curriculum development. The subject content is reinforced with work experience in a variety of childcare establishments. Leadership development will be provided through the Family, Career and Community Leaders of America. TB skin test required.

CHILD DEVELOPMENT SERVICES II
Child Development Services II is a continuation of Child Development Services I and is designed for students who wish to train for supervisory level positions or those wishing to further their education at the post-secondary level in the area of early childhood. Students gain in-depth work experiences in a variety of early childhood settings. Leadership development will be provided through the Family, Career and Community Leaders of America through the Family, Career and Community Leaders of America. TB skin test required.

CULINARY ARTS I
This advanced course allows students to increase competencies in a variety of food preparation techniques. Emphasis will be placed on food presentation, garnishing, menu planning and the skills necessary to prepare for a career in the culinary arts profession. Leadership development will be provided through the Family, Career and Community Leaders of America

CULINARY ARTS II
This advanced course allows students to increase competencies in a variety of food preparation techniques. Emphasis will be placed on food presentation, garnishing, menu planning and the skills necessary to prepare for a career in the culinary arts profession. Leadership development will be provided through the Family, Career and Community Leaders of America.
FOODS AND NUTRITION
This one year course is designed to assist students in making critical decisions about food which contributes to health and well-being. Practical problems addressed relate to attitudes toward food, nutrition, health concerns, management, preparation skills and careers in nutrition and food service. Laboratory instruction is included as an application process. Students must maintain a C average to participate in food labs.

FAMILY CONSUMER ESSENTIALS
This comprehensive year long course provides an opportunity for acquiring basic life skills and allows students to select specific areas for concentrated study in preparation for FSC career major. Emphasis is on work and family, adolescent development, consumer clothing and housing decisions, money management, challenges of child rearing, and guidance in establishing relationships. Career and Leadership skills development will be provided through the Family, Career, and Community Leaders of America (FCCLA).

MONEY SKILLS
Learn ways to become financially secure, informed and how to make your money work for you. This course is designed to teach students sound financial management skills and practices that will contribute to greater financial stability and improve their quality of life. Decision-making, problem solving, goal setting and computer technology are integrated in a fun interactive way throughout the content of the course. Leadership development will be promoted through the Family, Career and Community Leaders of America.

PARENTING AND EARLY LIFESPAN DEVELOPMENT
This year long course allows the student to explore and investigate the rewards and responsibilities of being an informed parent and caregiver. They will have the opportunity to study the social, emotional, physical and mental development of the newborn – school age child. A playschool setting provides extended experiences in planning and implementing creative activities, practicing positive guidance techniques and observing children’s behavior. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA).

RELATIONSHIPS
This one year course is designed to assist students to develop a better understanding of self and others, improve interpersonal skills, consider other person’s needs, and maintain mental and emotional wellness. An emphasis will be placed on developing dating, family, marriage, school, workplace, and friendship relationships. Career and leadership development skills will be provided.

GENERAL ELECTIVES
PEER TUTOR FOR BIOLOGY
This class is an elective for junior and senior students who would like to work with underclassmen as an assistant to a teacher. Mentors will be expected to help students during independent work time, as well as work one on one with struggling students. Mentors may also be asked to help teach small groups on a variety of biology concepts. Mentors must be able to get on the internet and have turned in an updated AUP. Mentors should be familiar with biology vocabulary, lab safety and laboratory equipment. Application required.

PEER TUTOR FOR CHEMISTRY
This class is an elective class for students who will be juniors or seniors and would like the chance to work in a chemistry classroom as an assistant to a teacher. Mentors will be expected to help students during independent work time, as well as work one on one with struggling students. Mentors may also be asked to help teach small groups on a variety of chemistry concepts. Application required.

PEER TUTOR FOR ELL CLASSES
Juniors or seniors with strong communication, math, and leadership skills will be considered to serve as peer mentors for ELL students. These mentors will work with students in one-on-one and small group settings to impact students’ oral reading fluency, reading comprehension, and foundational math skills. Peer mentors must work closely with the lead ELL teacher to provide individualized intervention. Mentors will be graded weekly based on the peer tutor rubric furnished to students and parents the first week of school. Application, grade check, and two teacher recommendations required.
PEER TUTOR FOR INTEGRATED SCIENCE
Peer Tutor Integrated Science 1 will give students the opportunity to help other students with the concepts, problems, and labs introduced in this 9th grade science class. Students should be motivated and willing to help others. Application required.

PEER TUTOR FOR LITERACY STRATEGIES
Juniors or seniors with communication skills and characteristics to be a good role model may apply to be peer mentors for some Language Arts classes. These mentors will work with students individually and in small groups to improve students’ literacy skills for academic success. Also, they will prepare and present whole group presentations. To become a mentor, students must complete an application; the application process also includes a grade check and evaluations from former teachers. Student mentoring performance is graded so that they may receive an elective community service credit for this class. Application required.

PEER TUTOR FOR MATHEMATICS
This class is an elective class for students who will be juniors or seniors and would like the chance to work in a Math classroom as an assistant to a teacher. Mentors will be expected to help students during independent work time, as well as work one on one with struggling students. Mentors may also be asked to help teach small groups on a variety of Math concepts. Application required.

PEER TUTOR FOR PHYSICS
This class is an elective for junior and senior students who would like to work with underclassmen as an assistant to a teacher. Mentors will be expected to help students during independent work time, during labs, as well as work one on one with struggling students. Mentors must be very comfortable with advanced algebra concepts and basic computer graphing using utilities such as LoggerPro or Excel. Application required.

PEER TUTOR FOR SOCIAL STUDIES
Students who love social studies may apply to be peer tutors for a variety of Social Studies classes. They will serve as role models and mentors to help students one-on-one and in small groups as an assistant to the teacher. This course provides an opportunity for students to get real-life experience that will help them in a wide variety of careers. Mentor performance is graded so they can receive an elective credit for the class. Application and recommendations from two teachers (one must be from social studies) required.

PEER TUTOR FOR SPECIAL EDUCATION CLASSES
This class is an elective class for juniors or seniors. It gives them the opportunity to work with a variety of students and disabilities. Mentors will be asked to work one on one with students and help assist in small groups. Mentors will be placed in many different academic classes assisting students to help achieve academic success. Application required.

HEALTH/PHYSICAL EDUCATION

HEALTH EDUCATION
The required high school health education course emphasizes decision-making skills as related to the following essential health content areas: physical wellness, nutrition, safety and first aid, exercise, fitness, and human growth and development. Other essential components of the course include stress management, conflict resolution, substance abuse and goal setting. Not to be excluded are mental and emotional illnesses, community resources and services, and health-related consumer choices.

PHYSICAL EDUCATION I
The required high school physical education course emphasizes student participation in meaningful physical activities on a regular basis. The relationship of physical activity to a healthy way of life is stressed. This course provides students with opportunities to develop and refine necessary psychomotor skills, to improve and maintain physical wellness, and to participate in lifetime physical activities.
ADVANCED PHYSICAL EDUCATION
This elective course is designed for students who desire to develop advanced skills in selected games and sports including physical fitness, sports appreciation, weight lifting, and individual and team sports. Advanced competition will also be required.

CONDITIONING
 Conditioning is a full year course designed for students interested in personal training. Our goal is for students to use the decision-making processes to select the appropriate physical activities to achieve personal fitness and demonstrate an understanding of individual training. Students will learn rules, skills, and strategies associated with physical activities to enhance their present level of fitness.

DANCE AND WELLNESS
Cardiovascular and muscular exercises generally set to music and performed rhythmically with emphasis on basic steps, turns, and varied techniques of some traditional dances. Course will also include preparation and safety, personal fitness, rhythmic routines, and elements of interval training.

LANGUAGE ARTS

ENGLISH I
The course integrates composition, literature and language studies with abstract thinking, creative problem solving, and other higher-level reasoning skills. Literary analysis is introduced. Extra credit summer reading- please see PLD website.

ADVANCED ENGLISH I
The course covers the same concepts as English I but at an accelerated pace and with more independent reading. Required summer reading- please see PLD Website.

ENGLISH II
This course includes a study of composition, language, and literature with an emphasis on a multicultural view. Discussion skills, problem solving and critical analysis will also be included. Extra credit summer reading- please see PLD website.

ADVANCED ENGLISH II
The course covers the same concepts as English II but at an accelerated pace and with more independent reading. Required summer reading- please see PLD website.

ENGLISH III
American literature, composition, and language will be studied in an integrated process to develop better comprehension and application skills. Oral and written activities will be emphasized as a means of learning. Critical and analytical perspectives will be examined in relation to the material studied and students will complete a major research paper. Extra credit summer reading- please see PLD Website.

ADVANCED ENGLISH III
The course covers the same concepts as General English III but at an accelerated pace and with more independent reading. Required summer reading-please see PLD website.

ADVANCED PLACEMENT (AP) LANGUAGE & COMPOSITION (May be taken as English III)
Comparable to a college composition class, the course provides training for the skilled reading of prose written in a variety of periods, disciplines, and rhetorical contexts. It provides the practice necessary to become flexible writers who can compose in a variety of modes and for a variety of purposes. The course is a preparation for the Advanced Placement Language and Composition Examination. Required summer project- please see PLD website.

ENGLISH IV
Informational texts, literature, composition, and language will be studied in integrated, thematic units. KDE Transitional Curriculum will be embedded to prepare students to meet college and career readiness benchmarks. Critical thinking, writing to learn and flexibility in writing will be emphasized as students respond to real-world texts and literature, adjust purposes, and consider varied audiences. Extra credit summer reading- please see PLD website.
ADVANCED ENGLISH IV
Informational texts, literature, composition, and language will be studied in integrated, thematic units to develop better comprehension and application skills. Oral and written activities will be emphasized as a means of learning. Critical and analytical perspectives will be examined in relation to the material studied with an emphasis on college and career readiness skills. Required summer reading- please see PLD website

ADVANCED PLACEMENT (AP) LITERATURE AND COMPOSITION (May be taken as Eng IV)
This course provides for a careful reading of literary works for the purposes of developing critical standards for the independent sensitivity to literature as shared experience. The individual work, its structure, meaning, and value are studied. The study and practice of writing will be included and factual, critical, and interpretive responses to literature will be required. Students will complete the writing portfolio and a major scholarly research project as requirements for this course. The course is a preparation for the Advanced Placement Literature and Composition Examination. Required summer reading and assignment- please see PLD website.

DUAL CREDIT ENGLISH 4 (ENGLISH 101/ENGLISH 102)
The dual-credit course is designed to present a wide range of reading experiences with print and non-print materials that have literary, information, persuasive, and practical purposes. The course also requires students to use the writing process and criteria for effective academic writing to demonstrate their abilities to write in a variety of forms and for multiple audiences and purposes in Standard English. Students use writing-to-learn and writing-to-demonstrate learning strategies to make sense of their reading and thinking experiences. Required-English-18& Rdg-20 on ACT or Writing-74 & Reading -85 on COMPASS, BCTC application, and required summer project- see PLD website.

LANGUAGE ARTS ELECTIVES

ACADEMIC PREP
This course focuses on preparing students to excel on college entrance exams and on developing writing skills with a focus on college-level and workplace writing. Students will use the TCA test prep program and targeted activities to address individual areas for improvement. Additionally, students will refine writing in various forms through conferencing, peer review, and various independent revision and editing strategies.

BROADCAST JOURNALISM
Students will produce several journalistic media for Dunbar High School including our radio station (93.5 fm “The Pound”), sports broadcasting (High School Cube), online newspaper (www.pldlamplighter.org). Skills acquired in the course will include photojournalism and newspaper specific graphic design. Programs taught include Adobe PhotoShop and InDesign. Application required.

CREATIVE WRITING I
This course is designed for students who enjoy creative writing. Students are given prompts to stimulate idea development but are encouraged to follow their own interests in a workshop environment. Students are required to maintain a writer’s notebook, edit and polish original pieces, and share their work with others through publishing. Emphasis is placed on poetry, short stories, and personal narratives, although other forms may be explored.

CREATIVE WRITING II
Creativity through the written word in a welcoming, encouraging environment is the goal of this course. Students explore writing techniques to further develop original poetry, short stories, plays and much more, while reading contemporary writing as models. Publishing opportunities through the internet, periodicals and producing a class literary magazine will be explored.

CREATIVE WRITING III
A continuation of the base that Creative Writing I and II have set up for you, Creative Writing III will explore writing even further, dabbling in the publishing industry. Students are required to maintain a writer’s notebook, edit and polish original pieces and share their work with others through publishing. In addition, Creative Writing III students will lead the class as editors of Incriminating Ink, online, in print and in the classroom setting. These editors will be responsible for the promotion, production, and producing of the literary magazine from start to finish.
FILM STUDIES
The course focuses on teaching movies as visual narratives, but students analyze and study all of the aspects of film (e.g. photography, editing, sound, acting, story, writing, ideology, etc.). The course is both a film history course and a genre study course. Students will study important film techniques as well as the conventions of a genre, as well as critically view film as a literary work with respect to authorship, setting, character, plot, theme, symbolism, and cultural significance. Students will regularly participate in listening, speaking, and writing activities.

HIP HOP AS LITERATURE
This course will teach the Kentucky Core Academic Standards for English Language Arts using hip hop music, history, and culture as a medium. Specifically, students will learn literary elements and narrative techniques by analyzing hip hop song lyrics; they will learn how to write analytical/explanatory texts to convey their understanding of hip hop to others; they will learn argumentative writing skills to discuss controversies in hip hop, and they will learn how to compose narratives using the narrative techniques and the conventions of rap. Our discussions will be grounded in how hip hop is used to explore an artist's identity in their society as well as how they make arguments for social change. Additionally, we will analyze texts to discuss the validity of past and current controversies in hip hop.

READING
Reading in the Content Areas focuses on helping students in the 25-40th percentile reach grade level competency in reading. The class uses Reading Plus, which works to increase student fluency, vocabulary, and knowledge of critical reading skills. Areas of focus include identifying author’s purpose, judging validity, evaluating cause and effect, analyzing point of view, and effectively comparing reading passages. In addition to Reading Plus, the class incorporates various high-interest reading selections to help students reach their grade level in the aforementioned skills.

SCIENCE FICTION AND FANTASY
This is an in-depth course on the science fiction and fantasy genres of literature. Students will find out what makes these two genres tick, and will read a variety of short stories and novels.

SPEECH I
This course focuses on developing poise and self-confidence in public speaking situations on a variety of topics. Students will write and present speeches to inform, demonstrate, persuade as well as practice making announcements, introductions and nominations. Group discussion, radio and television broadcasting and drama activities are included.

SPORTS WRITING
This English elective focuses on the role of sports in our culture and the purpose and value of sports writing. Students will examine sports journalism in newspapers, magazines, and on TV. Students will study topics in journalism, such as interviewing and editing in addition to writing sports stories. The emphasis in this course is on writing, and students will produce several pieces of sports-related writing throughout the year.

YEARBOOK I, II, III
This series of partially sequentialized courses offers extended in-depth experience in yearbook production. General language skills will be refined, photography skills and the computer software required to produce a yearbook will be practiced with the yearbook as the final product. Students must apply to the instructor for admission to the course. Students enrolled in the Yearbook Practicum courses for more than one year may count two of the elective credits toward graduation. Application required.

MATHEMATICS
ALGEBRA I
The objective of Algebra I is to develop skills in algebraic manipulation and to give students an understanding of algebra by emphasizing concepts, structure and applications.

GEOMETRY
Emphasis is placed on discovery, proof, and realistic applications of geometric relationships and principles. Topics will include inductive and deductive reasoning, points, lines, planes,
angles, triangles, planar figures, similarity and congruence, circles, geometric solids, area, volume, coordinate geometry, constructions, and transformations.

ADVANCED GEOMETRY
This course is designed for accelerated students with a high degree of proficiency in abstract mathematical ideas. This course will include the skills and concepts of General Geometry but will include more emphasis on formal proof.

ADVANCED PROBABILITY AND STATISTICS
This course is a study of data collection and analysis, regression, sequences and series, basic probability theory, and normal and binomial distributions.

ADVANCED PLACEMENT (AP) STATISTICS
The Advanced Placement Statistics course will include the study of distributions, relations in categorical data, random variables, use and abuse of tests and inference for linear regression. Recommended concurrent enrollment in or completed Algebra II.

ALGEBRA II
In addition to expanding on the mathematical concepts of Algebra I and Geometry, emphasis will be placed on preparation for the study of higher mathematics - abstract thinking skills, the concept of a function, and the algebraic solution of problems in various content areas.

ADVANCED ALGEBRA II
This course is designed for accelerated students with a high degree of proficiency in abstract mathematical ideas. This course includes skills and concepts of Algebra II, but the topics are covered in greater depth and at a faster pace.

ALGEBRA III/TRIGONOMETRY
This course is intended for students who may be required to take a specialized calculus course in college. Topics may include, but are not limited to, relations and functions (including circular, trigonometric, etc.), complex numbers, matrices, vectors, sequences, series, and probability.

COLLEGE PREP MATH
This course is for students who need additional time and support to complete the mathematics requirements for graduation or who may not have attained the mathematics benchmark ACT score, set by the Council on Postsecondary Education. It addresses the KY high school core academic standards for mathematics and the ACT’s college readiness standards, with a strong emphasis on real world connections and/or connections with other disciplines of study. This course could serve as a mathematics elective for high school graduation, but not as one of the 3 required math courses for high school graduation: Algebra 1, Geometry or Algebra 2. This course is not approved by NCAA Clearinghouse.

ADVANCED PRE-CALCULUS
This course is intended for students who plan to take a calculus course in high school or college. The course covers topics traditionally taught in trigonometry and analytic geometry plus additional functions, including circular, polynomial, absolute value, and natural numbers (sequences and series).

ADVANCED PLACEMENT (AP) CALCULUS AB
This is an Advanced Placement course covering the material usually taught in the differential and integral calculus. Students who complete the course may: 1) take the Advanced Placement Exam in calculus to earn college credit, or 2) take the University of Kentucky final exam to earn college credit if they are planning to attend UK. Required summer assignment- please see PLD Website.

ADVANCED PLACEMENT (AP) CALCULUS BC
This is an Advanced Placement course covering the material usually taught in the first and second semesters of college calculus. In addition to differential and integral calculus and their applications, students will learn applications of sequences and series, parametric functions, and polar functions. Passing the AP Calculus II exam can earn students two semesters of college credit.
DATA AND MEASUREMENT
This course is designed as an integration of the science and art of statistics with our everyday lives emphasizing examples from the social and behavioral sciences, sports, business and science. The student will not be required to learn mathematical formulas but to use the TI-84+ CE calculator. Topics include the nature of statistics, uses and misuses of statistics, the scope and limitations of statistics, criteria by which published statistics may be judged, interpretation of probability and the art of decision making. (Adapted from https://stat.as.uky.edu/courses/stats) It is a senior math elective for seniors who have met the Kentucky CCR benchmark in mathematics using their ACT Math score of 19 or higher their junior year. Students in this class must have successfully passed both semesters of Algebra 2.

DUAL CREDIT MATH (MATH 111 and MATH 150)
Students can earn college credit as well as high school credit with this class. The teacher will collaborate with professors at BCTC to teach Contemporary College Math (Math 111) during the first semester and College Algebra (Math 150) during the second semester. Students will earn one half high school Math credit each semester and 3 credit hours of college Math each semester. Credits will transfer to all public schools in KY as well as many other colleges. Students need to check with other colleges to get their transfer policy. (Note: Students must have ACT Math-22 or COMPASS Alg-50 by second semester in order to earn college credit for Math 150.) NCAA Clearinghouse approval for this class is pending. Required- ACT Math- 19 or COMPASS Alg-36 and completion of BCTC application materials.

DUAL CREDIT MATH (MATH 150 and MATH 170)
Students can earn college credit as well as high school credit with this class. The teacher will collaborate with professors at BCTC to teach College Algebra (Math 150) during the first semester and Calculus (Math 170) during the second semester. Students will earn one half high school Math credit each semester and 3 credit hours of college Math each semester. Credits will transfer to all public schools in KY as well as many other colleges. Students need to check with other colleges to get their transfer policy. Students must pass Math 150 the first semester to continue on to Math 170 the second semester. NCAA Clearinghouse approval for this class is pending... Required- ACT Math-22 or COMPASS Alg-50 and completion of BCTC application materials.

MATH ESSENTIALS
The purpose of this course is to fill gaps in mathematical understanding of students who are multiple grade levels behind as measured by MAP testing. The target group will be incoming 9th grade students followed by rising 10th grade students as space permits. Students will take this course in place of an elective and will receive elective credit.

MUSIC BAND CLASSES
CONCERT BAND
This is a performance-based class with emphasis on developing basic fundamentals of sound production on wind instruments. Prerequisite for the class is successful completion of middle school band, or private lessons with the consent of the director. This ensemble class will include concerts, assessments, and preparations for honors band and all-state band tryouts. Auditions are held in the spring for all band classes.

SYMPHONIC BAND
This is a performance-based class with emphasis on developing higher level performance skills. This band will perform standard band literature with difficulty and expectations at a much higher level, and continued emphasis on developing musicianship on all wind instruments. This ensemble class will include concerts, assessments, and preparations for honors band and all-state band tryouts. Auditions are held in the spring for all band classes.

ADVANCED BAND (WIND ENSEMBLE)
This class offers the top wind players opportunities to develop musicianship and skills necessary for success in college level ensembles. Literature will include the most difficult available to the top high school and college bands. This is an advanced class with advanced credit. This ensemble class will include concerts, assessments, and preparations for honors band and all-state band tryouts. Auditions are held in the spring for all band classes.
ADVANCED JAZZ BAND AND THEORY
This course is designed for advanced level band and orchestra students, and provides the opportunity for distinguished level performance of jazz music, as well as improvisation. **Audition required. Students must be concurrently enrolled in a regular band class or orchestra class.**

PERCUSSION
This course is designed for students who have previous training playing percussion instruments in a school band program. **Audition required. Must be concurrently enrolled in Marching Band or Concert Band.**

COLOR GUARD
The class combines performance/competition preparation with equipment and movement instruction at the intermediate to advanced level. Students will be trained in dance in addition to color guard equipment and work with flags, rifles, and sabers. Students will receive integrated instruction in Drama, Theatre, Music and Dance in a classroom setting. Students will also participate in the marching Band during the fall semester and Winter Guard during the spring semester. **Audition required.**

ORCHESTRA

ORCHESTRA AND THEORY (ORCHESTRA LEVEL 1)
This class is designed for students who need to brush up on their foundation skills; however, this is not a class for beginners. Students entering this class must have played a stringed instrument before and must play an audition for the director. Students in this class will work on reading music in advanced keys and advanced positions. Students not comfortable with third and fifth position will learn those skills in this class. **Recommended- Minimum of 2 years of instrument experience in a school orchestra or private lessons OR playing skills in first position in keys with up to three sharps and two flats.**

STRING ORCHESTRA (ORCHESTRA LEVEL 2)
Students in this class have completely mastered playing in first position up to 3 sharps and 3 flats and are developing comfort playing in other positions. Students have a working vibrato that may need some improvement. Students have mastered all basic bow strokes and will learn advanced bow strokes, shifting up to 5th position, and two octave major and minor scales. **Recommended- Comfort in reading keys with up to three flats and three sharps, excellent reading skills in first position with emerging skills in other positions. Usually 4 or more years playing experience. Audition required.**

CONCERT ORCHESTRA (ORCHESTRA LEVEL 3)
Students wishing to perform in this orchestra must be comfortable reading music in third and fifth position. Students should be able to play two octave scales in every major and minor key. Students in this class will advance skill in reading difficult keys and rhythms as well as advance work in upper positions. **Recommended- Comfort in reading keys with up to four flats or four sharps, excellent reading skills in third position. Usually 5 or more years playing experience. Audition required.**

ADVANCED SYMPHONIC ORCHESTRA (ORCHESTRA LEVEL 4)
Students in this class will learn skills needed to play in college orchestras. Emphasis will be on performing at a collegiate level. Students will read in all keys and in first through 7th position. Students must be completely comfortable reading in advanced positions and willing to practice daily outside of class. Extra performances and rehearsals will be required for this class as will participation in solo and ensemble festival and All-State orchestra auditions. **Recommended- Usually six or more years instrument experience. Audition required.**

VOCAL MUSIC

BEGINNING SATB CHORUS & THEORY (BEGINNING CHORUS)
This course includes the development of choral techniques through the study and performance of music of varying periods and styles. This course uses supplementary materials related to general music to develop the musicianship of the students. Students may participate in select ensembles, All-State Chorus, UK Bluegrass Music Festival, solo/ensemble, etc. Students will have the opportunity to represent the school at concerts, contests, festivals and community functions. Attendance to all after school rehearsals (if necessary) and all performances is required.
S-A CHORUS AND THEORY (GIRLS CHOIR)
This course includes the development of choral techniques through the study and performance of choral literature of varying periods and styles written for soprano/alto vocal range voices. The course uses supplementary materials related to general music education to develop the musicianship of the student. Students will have several performance opportunities including KMEA Assessment, community functions, contests, etc. Attendance is required at all concerts and after school rehearsals (if necessary). No audition required.

EXPERIENCED CHOIR AND THEORY (ADVANCED CONCERT CHOIR)
This course includes the development of choral techniques through the study and performance of choral literature of various periods and styles. The choir class offers advanced level literature aimed at preparing students for success in college level ensembles. Instruction emphasizes advanced choral techniques which require accurate intonation, tone production, diction and interpretation. Music theory is taught in context of music learned for performance. The Choir will have the opportunity to participate in concerts, contests, festivals, community functions, etc. Students in Concert Choir may audition for All-State Chorus, various honor choirs, and PLD’s men’s/ women’s select ensemble. Attendance is required at all rehearsals and concerts. Audition or choral teacher recommendation required.

MUSIC ELECTIVES

AP MUSIC THEORY
The AP Music Theory course will develop a student’s ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The course will include not only music from the standard Western tonal repertoire but also contemporary, jazz, and popular music and the music of nonwestern cultures. The course will include melodic/harmonic dictation, sight singing, composition, realization of figured bass, and analysis of repertoire including melody, harmony, rhythm, texture, and form. Primary emphasis is placed on music and styles of the Common Practice Period (1600-1750); music of other periods and styles is also studied. Prerequisite: Concurrent enrollment in a school performance group, or letter of recommendation from a current private keyboard or fretted instrument teacher and audition.

PIANO KEYBOARDING I
This is a performance-based course designed for students who have little or no musical keyboard experience. It is to be an exploratory course taught in a group setting. Basic topics covered will be note reading, basic chord accompaniments, performance and pedagogy. The class format will include individual practice time with individualized instruction from teacher, group-playing time. The course is structured as a guided, self-paced class allowing students of various levels the opportunity to succeed. Prerequisite: None

PIANO KEYBOARDING II
This is a performance-based course for students interested in continuing keyboard-based music instruction learned from Piano Keyboarding I or private piano study. The Piano Keyboarding II course offers students a challenging curriculum based in music performance through intermediate-advanced keyboard repertoire and intermediate-advanced written and aural music theory. The class format will include individual practice time with individualized instruction, ensemble playing time, and performance and pedagogy. Prerequisite: Piano Keyboarding I or private piano instruction.

SCIENCE

INTEGRATED SCIENCE I
This course introduces general principles of physics, chemistry and earth and space science. Integrated Science I is a study of the relationship between matter and energy. Topics include: measurement, forces, Newton’s laws of motion, momentum, energy, work, power, heat, thermodynamics, waves, sound, light, electricity, magnetism, the periodic table of elements, states of matter, physical and chemical changes, atoms and molecules and other chemical principles. Earth and space science is a study of the history of the earth, its life recorded in rocks, and the celestial bodies. This course studies physical laws, chemical processes, and components of the universe at an introductory level and is the foundation for further study and success in science.
ADVANCED INTEGRATED SCIENCE I
This course provides a relevant and in-depth study of principles of physics, chemistry and earth and Space science. Integrated Science I is a study of the relationship between matter and energy. Topics include: measurement, forces, Newton’s laws of motion, momentum, energy, work, power, heat, thermodynamics, waves, sound, light, electricity, magnetism, the periodic table of elements, states of matter, physical and chemical changes, atoms and molecules and other chemical principles. Earth and space science is a study of the history of the earth, its life recorded in rocks, and the celestial bodies. This course is designed for those who learn at an accelerated rate and have a high proficiency in math and provides a foundation for further study and success in science.

ADVANCED BIOLOGY (for 9th graders)
Advanced Biology is the study of the living world; topics will include the unity and diversity of life, cell structure and function, behavior of organisms, molecular basis of heredity, biological evolution, interdependence of organisms, matter/energy, and the organization in living systems. Advanced Biology is appropriate for students who have a strong interest and aptitude for Science. This course requires that students have strong reading, math and study skills to be successful—MAP Reading & Math—80th percentile. Students taking Advanced Biology as a 9th grader agree to take Advanced Chemistry and Physics in grades 10 and 11.

BIOLOGY (for grades 10-12)
This course is an introductory study of the living world; topics include unity and diversity, cell structure and function, behavior of organisms, molecular basis of heredity, biological evolution, interdependence of organisms, matter/energy, and organization in living systems.

ADVANCED BIOLOGY (for grades 10-12)
Advanced Biology is an introductory study of the living world; topics will include the unity and diversity of life, cell structure and function, behavior of organisms, molecular basis of heredity, biological evolution, interdependence of organisms, matter/energy, and the organization in living systems. At the completion of this course, students will be prepared for AP Biology, or any of the high school advanced level biological electives.

ADVANCED PLACEMENT (AP) BIOLOGY
The emphasis of AP Biology is to provide student access to a curriculum consistent with an introductory freshman college biology survey course where there is a significant increase in the depth of topics covered and the type of laboratory work expected in order to prepare the student with the scientific conceptual, factual and analytical skills/practices needed to be successful in biological sciences disciplines. Students successful in AP Biology generally have taken advanced biology and chemistry with an A or B and are able to work independently as well as collaboratively with the most precise predictor of success as motivation to achieve at high levels. Emphasis on The 4 Big Ideas and 7 Science Practices as well as Technology usage.

PHYSICAL SCIENCE
This 3rd year science course is designed for the student who does not want to take chemistry to meet graduation requirements. It will be divided into three sections: chemistry, physics and earth space. Lessons will be designed to reintroduce the material presented in physical science at a higher level of rigor. Labs will be an integral part of the lessons with a focus on inquiry and application.

ADVANCED CHEMISTRY
In this first course of chemistry, students will investigate the properties of matter, its interactions and factors affecting the interactions using a variety of means and technologies- labs, investigations, lectures, readings, discussions, and group activities among them. Students will focus on a broad conceptual and analytical (mathematical) understanding of many chemical principles and an in depth view of some chemical principles.

ADVANCED PLACEMENT (AP) CHEMISTRY
Advanced Placement (AP) Chemistry follows a program of study that provides an overview of freshman college general chemistry. Topics include: stoichiometry, acid-base equilibrium, kinetics, thermodynamics, atomic theory, organic chemistry, behavior of gases, descriptive and solution chemistry. Laboratory experiences (actual and virtual) are provided to reinforce the concepts under study.
PHYSICS
General Physics is designed to introduce students to the topics of motion, force, energy, sound, light, electricity and magnetism. Some Earth/Space Science topics may also be integrated. The focus will be conceptual but students will apply basic mathematics in order to solve problems. Students will develop critical thinking skills and problem solving strategies as they progress through the course. Labs, hands on activities, and demonstrations will be frequent.

ADVANCED PHYSICS
Advanced Physics is designed to introduce students to the topics of motion, force, work, energy, power, waves (especially sound and light), optics, and electrostatics. This course will make extensive use of advanced algebraic techniques to solve problems and help explain various natural phenomena. Students will be involved in lectures, demonstrations, discussions, and numerous labs and activities. Students will develop critical thinking skills and problem solving strategies as they progress through the course. Recommended – a strong interest in science and have either passed or are taking Advanced Pre-Calculus or higher math.

AP PHYSICS I
AP Physics I is the equivalent of a first semester college course in algebra based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum), work, energy, and power; mechanical waves and sound, and the introduction to electric circuits. Students will develop an understanding of the content and apply that knowledge through inquiry-based labs and activities. Problem solving strategies and developing critical thinking skills will be a major focus of the course. Students taking the course will be prepared to take the AP Physics I exam in the spring. Recommended – a strong interest in a career in science and have either passed or are taking Advanced Pre-Calculus or higher math.

SCIENCE ELECTIVES

ADVANCED PLACEMENT (AP) ENVIRONMENTAL SCIENCE
AP Environmental Science provides students with the tools to understand interrelationships of the natural world, identify and analyze environmental problems, and look for solutions. It is considered one of the more accessible AP science courses. Students should complete Biology and be enrolled or completed Chemistry before taking this course.

ADVANCED FORENSIC SCIENCES
Advanced Forensic Science is an introductory course that focuses on practicing forensic science and analyzing physical evidence found at crime scenes. The objective is to learn the basic processes and principles of scientific thinking and apply them to solving problems. This class uses a hands-on, minds-on approach using thought-provoking cases and scenarios that will require you to take what you have learned in class and apply it to new situations.

ADVANCED HUMAN ANATOMY AND PHYSIOLOGY
Anatomy and Physiology is an inquiry based, hands on approach to learning the human body systems and how they interrelate with one another and with the body as a whole. Dissection is a course requirement. This course is designed for the college bound junior or senior who enjoys science and is interested in pursuing a career in a health related field. Students who may suffer from allergies to animals such as cats or rabbits, or have allergic reactions to latex, should consult with the instructor prior to enrolling. Students should complete Biology before taking this course.

AP PHYSICS II
AP Physics 2 is intended as a second physics course that follows AP Physics 1. Topics covered will be electrostatics, electric circuits, magnetism, electromagnetic induction, light and reflection, refraction, wave nature of light, fluids, heat and temperature, thermodynamics, quantum, nuclear physics, and relativity. Students will be encouraged to ask questions, seek answers, and share their findings and understandings through problem solving, demonstrations, and lab activities.

ADVANCED METEOROLOGY AND ASTRONOMY
Meteorology is the study of the atmosphere and weather conditions. This course will familiarize students with earth processes that create weather patterns and systems. Students will explore concepts through lab work, computer investigations, research, and mapping. Students should be aware that there will be some
application of math skills. Astronomy is the scientific study of the contents of the entire Universe. This course will provide students with the study of the universe and the conditions, properties, and the motions of bodies in space. The content includes, but is not limited to, historical astronomy, astronomical instruments, the celestial sphere, the solar system, the earth as a system in space, the earth/moon system, the sun as a star, and stars. Students should be aware that there will be some application of math skills **Recommended**- completed Algebra I, Integrated Science or Biology, completed or enrolled in Chemistry or Physics.

**SOCIAL STUDIES**

**ADVANCED TOPICS IN CITIZENSHIP**
This course will give a broad overview of the American political system emphasizing the Constitutional foundation of American government. The rights and responsibilities of citizens and the specific functions of each branch of government will be covered. Students will also gain a better understanding of elections, current issues and the role of mass media in politics.

**WORLD CIVILIZATION**
World Civilizations is a survey of World History that builds upon previous studies of the Classical Civilizations. The course begins with a study of the major world religions and then examines the major events and world civilizations from 1500 A.D. to the present. The objective of the course is to explore the roots of contemporary globalization and to develop historical thinking, writing, and presentation skills at a general level.

**ADVANCED WORLD CIVILIZATION**
World Civilizations is a survey of World History that builds upon previous studies of the Classical Civilizations. The course begins with a study of the major world religions and then examines the major events and world civilizations from 1500 A.D. to the present. The objective of the course is to explore the roots of contemporary globalization and to develop historical thinking, writing, and presentation skills at an advanced level.

**ADVANCED PLACEMENT (AP) WORLD HISTORY**
Advanced Placement World History is a chance to study the story of how our world came to be the way it is today. The course will cover the global processes, interactions and developments that have shaped our world from 8000 BCE to the present. It is truly global in scope, with Africa, the Americas, Asia, and Europe each represented. This course is taught at a college level, and will require more homework than the average high school course. **Required summer assignment-please see PLD website.**

**UNITED STATES HISTORY**
This course traces the historical, societal and political development of the United States from Reconstruction to the present. Students will become real-life problem solvers and critical thinkers as they study government at various levels, explore the contributions of various cultures to the development of the American experience, examine the transformation of the US economy, and analyze how geographic features have affected US development.

**ADVANCED UNITED STATES HISTORY**
Advanced United States History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States History. The class prepares students for college courses by making demands upon them equivalent to a full year intro college course. Students should learn to access historical materials, weigh evidence and make interpretations about historical information. The class helps to develop skills necessary to make conclusion based on informed judgment and present reasons and evidence clearly in all assignments.

**ADVANCED PLACEMENT (AP) U.S. HISTORY**
The Advanced Placement U.S. History course is offered for the student with well-developed reading and analytical skills as well as maturity in thought and purpose. The focus is on depth, quality, and breadth of work, and on preparing the student for advanced college work in this subject area. Course content ranges from the Colonial Period to the present. **Required summer assignment- see PLD website.**
SOCIAL STUDIES ELECTIVES

ADVANCED CURRENT EVENTS
The world is changing every day, and thanks to social media and the internet, perhaps more and faster now than ever before. This class would offer students the opportunity to explore the world and the day-to-day issues beyond the borders of the United States. As technology continues to shrink the world, those who have a thorough understanding of how their society intersects with others will be better prepared to enter the workforce of the world. Topics to be covered would include global issues such as terrorism, immigration, economics, environmentalism, racism, gender inequality and politics. The course will change depending on the current events happening at the time and the interests of the students.

AFRICAN AMERICAN HISTORY
This African American History course will provide a chronological study of African American History from earliest time to the present. Students will have an opportunity to enhance their understanding of diversity and multiculturalism in general and, even more specifically, in terms of the cultural perspective of African Americans through the study of the history and culture of African Americans with an emphasis on their contributions and roles in American History.

CRIMINAL JUSTICE
This course will give students an introduction to the careers and procedures of the criminal justice system. The topics of study will include the history of the criminal justice system, prevention and causes of crime, law enforcement divisions, the corrections system including prison, parole and probation, and a comparison between criminal and civil law procedures. The Constitution, Bill of Rights, various other historical documents, as well as new laws and current court proceedings will be applied and integrated into the curriculum when appropriate.

ADVANCED GEOGRAPHY
The purpose of this course is to enable students to develop multicultural understanding and use geography concepts and skills to actively seek information and systematically apply decision-making processes to real-life situations. The content should include, but not be limited to, the following concepts of world political regions in terms of location, physical characteristics, population and culture, historical change, economic activity, and land use.

ADVANCED PLACEMENT (AP) HUMAN GEOGRAPHY
The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Required summer assignment-please see PLD website.

ADVANCED PLACEMENT (AP) US GOVERNMENT/ADVANCED ECONOMICS
AP US Government includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Advanced Economics, open to juniors and seniors, covers the basic questions that must be met by all economic systems, economic decision making, the market system, supply and demand, the price system, entrepreneurship, business organization, labor markets, the national economy, public policy, money, banking, and the international economy.

ADVANCED PSYCHOLOGY
Advanced Psychology is a two semester Social Studies course that introduces the student to the science of human and animal behavior. This course is open to juniors and seniors. Some of the topics to be explored include research strategies, learning and memory, life-span development, sleep and dreaming, the brain and nervous system, psychological tests and measurements, sensation and perception, emotions and motivation, theories of personality, behavior disorders and treatments, social psychology, ethical issues facing psychologists, and career opportunities.
ADVANCED PLACEMENT (AP) PSYCHOLOGY
The Advanced Placement Psychology course is offered as preparation for the Advanced Placement Psychology Examination. The student is introduced to the scientific principles of individual behavior using critical thinking skills, extensive analysis, and research practices. Course content includes psychological research techniques, major schools of thought, brain-behavior relationships, learning theory, sensation and perception, human development, intelligence and creativity, memory, motivation and emotion, personality, mental health, treatment of psychological problems, and social psychology. Course work is fast-paced, in-depth, and extensive in content.

ADVANCED SOCIOLOGY
Sociology is the systematic and scientific study of society, including patterns of social relationships, social action, and culture. Sociology provides many distinctive perspectives on the world, generating new ideas and critiquing the old. Sociological research provides educators, planners, lawmakers, administrators, developers, business leaders, and people interested in resolving social problems and formulating public policy with rationales for the actions that they take.

STUDY HALL/ CAREER DEVELOPMENT
Study Hall and Career Development provide out of regular class experiences for students.

STUDY HALL
This course provides an opportunity for a student to study in a controlled supervised environment. No credit.

ACADEMIC COHORT STUDY HALL
Academic Cohort Study Hall is an intensive study hall targeting students who belong to the Academic Cohort. Hosted by a core content teacher, this study hall will offer individualized instruction and support for students as well as an opportunity to complete make-up work due to absence while at school. Students will also have access to computer labs on a regular basis. Beyond the four core subjects, the study hall will also offer help with organization, note-taking, critical reading, writing, and study skills. The Academic Cohort Study Hall teacher will also have access to grades and will update students, parents, and teachers on grades at a D or F level.

CAREER DEVELOPMENT
This course provides an opportunity for a student to work in one of the school offices, work in the library or serve as a teacher’s aide. No credit.

WORLD LANGUAGES- Students enrolling in a World Language should understand that good study skills are an important factor to success in language learning.

FRENCH I
The introductory French course will acquaint students with the reasons for studying French. Students will enhance their global perspective as they gain knowledge of the Francophone world. Additionally, students will develop rudimentary language skills in the areas of reading, writing, listening and speaking. Finally, students will begin to compare and contrast their daily life with that of a Francophone student.

FRENCH II
Students electing to continue their language skills will build on the language skills acquired in level I. Students will begin to use more complex linguistic structures. Students will be asked to construct meaning from more complex readings. Students will extend their ability to respond appropriately to more complex conversational situations. Finally, students will become further acquainted with French culture through a variety of text taken from the textbook as well as outside sources.

ADVANCED FRENCH III
Students entering level III will refine their skills from the previous levels while adding a new level of conversational sophistication. New grammatical structures will be added to the students’ repertoire to enhance communicative abilities. Additionally, students will be asked to construct meaning from increasingly complex listening and reading exercises. Students will be expected to communicate with the teacher and each other in French.
ADVANCED FRENCH IV
Students entering this level will continue to develop communicative proficiency. Students will develop a greater depth of understanding of grammatical structures of the language. These skills will be developed through oral presentations and written essays. Additionally, students will develop a base that will allow for successful entry into a university language class or the advanced placement course.

ADVANCED PLACEMENT (AP) FRENCH
Students who enroll in the AP French class will develop the requisite skills for successful completion of the AP French language test. The objectives of the course are: the development of the ability to comprehend and express ideas orally in both formal and informal French, the acquisition of vocabulary necessary for reading French internet sites, appropriate literary passages, popular magazines and newspapers, and an understanding of grammatical structures necessary for conversational and expository expression. Mastery of the above objectives will better prepare the students for the AP test, the SAT achievement test or university placement tests.

GERMAN I
Students will learn basic listening, speaking, reading and writing skills. They will be introduced to the basics of grammar and sentence structure. They will also be introduced to German culture and career opportunities utilizing German language skills.

GERMAN II
After quickly reviewing German I material, students will continue to improve listening, speaking, reading, and writing skills. Units will emphasize practical themes like shopping, eating out and travelling in Germany, as well as the development of grammatical structures and vocabulary.

ADVANCED GERMAN III
Students will further develop listening, speaking, reading, and writing skills through a wider range of real German sources. The ability of the students to describe events and express their ideas both orally and in writing will be one of the main goals of this course.

ADVANCED GERMAN IV
This course for advanced level students further develops the students’ reading, speaking and writing skills. The course focuses on Germany's literature and history from its beginnings up to present day, with each unit covering the major works, figures and events of a period.

ADVANCED PLACEMENT (AP) GERMAN
The objectives of Advanced Placement German, equivalent to an intermediate college course, are to give students the ability to comprehend a wide variety of topics in spoken and written German and to express ideas in German, both orally and in writing.

SPANISH I
Students will learn basic listening, speaking, reading, and writing skills. They will be encouraged to use Spanish to express simple ideas about themselves, their friends and their family.

SPANISH II
Building of the framework established in level I, students will continue to improve their listening, speaking, reading and writing skills. Emphasis will be placed on grammatical structures and vocabulary development.

ADVANCED SPANISH III
The ability of the students to express their ideas accurately and resourcefully both orally and in writing with reasonable fluency will be one of the main goals of this level. The emphasis will be on grammar and vocabulary acquisition. The class will be fast paced. Students should understand that the class requires much more outside study and preparation than in previous levels.

ADVANCED SPANISH IV
Spanish IV is an honors course which continues the transition to advanced work begun in level III. Students are accountable for a thorough command of elementary structures and vocabulary. This course prepares students for intermediate to advanced university classes, or for AP Spanish.
ADVANCED PLACEMENT (AP) SPANISH LANGUAGE
The Advanced Placement Spanish Language Course develops skills commensurate with the requirements of the AP Spanish Language exam and the university level studies many students later pursue. The course is conducted entirely in Spanish and students are required to use the Spanish language actively and continuously in class and for all of their assignments. Students will read and discuss works by noted Hispanic authors, engage in authentic auditory and visual comprehension activities, and routinely write and speak at a high level in Spanish.
HELPFUL WEB SITES
WEB SITES FOR COLLEGE, SCHOLARSHIP & FINANCIAL AID INFORMATION

THE ILP HAS AN EXHAUSTIVE LIST OF SCHOLARSHIPS AND FINANCIAL AID INFORMATION AS WELL AS COLLEGE AND CAREER SEARCH ENGINES. ALL FAMILIES SHOULD BEGIN WITH THE ILP.

PLD Guidance Website has been updated and has much, much more information. Please visit us by going to the Guidance link on the PLD website: www.pld.fcps.net

KHEAA ALSO HAS A WEALTH OF INFORMATION AND RESOURCES AVAILABLE ON THEIR WEBSITE PERTAINING TO PAYING FOR COLLEGE. ALL STUDENTS SHOULD SET UP THEIR KHEAA ACCOUNT AT WWW.KHEAA.COM.

Never pay for help with college or scholarship searches—all of these websites should be free! If you find a website listed here that requires payment, please notify the counseling office.

COLLEGE SEARCHES
www.GoHigherKY.org - One-Stop College Planning
www2.ed.gov/about/top-tasks.html - Think College early, No Child Left Behind, etc
www.review.com/college - The Princeton Review, test prep, college search, career search, study abroad, multitude of info
www.gocollege.com
www.hbcunetwork.com – Find HBCU colleges and universities
www.collegenet.com/mach25 - Apply on line to colleges
www.CollegeView.com
www.campusTours.com
www.commonapp.org

FINANCIAL AID, KEES, & SCHOLARSHIPS
www.kheaa.com - KEES money, multiple resources for financial aid, should be everyone’s first stop
www.fafsa.ed.gov - Financial Aid
www.finaid.org
www.savingforcollege.com
www.FindTuition.com
www.salliemae.com – Find Money, Information regarding student loans
www.uncf.org - The United Negro College Fund
www.fastweb.com/
www.collegescholarships.com -Applying for scholarships
www.scholarships.com
www.hispanicfund.org
www.BlackStudents.com
www.thecollegehound.com

TESTING
http://collegeboard.org – SAT info, test registration, online prep, and more
www.actstudent.org – ACT info, test registration, online prep and more
www.pld.fcps.net -- free online ACT test prep through the TCA link provided on the PLD website
www.number2.com - free online test prep courses for ACT & SAT

ATHLETICS
www.ncaaclearinghouse.net
http://www.playnaia.org/
Dunbar Fight Song

Hail to the Dunbar Bulldogs
Hail to our pride and honor
Hail, Hail, to Red and Black
Our colors will shine
Red! Black! White!
We are the boldest and the best
We will rise above the rest
Watch, and you will see
A Dunbar Victory
B-U-L-L-D-O-G-S
Bulldogs, Bulldogs
Yeah Bulldogs!

Show Your Dunbar Pride!

Prepared
Respectful
Involved
Dependable
Ethical

"It's Your Future"