2024-25

BALLARD
HIGH
SCHOOL

SCHEDULING GUIDE

WHERE WILL YOUR PATH TAKE YOU?

Dear Bruins,

It's that time of year when you need to consider your college/career goals then choose courses that will help you achieve your goals. This booklet contains information regarding the academic offerings at Ballard High School and will assist in creating the best possible learning plan for the next school year. As you select your courses, pay close attention to high school graduation requirements as well as courses that most closely align with your career and personal interests. In addition to core courses, we offer a wide variety of electives dependent upon prerequisites and/or availability. Read the guide thoroughly with your parents, and choose a full schedule that includes alternates. Counselors and teachers are available to help answer questions and guide you through the scheduling process. Scheduling information can also be found on the counseling website at **https://sites.google.com/jefferson.kyschools.us/ballard-high-school-counselors/home**.

Planning pages are in the back of this book.

- Students and their parents/guardians are responsible for providing Ballard with schedule requests, including alternatives, for the following year to meet graduation requirements. Incomplete or missing requests will be completed for you.
- If course conflicts arise during the summer, the counselor will choose from the student's alternate course selections to adjust the schedule. If there are no alternate courses, the counselor will determine an alternate course.
- Final course placement will be determined using student requests, current academic performance, and teacher/administrator input to ensure the most appropriate placement. You are encouraged to discuss appropriate placement with your parent/guardian, current teachers, and counselor. Requesting a course does not guarantee enrollment in that course.

GRADUATION REQUIREMENTS

704 KAR 3:305, Kentucky's minimum high school graduation requirements, became effective on April 5, 2019. However, Senate Bill 158 (2020) requires changes be made to state and local graduation requirements for students who entered high school in the 2019-20 school year and thereafter. Please see the Senate Bill 158 Implications for Minimum High School Graduation Requirements document for specific changes.

FOUNDATIONAL	PERSONALIZED
4 English Credits • English I • English II	• 2 Additional English credits aligned with the ILP and covering the remaining Kentucky Academic Standards (KAS) for Reading & Writing • Additional course options aligned to the KAS for Reading & Writing could include, but are not limited to: English III, English IV, AP Language, AP Literature, dual credit English, etc.
4 Math Credits • Algebra I • Algebra II • Geometry	• 2 Additional Math credits aligned with the ILP and covering the remaining KAS for Mathematics • Additional course options aligned to the KAS for Mathematics could include, but are not limited to: Algebra II, Precalculus, College Algebra, AP Calculus, dual credit Math, dual credit CTE Math, etc.
3 Social Studies Credits • Social Studies • Social Studies	• Social Studies aligned with the ILP and covering the KAS for Social Studies • Additional course options aligned to the KAS for Social Studies could include, but are not limited to: Social Studies 1, 2, 3; Geography/AP Human; Geo, World History (or AP), US History (or AP); Economics, etc.
3 Science Credits • Lab-based Science • Lab-based Science	• Science aligned with ILP and covering the KAS for Science • Additional course options aligned to the KAS for Science could include, but are not limited to: Chemistry (or AP), Physics (or AP), Biology (or AP), CSI Forensics, dual credit Science, etc.
Other Credits • ½ Health; ½ PE Visual/Performing Arts	• 6 credits aligned with ILP and covering the related content area KAS • Additional course options aligned to the KAS for Visual and Performing Arts could include, but are not limited to: Chorus 1, Orchestra 1, Visual Arts 1, Theatre 1, Band 1, etc.

All required courses must be aligned to the KAS. These are state minimum standards, and additional requirements may vary by district.

OTHER GRADUATION REQUIREMENTS:

- Pass state-mandated civics test
- (Beginning in 2020-21) Successfully complete a course or program in financial literacy
- Receive instruction in essential workplace ethics
- Demonstrate competency in technology

OTHER CONSIDERATIONS:

- Development of Individual Learning Plan (ILP) (grades six through twelve)
- CPR Training in Health, Physical Education (PE), or Junior Reserve Officers Training Corps (JROTC) course

ADVANCED PLACEMENT COURSES

Advanced Placement (AP) classes are college-level courses with a nationally directed curriculum. It is important to note that AP courses are different from advanced-level courses in that they move at a faster pace and are more rigorous. Typically, a score of three or higher (on a scale of five) on an AP Exam is considered passing. Many schools will grant college credit or placement for a passing score. Check with your specific school for credit information. Students enrolling in AP courses at Ballard High School are required to take the AP Exam in May. A fee is associated with each exam taken.

The following AP courses are currently offered at Ballard. Please use the chart below to determine which courses are available for each grade level.

AP COURSE	FRESHMAN (9)	SOPHOMORE (10)	JUNIOR (11)	SENIOR (12)
Capstone			Seminar	Research (Requires completion of Seminar)
Computer Science	Computer Science Principles (With admin. approval)	Computer Science Principles	Computer Science Principles	Computer Science Principles
English			English Language & Composition	English Literature & Composition
Mathematics			Statistics	Statistics
				Calculus AB
				Calculus BC
Music			Music Theory	Music Theory
Science		Chemistry		Chemistry
				Biology (Requires completion of biology course)
		Environmental Science	Environmental Science	Environmental Science
			Physics 1 or 2 (Algebra-based)	Physics C (Calculus-based)
Social Studies	Human Geography	World History	United States History	European History
		Psychology	Psychology	Psychology
Visual Art			Art History	Art History
			Studio Art 2-D	Studio Art 2-D
			Studio Art 3-D	Studio Art 3-D
			Studio Drawing	Studio Drawing
World Languages				French Language
				Japanese Language
				Spanish Language

AP SEMINAR

AP Seminar is a foundational course that engages students in crosscurricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations both individually and as part of a team. Ultimately, this course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. This course is an **elective** credit for juniors.

AP RESEARCH

The AP Cambridge Capstone Research Project, taken in the twelfth grade, is an independent mentored project culminating in a 4,000- to 5,000-word academic paper. It enables students to develop practical skills in research methodology and in managing a sustained piece of academic work. Students are evaluated on their ability to design, plan, and manage a research project; collect and analyze information; evaluate and make reasoned judgments; and communicate their findings and conclusions.

> AP Seminar prepared me for writing background papers, public speaking, and working in a team setting. AP Research taught me how to create and execute an individualized, university-level piece of research; provide and receive peer feedback based on mine and others' work; and expand on the public speaking and presentation skills that I had previously learned. As an honors student at the University of Kentucky, I truly believe that these courses gave me—and still provide me with—an edge compared to the rest of my classmates. These skills are extremely useful for academic papers, and the citation skills that I learned from these courses have provided me a leg up in both the academic and professional worlds. Additionally, the public speaking and presentation skills that I obtained from AP Capstone have benefited me in all of my college classes, with professors noting my confidence and skill in those areas.
>
> —Emily Chazen, 2021

> Taking the AP Capstone classes was one of the best decisions I made in high school. Not only did I thoroughly enjoy my time in the program, but it also helped prepare me for my college career. Recently, I decided to commit to the honors program at my university. I felt motivated to do this for many reasons, one being my experience in AP Research. While in the class, I realized how much I love to research and write about things that I care about. The honors thesis is an amazing research opportunity at my university, so after hearing about it and reflecting on my enjoyment of the AP Capstone projects, I knew that it was for me. The AP Capstone Program also prepared me for academic writing. I learned how to write professionally and on a deadline. This skill is absolutely vital for college. Currently, I take several classes that are heavy in writing. I am so glad that I took AP Capstone because I am able to now write any paper relatively quickly and earn a good grade. Ultimately, I am forever grateful to the AP Capstone Program and my teachers for preparing me for my classes and workload as a university student. The skills and concepts that I learned have proved invaluable to me so far, and I am confident that they will continue to be so.
>
> — Aiden Jones, 2021

DUAL CREDIT

DUAL-CREDIT COSTS

The tuition rate per credit hour for the 2023-24 school year is $93 per credit hour ($279 for a 3-credit-hour course). The tuition rate for the 2024-25 school year has not been released yet. **Please note:** This does **not** include any costs for textbooks, online resources, or other required materials.

KHEAA SCHOLARSHIPS

The Dual Credit Scholarship provides assistance for Kentucky high school students who are taking dual-credit classes at a participating Kentucky college or university. The scholarships do **not** cover the costs for textbooks, online resources, or other required materials. There are two scholarships available from the Kentucky Higher Education Assistance Authority (KHEAA)—the Dual Credit Scholarship and the Work Ready Kentucky Scholarship. Students must have an accurate Social Security number on file with the school in order to be eligible for these scholarships, as this is a requirement of the state.

The **Dual Credit Scholarship** is used for general education courses, such as math and English. Students can use up to four scholarships total (two during grade eleven and two during grade twelve).

The **Work Ready Kentucky Scholarship** is used for career and technical education courses, such as Business, Teaching and Learning, etc. Students can use up to two scholarships a year during each of their four years of high school.

Students will be responsible for paying tuition for any dual-credit courses taken beyond the ones covered by the KHEAA scholarships. Tuition is paid directly to the college/university.

BALLARD DUAL-CREDIT COURSE OFFERINGS (FOR THE 2024-25 SCHOOL YEAR)

CLASS	SUBJECT	SCHOOL
MATH 152	College Algebra	Morehead State University
ENG 100	MSU Writing I	Morehead State University
ENG 200	MSU Writing II	Morehead State University
POLS 100	Intro to Politics	Morehead State University
MATH 190	Pre-Calculus	University of Louisville
EDTP 201	The Teaching Profession	University of Louisville
ENG 101	JCTC Writing I	Jefferson Community and Technical College
ENG 102	JCTC Writing II	Jefferson Community and Technical College
HIS 108	History of the United States Through 1865	Jefferson Community and Technical College
HIS 109	History of the United States Since 1865	Jefferson Community and Technical College
BAS 160	Introduction to Business	Jefferson Community and Technical College
MGT 258	Project Management	Jefferson Community and Technical College

THE ACADEMIES OF LOUISVILLE
BALLARD HIGH SCHOOL

Academies and Pathways

Grade 9

Freshman Academy

Grades 10–12

Business Services Academy

- Management and Entrepreneurship
- Marketing
- Retail Services
- Teaching and Learning

STEM Academy

- Project Lead The Way (PLTW) Aerospace Engineering
- Allied Health
- Civil Engineering
- Patient Care Technician
- Project Lead The Way (PLTW) Biomedical Sciences

Media Arts Academy

- Cinematography and Video Production
- Graphic Design
- Interactive Media

WHERE WILL *YOUR* PATH TAKE YOU?

BUSINESS SERVICES ACADEMY

BALLARD
HIGH
SCHOOL

PATHWAY DESCRIPTION

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

Introduction to Management

Introduction to Management expands students' understanding of management. It exposes students to several types of management, including customer relationship management, human resources management, knowledge management, information management, project management, quality management, risk management, and strategic management. Business law, communication skills, economics, operations, and professional development are also stressed throughout the course. Current technology will be used to acquire information and to complete activities. Throughout the course, students are presented ethical dilemmas and problem-solving situations for which they must apply academic and critical-thinking skills. Leadership development will be provided through Future Business Leaders of America (FBLA).

Principles of Entrepreneurship

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

Accounting and Finance Foundations

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

COURSE SEQUENCE

1. Introduction to Management
2. Principles of Entrepreneurship
3. Accounting and Finance Foundations
4. BAS 160—Intro to Business (JCTC)

BAS 160—Intro to Business (JCTC)

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

FUTURE CAREERS

Sales/Retail Manager
Entrepreneur
Human Resources Manager
Finance Manager
Supply Chain Manager

PATHWAY DESCRIPTION

This pathway generally prepares individuals to undertake and manage the process of developing consumer audiences and moving products from producers to consumers. It includes instruction in buyer behavior and dynamics, principles of marketing research, demand analysis, cost-volume and profit relationships, pricing theory, marketing campaign and strategic planning, market segments, advertising methods, sales operations and management, consumer relations, retailing, and applications to specific products and markets.

Marketing Principles

Marketing Principles introduces students to the dynamic processes and activities in marketing. The course develops student understanding and skills in the functional areas of marketing as well as business law, communication skills, customer relations, economics, human resources management, and operations. Current technology will be used to acquire information and to complete activities. Throughout the course, students are presented ethical dilemmas and problem-solving situations for which they must apply academic and critical-thinking skills. Leadership development will be provided through FBLA.

Sports and Event Marketing/Travel and Tourism Marketing

This sport/event marketing course develops student understanding of the sport/event industries, their impact on local communities and products, distribution systems and strategies, pricing considerations, marketing-information management, selling, product/service management, and promotion. Students acquire an understanding and appreciation of the need for planning. Throughout the course, students are presented problem-solving situations for which they must apply academic and critical-thinking skills. The Travel and Tourism Marketing course also includes domestic and international travel, sales techniques, transportation methods, food and beverage marketing, and destination marketing. Leadership development will be provided through FBLA.

Accounting and Finance Foundations

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

COURSE SEQUENCE

1. Marketing Principles
2. Sports and Event Marketing/Travel and Tourism Marketing
3. Accounting and Finance Foundations
4. BAS 160—Intro to Business (JCTC)

FUTURE CAREERS

Social Media Marketing
Public Relations/Communications
Brand Management
Product Marketing
Advertising
Marketing Research/Analysis
E-commerce

BAS 160—Intro to Business (JCTC)

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

PATHWAY DESCRIPTION

This pathway generally prepares individuals to perform operations associated with retail sales in a variety of settings. It includes instruction in over-the-counter and other direct sales operations in business settings, basic bookkeeping principles, customer services, team/staff leadership and supervision, floor management, and applicable technical skills.

Marketing Principles

Marketing Principles introduces students to the dynamic processes and activities in marketing. The course develops student understanding and skills in the functional areas of marketing as well as business law, communication skills, customer relations, economics, human resources management, and operations. Current technology will be used to acquire information and to complete activities. Throughout the course, students are presented ethical dilemmas and problem-solving situations for which they must apply academic and critical-thinking skills. Leadership development will be provided through FBLA.

Fundamentals of Social Media Marketing

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

Retail Operations Specialist

This course is designed to provide an overview of the marketing responsibilities of individuals employed in the retail industry. This course is based on the business and marketing core that includes communication skills, operations, distribution, marketing-information management, pricing, product and service management, promotion, and selling. Leadership development will be provided through FBLA.

FUTURE CAREERS

- Retail Manager
- Visual Merchandiser
- Buyer
- Sales Manager
- Retail Sales Associate
- Customer Relationship Manager

COURSE SEQUENCE

1. Marketing Principles
2. Fundamentals of Social Media Marketing
3. Retail Operations Specialist and Fashion Marketing
4. Principles of Entrepreneurship

Fashion Marketing

This specialized course provides instruction in the marketing of apparel and accessories. This course is based on the business and marketing core that includes communication skills, economics, operations, professional development, promotion, selling, distribution, and product/service management. The instruction includes basic fashion and marketing basics, the use of design and color, promotions, visual merchandising, and career opportunities. Leadership development will be provided through FBLA.

Principles of Entrepreneurship

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

PATHWAY DESCRIPTION

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

All courses also have dual-credit options through the University of Louisville (UofL).

1—EDTP 201, The Teaching Profession
2—EDSP 240, Introduction to Exceptional Children
3—EDTP 215, Foundations of Instruction, Lesson Planning, and Pedagogy
4—EDTP 107, Human Development, Learning, and Psychology

Introduction to Education

In this course, students develop an understanding of the various responsibilities and systems involved in the K–12 educational system. Specifically, students will acquire the knowledge of education through the perspective of classroom, school, district, state, and federal roles. In clinical experiences, students are embedded in observational and small-group or individual teaching settings. They engage with students, schools, and stakeholders across the community to better understand how the community functions as a system, noting how elements within the system relate and interact and the impact of students.

Introduction to Exceptional Children

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

Foundations of Instruction, Lesson Planning, and Pedagogy

In this course, students will develop an understanding of how educators advance their profession within the classroom. Specifically, students will gain both the knowledge and skills to plan, deliver, and reflect on the process of teaching and learning. In clinical experiences, students are deeply embedded in classroom settings, actively practicing the skills they are studying and reflecting on the results to deepen their understanding. The extended time in the classroom provides an opportunity to study at length a particular group of students and the discipline.

Human Development, Learning, and Psychology

This course will develop rising educators' awareness of their funds of knowledge as well as their personal biases that develop from their life experiences. Using research-based methods, rising educators will develop methods to impact student equity based on culturally competent models as well as growth mindset methods. The students will be embedded in classrooms in observing and active teaching roles (any of the five co-teaching models). They will experience a variety of settings in order to reflect on their developing understanding and skills across the K–12 spectrum.

COURSE SEQUENCE

1. Introduction to Education
2. Introduction to Exceptional Children
3. Foundations of Instruction, Lesson Planning, and Pedagogy
4. Human Development, Learning, and Psychology

FUTURE CAREERS

General Education Teacher
Special Education Teacher
English as a Second Language Teacher
Counselor
Curriculum Developer
Superintendent
Principal
Child Psychologist

COLLEGE CREDIT **CORPORATE PARTNERSHIPS** **COMMUNITY IMPACT**

CARDINAL BRIDGE ACADEMY

WHAT WE DO

We offer transformative educational experiences to high school juniors and seniors from talented diverse communities by providing early access to high quality college and career opportunities.

WHY WE DO IT

Through advancing equity and opportunity we believe that investing in youth from our focus communities will benefit and uplift everyone.

WHAT'S IN IT FOR YOU

As a Cardinal Bridge Academy Scholar you will have the chance to earn college and/or dual credit and can earn direct admission into UofL's College of Business. Scholars also gain access to mentoring and internships with corporate partners.

WHAT TO DO NEXT

If you are interested in becoming a Scholar or bringing the Cardinal Bridge Academy to your school please contact us at *cardinalbridgeacademy@louisville.edu* .

COLLEGE COURSES

ACCOUNTING

BUSINESS LAW

COMMUNICATION

COMPUTER INFORMATION SYSTEMS

FINANCE

MANAGEMENT

MARKETING

LEARN MORE **CardinalBridgeAcademy@louisville.edu** **502.852.4818**

Dual Credit Scholarships are available for eleventh- and twelfth-grade students. Tenth-grade students may apply; however, they will be required to pay tuition.

UNIVERSITY OF LOUISVILLE
COLLEGE OF BUSINESS

Cardinal Bridge Academy

Course Descriptions

Principles of Financial Accounting (ACCT 201) **3 credits**

Aligns with KDE Accounting & Finance Foundations *(course code 060122)*

The course focuses on the relevance and interpretation of accounting information for decision making. Preparation of financial statements is also covered.

Principles of Managerial Accounting (ACCT 202) **3 credits**

Aligns with KDE Advanced Accounting *(course code 070125)*

The course focuses on the information needed by management, where this information can be obtained, and how it can be used to carry out management's responsibilities within an organization.

*Prerequisite: ACCT 201

Information Systems in Organizations (CIS 205) **3 credits**

Aligns with KDE Digital Literacy *(course code 060112)*

This course helps students develop a working understanding of the differences between information systems and information technology, and how to apply those concepts to facilitate business processes successfully. Broad information systems literacy is a goal since all business majors must take this course. This course does not include computer lab sessions.

Data Analysis for Decision-Making (CIS 305) **3 credits**

Aligns with KDE Microsoft Office Specialist *(course code 070750)*

This project-based course provides students with an opportunity to explore data analysis using spreadsheet and database techniques, including incorporating contemporary decision-making tools in modern spreadsheet software. This course emphasizes the roles of business analysis and knowledge workers through projects and discussions and teaches students how creative use of strong analytical skills can lead to career advancement in any business domain.

Course offerings are subject to change based on demand and professor availability.

Legal Environment of Business (CLAW 301) **3 credits**

Aligns with KDE Business Law *(course code 060121)*

An introduction to the American legal and judicial system, with particular emphasis on the relationship of the law to business activities. A study of the developments of the law and the operation of the judicial system. Emphasis will be placed on the impact that government regulations and certain areas of the Uniform Commercial Code have on business.

Business and Professional Speaking (COMM 112) **3 credits**

Aligns with KDE Business Communications *(course code 060155)*

Develops theoretical and applied material concerning communication practices appropriate to business and professional settings.

Money Management and Personal Finance (FIN 201) **3 credits**

Aligns with KDE Personal Finance *(course codes 060170 and 080719)*

The study of the techniques and process of saving and managing money: and of creating, organizing, implementing, monitoring, and revising a personal plan for procuring and allocating financial resources in order to achieve financial objectives and goals. The topics covered include cash management and budgeting; financial services to include savings and checking accounts; consumer credit; consumer buying; housing; risk management and insurance; investments; estate and retirement planning; tax planning; and the time value of money.

Management and Organizational Behavior (MGMT 301) **3 credits**

Aligns with KDE Intro to Management *(course code 060411)*

Designed to provide students with the basic level of knowledge and skills in management and interpersonal processes necessary for more advanced business study and employment success.

Course offerings are subject to change based on demand and professor availability.

MEDIA ARTS ACADEMY

BALLARD
HIGH
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PATHWAY DESCRIPTION

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

Introduction to Media Arts

This course is an introduction to and survey of the creative and conceptual aspects of designing media arts experiences and products, including techniques, genres, and styles from various and combined media and forms, including moving image, sound, interactive, spatial, and/or interactive design.

Video Studio Fundamentals

This course will expose students to the materials, processes, and artistic techniques involved in creating video productions. Students learn about the operation of cameras, lighting techniques, camera angles, depth of field, composition, storyboarding, sound capture, and editing techniques. Course topics may include production values and various styles of video production, including documentary, storytelling, news magazines, and animation. Students may be exposed to digital and traditional film. As students advance, they are encouraged to develop their own artistic styles. Major filmmakers, cinematographers, video artists, and their work may be studied.

Advanced Studio Production: Moving Images

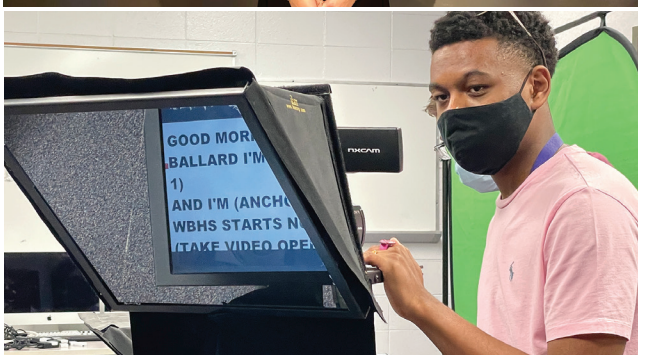
In this course, students will explore the creative and conceptual aspects of designing and producing moving images for a variety of cinematic, film/video, and multimedia presentations, including fictional dramas; documentaries; music videos; artistic and experimental presentations and/or installations; and interactive, immersive, and performance media.

Studio Directing and Performance

This course explores the role of the director within the studio system. Students develop knowledge and skills in studio multi-camera and field television production. Students also develop performance skills for broadcasting, including interpretation of copy, newscasting, and ad lib announcing. The course covers the techniques of narrative and nonfiction writing and scripting as well as the analysis and writing of radio, television, and video materials, including storytelling and screenwriting.

COURSE SEQUENCE

1. Introduction to Media Arts
2. Video Studio Fundamentals
3. Advanced Studio Production: Moving Images
4. Studio Directing and Performance



FUTURE CAREERS

Sports and Event Cinematography
Video Editor
Livestream Technical Director
TV Host
Short Film Producer
Digital Producer

PATHWAY DESCRIPTION

The Graphic Design pathway prepares students to apply skills that focus on the principles and techniques for effectively communicating ideas/information and packaging products to business and consumer audiences both in digital and other formats. Topics of study in this pathway include aesthetic meaning, appreciation, and analysis; construction, development, processing, modeling, simulation, and programming of interactive experiences; transmission, distribution, and marketing; and contextual, cultural, and historical aspects and considerations.

Introduction to Media Arts

This course is an introduction to and survey of the creative and conceptual aspects of designing media arts experiences and products, including techniques, genres, and styles from various and combined media and forms, including moving image, sound, interactive, spatial, and/or interactive design.

Two-Dimensional Media

This course is a proficient study and production of creative and conceptual aspects of signing and producing digital imagery, graphics, and photography. This includes techniques, genres, and styles from fine arts and commercial advertising, internet and multimedia, web design, and industrial and virtual design. Students use a computer as an electronic drawing tool to solve visual communications and illustration problems in designing products. This course entails the use of current software for two-dimensional illustration, creating and integrating text, using color, and importing and exporting files.

FUTURE CAREERS

Agency Graphic Designer
Corporate In-House Designer
Packaging Designer
Illustrator
Motion Animator
Magazine and Catalog Layout Designer

Digital Imaging

This course is an accomplished study and production of creative and conceptual aspects of designing and producing digital imagery, graphics, and photography. This includes techniques, genres, and styles from fine arts and commercial advertising, internet and multimedia, web design, and industrial and virtual design. Students use a computer as an electronic drawing tool to solve visual communications and illustration problems in designing authentic products. This course entails an accomplished use of current software for two-dimensional illustration, creating and integrating text, using color, and importing and exporting files. Typical course topics include aesthetic meaning and analysis of computer-generated works; the composing, capturing, processing, and programming of imagery and graphical information; their transmission, distribution, and marketing; and contextual, cultural, and historical aspects and considerations.

Advanced Production Design

This course emphasizes an advanced and independent use of compositional theory, elements and principles of design, techniques, and creative processes for effectively performing the function of persuasion and information through the use of materials and media to create visual effects to produce original authentic works. Students will demonstrate an advanced level of creative expression to a variety of authentic design products (various print mediums, such as magazines, newspapers, billboards, fictional and informational texts, product wrappers, and displays) through a purposeful arrangement of images and/or text and develop a strategic product presentation both independently and as a collaborative team. The course focuses on advanced computer-generated designs as well as the use of various software and hardware with an emphasis on students creating, producing, responding, and connecting in visual art and new media. An in-depth independent study of career opportunities in media art is performed. Contemporary, cultural, and historical design may be studied.

COURSE SEQUENCE

1. Introduction to Media Arts
2. Two-Dimensional Media
3. Digital Imaging
4. Advanced Production Design

PATHWAY DESCRIPTION

The Interactive Media pathway prepares students to use computer applications and related visual and sound imaging techniques to manipulate images and information originating as video, still photographs, digital copy, soundtracks, and physical objects in order to communicate messages simulating real-world content. The pathway includes instruction in specialized camerawork and equipment operation and maintenance, image capture, computer applications, dubbing, and applications to specific commercial, industrial, and entertainment needs. Topics of study in this pathway include aesthetic meaning, appreciation, and analysis; the construction, development, processing, modeling, simulation, and programming of interactive experiences; transmission, distribution and marketing; and contextual, cultural, and historical aspects and considerations.

Introduction to Media Arts

This course is an introduction to and survey of the creative and conceptual aspects of designing media arts experiences and products, including techniques, genres, and styles from various and combined media and forms, including moving image, sound, interactive, spatial, and/or interactive design.

Moving Image Animation

This course introduces students to the creative and conceptual aspects of designing and producing animated images for a variety of storytelling and multimedia presentations (dramatic narrative; artistic and experimental presentations and/or installations; and ambient, interactive, immersive, and performance media).

Interactive Design

This course allows students to use the creative and conceptual aspects of designing and producing interactive media arts experiences and products and services. This includes reactive (sensory-based [touch, proximity, movement] devices) and interactive technologies; 3D video game animation; interface design; mobile device applications; web multimedia; and social-media-based, augmented, and/or virtual reality.

Virtual Design

This course introduces students to the creative and conceptual aspects of designing and producing simulative and virtual 3D media arts experiences, products, and services for storytelling and multimedia presentations (dramatic narratives; artistic and experimental presentations and/or installations; and ambient, interactive, immersive, and performance media).

COURSE SEQUENCE

1. Introduction to Media Arts
2. Moving Image Animation—IMD 223 BCTC 3D Animated Video Games
3. Interactive Design
4. Virtual Design—IMD 222 BCTC 3D Model Video Games

FUTURE CAREERS

Animator/Multimedia Artist
Game Designer/Developer
User Experience or Product Designer
3D Modeler
Project Management

Dual Credit options through Bluegrass Community & Technical College are available for the Moving Image Animation and Virtual Design courses.

STEM ACADEMY

BALLARD
HIGH
SCHOOL

PLTW AEROSPACE ENGINEERING

PATHWAY DESCRIPTION

This pathway prepares individuals to apply mathematic and scientific principles to the design, development, and operational evaluation of aircraft, space vehicles, and their systems; applied research on flight characteristics; and the development of systems and procedures for the launching, guidance, and control of air and space vehicles. Aerospace engineers design primarily aircraft, spacecraft, satellites, and missiles. In addition, they test prototypes to make sure that they function according to design.

Engineering 1—IED

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

Engineering 2—POE

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

PLTW Aerospace Engineering

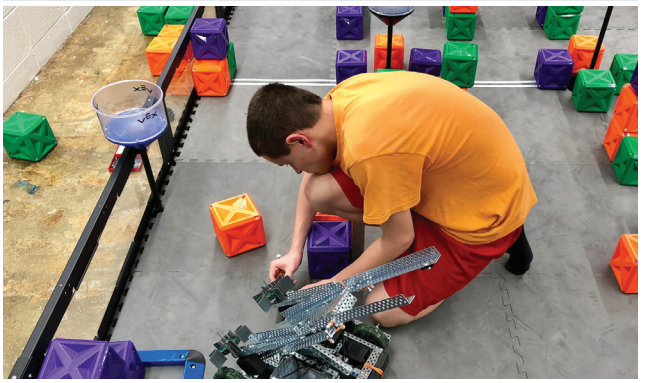
This course introduces the principles of flight and aerodynamics and lays the groundwork for applying engineering principles. This aerodynamics course focuses on the study of the flow of air about an airfoil. Students will interact with technology, which simulates various airfoil designs and determines airflow around various shapes. This course also introduces aerospace engineering as an interdisciplinary profession, including other areas of engineering. Students will learn the engineering design process, which includes defining the need or problem, researching related principles and solutions, creating designs, testing prototypes, evaluating, and redesigning. Relationships between aircraft performance and other aspects of engineering (such as designing runways) will also be explored. Students will learn to analyze and interpret data to improve performance. Participation in the Kentucky Technology Student Association will greatly enhance instruction.

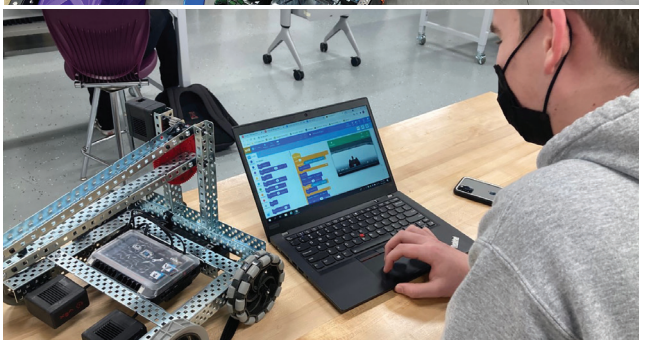
Engineering Capstone

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

COURSE SEQUENCE

1. Engineering 1—IED
2. Engineering 2—POE
3. PLTW Aerospace Engineering
4. Engineering Capstone





PROJECT LEAD THE WAY PLTW

FUTURE CAREERS

Aerospace Engineer
Mechanical Engineer
Electrical Engineer
Civil Engineer
Robotics Engineer

PATHWAY DESCRIPTION

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

Medical Terminology

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

Emergency Procedures

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

Principles of Health Science

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

Body Structures and Functions

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

COURSE SEQUENCE

1. Medical Terminology and Emergency Procedures
2. Principles of Health Science
3. Body Structures and Functions
4. Allied Health Core Skills—Sports Medicine

Allied Health Core Skills—Sports Medicine

Sports Medicine is designed to provide the knowledge, concepts, and psychomotor skills necessary for gainful employment as an entry-level healthcare worker. Assisting students in selecting a career major, classroom instruction, and educational objectives is combined with learning experiences, observations, and a work-based learning opportunity, such as an internship, shadowing, or a clinical rotation. This course also prepares individuals to perform routine sports-medicine-related services for the physically active. The purpose of this course is to give individuals knowledge and skills to prevent, recognize, and provide basic care for injuries and sudden illness.

FUTURE CAREERS

Personal Trainer
Physical Therapist
Orthopedic Nurse
Emergency Medical Technician
Exercise Physiologist
Kinesiotherapist
Primary Care Sports Medicine Physician

PLTW CIVIL ENGINEERING

PATHWAY DESCRIPTION

This pathway generally prepares individuals to apply mathematical and scientific principles to the design, development, and operational evaluation of structural, loadbearing, material moving, transportation, water resource, and material control systems as well as environmental safety measures. Civil engineers design, build, supervise, operate, and maintain construction projects and systems in the public and private sector, including roads, buildings, airports, tunnels, dams, bridges, and systems for water supply and sewage treatment.

Engineering 1—IED

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

Engineering 2—POE

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

Civil Engineering

This is an introduction to residential and light commercial building construction and design. Students will learn basic sketching and architectural drafting skills with an emphasis on computer-aided drafting. In this class, students will design a structure relevant to today's modern architecture and create models of their designs with various materials and tools. Students will experience and solve many problems in designing or building structures with regard to environment and community impact and limitations, from town planning, urban design, and landscape architecture to furniture and objects. Participation in the Kentucky Technology Student Association will greatly enhance instruction.

Engineering Capstone

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

COURSE SEQUENCE

1. Engineering 1—IED
2. Engineering 2—POE
3. Civil Engineering
4. Engineering Capstone

FUTURE CAREERS

Aerospace Engineer
Mechanical Engineer
Electrical Engineer
Civil Engineer
Robotics Engineer

PROJECT LEAD THE WAY PLTW

PATHWAY DESCRIPTION

This pathway prepares individuals for admission to a professional program in nursing. This pathway focuses on caring for patients in an acute care setting.

Medical Terminology

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

Emergency Procedures

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

Principles of Health Science

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

Body Structures and Functions

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

Acute Care Basic Skills

This course introduces students to basic healthcare skills. It prepares individuals to perform routine nursing-related services for patients in an acute care setting under the training and supervision of an approved registered nurse. Certification is available upon successful completion of the National Healthcare Association (NHA) Patient Care Technician exam.

COURSE SEQUENCE

1. Medical Terminology and Emergency Procedures
2. Principles of Health Science
3. Body Structures and Functions
4. Acute Care Basic Skills

FUTURE CAREERS

Nurse
Doctor
Emergency Medical Technician
Pharmacist
Radiologist/Radiology Technician
Respiratory Therapist
Physical Therapist

PATHWAY DESCRIPTION

This pathway focuses on the integrative scientific study of biological issues related to health and medicine. This course includes instruction in any of the basic medical sciences at the research level, biological science research in biomedical facilities, and general studies encompassing a variety of the biomedical disciplines. Project Lead the Way (PLTW) courses require an agreement between PLTW and the local school district.

Principles of Biomedical Science

Student work involves the study of human medicine, research processes, and an introduction to bioinformatics. Students investigate the human body systems and various health conditions, including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. A theme through the course is to determine the factors that led to the death of a fictional person. After determining the factors responsible for the death, the students investigate lifestyle choices and medical treatments that might have prolonged the person's life. Key biological concepts, including homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease, are embedded in the curriculum. Engineering principles, including the design process, feedback loops, fluid dynamics, and the relationship of structure to function, are incorporated in the curriculum where appropriate. The course is designed to provide an overview of all the courses in the Biomedical Science Program and to lay the scientific foundation necessary for student success in the subsequent courses.

Human Body Systems

Students will engage in the study of the processes, structures, and interactions of the human body systems. Important concepts in the course include communication, transport of substances, locomotion, metabolic processes, defense, and protection. The central theme is how the body systems work together to maintain homeostasis and good health. The systems will be studied as "parts of a whole," working together to keep the amazing human machine functioning at an optimal level. Students will design experiments, investigate the structures and functions of body systems, and use data acquisition software to monitor body functions, such as muscle movement, reflex and voluntary actions, and respiratory operations. Students will work through interesting real-world cases and often play the role of biomedical professionals to solve medical mysteries.

Medical Interventions

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

COURSE SEQUENCE

1. Principles of Biomedical Science
2. Human Body Systems
3. Medical Interventions
4. Biomedical Innovations

FUTURE CAREERS

- Nurse
- Doctor
- Physical Therapist
- Medical Researcher
- Forensic Scientist
- Nursing Home Caregiver

Biomedical Innovations

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

PERFORMING ARTS

BALLARD
HIGH
SCHOOL

WHERE WILL *YOUR* PATH TAKE YOU?

BAND

Symphonic Band 1, 2, 3, 4

This course focuses on continued development of woodwind and brass performance technique, intonation, rhythm, and tone quality and expression, as well as developing interpretive and stylistic ensemble skills. A comprehensive understanding of basic music theory and wind band history supplement the performance-based curriculum. A diverse selection of standard wind band compositions will be explored. Students enrolled in the Symphonic Band course will also serve as members of the Bruin Marching Band and the Bruin BLAST Basketball Pep Band. Students who successfully participate in marching band earn an additional half credit each year. **No audition required—This course is for woodwind and brass players with a minimum of two years of middle school band experience. Students who don't meet this requirement must have a teacher recommendation to enroll in the course. Previous playing experience/teacher recommendation is required.**

Percussion Ensemble 1, 2, 3, 4

The Percussion Ensemble class emphasizes continued technical training, rehearsal, and performance of literature for percussion ensemble. Emphasis is placed on the reading, study, and performance of quality percussion literature and transcriptions of high artistic merit while continuing to reinforce those technical and personal skills gained from earlier training. The student will gain familiarity with the standard literature and, over a four-year period, be exposed to many of the major works of the percussion repertoire. Students enrolled in the Percussion Ensemble course will also serve as members of the Bruin Marching Band and the Bruin BLAST Basketball Pep Band. Students who successfully participate in marching band earn an additional half credit each year. **An audition is required to enroll in this course. Previous playing experience is required.**

Wind Ensemble 1, 2, 3, 4

This course focuses on the development of highly advanced wind performance technique, intonation, rhythm, and tone quality and expression, as well as on mature interpretation and style, ensemble and listening skills, and advanced music theory and history. A diverse selection of musical styles is explored with an emphasis on advanced full ensemble and chamber literature. Students enrolled in the Wind Ensemble course will also serve as members of the Bruin Marching Band and the Bruin *BLAST* Basketball Pep Band. Students who successfully participate in marching band earn an additional half credit each year. **An audition is required to enroll in this course. Previous playing experience is required.**

Marching Band 1, 2, 3, 4

The Bruin Marching Band, "The SOUND of BALLARD," is one of the most visible ensembles on campus. The Bruin Band consists of students in grades nine through twelve (and some eighth graders) representing all aspects of the Ballard community. The band can be heard and seen throughout the community at all home varsity football games, marching band competitions, parades, and pep assemblies. Students who join the Marching Band receive a half credit in the fall semester. The class meets after school on Monday, Wednesday, Thursday, and alternate Fridays and must attend band camp weeks in July and August. **Teacher permission. Prerequisite—Woodwind, Brass, and Percussion members must simultaneously enroll in Wind Ensemble/Symphonic Band/Percussion Ensemble. Students with Dance experience or those desiring to participate in the Color Guard component of Marching Band require an audition and teacher approval.**

Jazz Ensemble 1, 2, 3, 4

The primary goal of this course is to provide the students with a thorough technical, conceptual, and historical grasp of jazz improvisation through a comprehensive curricular structure. The students will study the necessary and appropriate scales and other chordal sequences to use when improvising on a given set of chord changes. The class is designed for students who have limited background in Jazz Ensemble performance (ninth and tenth grade) primarily. **An audition is required to enroll in this course. Prerequisite—Simultaneous enrollment in Wind Ensemble/Symphonic Band/Percussion Ensemble required (Exception—Guitar, Bass, Piano, teacher approval).**

Advanced Jazz Ensemble 1, 2, 3, 4

The Jazz Ensemble will focus on traditional jazz forms to help develop the ability to "swing" in all styles. The course will reach back to the roots of jazz to help the students master techniques vital to jazz and commercial music. Students will study and perform a wide-ranging repertoire, including works by such seminal figures as Duke Ellington, Fletcher Henderson, and Count Basie, as well as works by contemporary composers. **An audition is required to enroll in this course. Prerequisite—Simultaneous enrollment in Wind Ensemble/Symphonic Band/Percussion Ensemble required (Exception—Guitar, Bass, Piano, teacher approval).**

CHOIR

SSA Treble Choir 1 (Women's Choir)

This course is for treble voices (women) with interest in choir who are new to Ballard, or are new to choral music. No prior choir experience is necessary. Students will focus on skill building and participating in a wide variety of concerts, productions, and other performances, with particular emphasis on traditional choral literature. However, many genres are performed, including popular a cappella literature. **No audition/experience is required.**

TTBB Tenor/Bass Choir 1 (Men's Choir)

This course is for tenor/bass voices (men) with interest in choir who are new to Ballard or are new to choral music. No prior choir experience is necessary. Students will focus on skill building and participating in a wide variety of concerts, productions, and other performances, with particular emphasis on traditional choral literature. However, a wide range of genre are performed, including popular a cappella literature. **No audition/experience is required.**

Sophomore/Intermediate Choir 2—SATB

This course is designed to be intermediate choir for those students who demonstrate outstanding potential and progress. Sophomore/Intermediate Choir builds on previous choral experiences and skills. Members are selected by audition or teacher recommendation and will participate in a wide variety of concerts, productions, and other performances. **Prerequisite**—Previous choral music experience. **Teacher recommendation and Choir 1 are required.**

Choir Concert (ADV)—SATB

This group is the focal point of the choral program. With enrollments up to 100 members, Concert Choir is the most advanced and most active of the choral ensembles. A diverse selection of musical styles is explored, and members are selected by audition only. A wide range of performance experiences and travel are part of the Concert Choir curriculum. **Prerequisite**—Previous choral music experience. **A teacher recommendation and Choir 2 are required.**

AP Music Theory

AP Music Theory follows the College Board curriculum. The course is designed to integrate aspects of melody, harmony, texture, rhythm, and form of music. The course will include developing a student's ability to recognize and describe basic materials and processes of a musical score. Musical skills, such as dictation and other listening skills, sight-singing, and keyboard harmony, are considered an important part of the theory course. The students' ability to read and write musical notation is fundamental. It is also strongly recommended that the students possess basic performance skills in voice or another instrument. Requires AP Exam in May. **Prerequisite**—Previous music experience. **A placement exam and teacher recommendation are required.**

ORCHESTRA

Sinfonia Orchestra 1, 2, 3, 4

This course will focus on the continued development of string technique, with an emphasis on orchestral knowledge, skills, and repertoire, as well as growth in music theory and history. A variety of string orchestra music will be studied and performed. This course is for string players with a **minimum** of two years of middle school orchestra experience. Students who don't meet this requirement must have a teacher recommendation or schedule an audition with the director to enroll in the course. **No audition is required, but the prerequisite must be met.**

Concert Orchestra 1, 2, 3, 4

This course will focus on the development of more advanced string technique, intonation, rhythm, tone quality, style, and interpretation, with an emphasis on orchestral knowledge and skills as well as continued growth in music theory and history. A variety of string orchestra music will be studied and performed. **Enrollment in this course is by audition only.**

Chamber Orchestra 1, 2, 3, 4

This course will focus on highly advanced string technique, intonation, rhythm, tone quality, and expression as well as on mature interpretation and style, ensemble and listening skills, and advanced music theory and history. A variety of string orchestra literature will be studied and performed. **Enrollment in this course is by audition only.**

THEATRE

Theatre 1

Theatre 1 provides an overview of the skills, conventions, and history of theatre. Students study dramatic elements, elements of production, and elements of performance. Students write and perform monologues, duo and group scenes, and improvisation. This class is the prerequisite for Theatre 2–4, Stagecraft 1–3, and Ensemble Theatre. **No audition/experience is required.**

Theatre 2–4

The Theatre 2–4 courses focus on improving performance skills, expanding exposure to different theatrical techniques, and increasing capacity to participate in class and public performances. The focus is on acting and directing. (Levels 3 and 4 will be mixed together.) Very little technical theatre work will be done in these classes. If students are not interested in performing, they should not take these classes. **Successful completion of a previous theatre course or teacher approval**

Stagecraft 1–3

The Stagecraft 1–3 courses focus on the study of technical theatre. The courses provide theoretical and practical instruction in the execution of scenic, lighting, prop, and costume design and instruction in production, marketing, and stage management. After-school laboratories, rehearsals, and performances provide practical instruction. Stagecraft 1–3 provides the tech crew for all Ballard Theatre productions; rehearsal/Work-time outside of regular class time is required. **Teacher approval and Theatre 1 are required.**

Ensemble Theatre (Exploring Theatre)

This course is designed to develop the student-actor's creativity. Students will work as an **ensemble** to create and produce theatrical work. Students participate in two+ productions a school year (including the school musical). Rehearsal/Work time outside of regular class time is required. This course can be repeated for credit. **An audition is required in order to enroll in this course.**

WHERE WILL *YOUR* PATH TAKE YOU?

VISUAL ARTS

BALLARD
HIGH
SCHOOL

ADVANCED PLACEMENT ART

AP Studio 2-D Design

This class follows the curriculum established by the College Board in preparing a portfolio of artwork that reflects sustained investigation in 2-D design problems. This continues the development of the body of work begun in Visual Art 1 through Visual Art 3. Artwork is informed by research of contemporary and master artists, cultural exemplars, peer dialogue, and artist statements. Student portfolios are required for completion and will be submitted to the College Board for scoring. **Prerequisite:** Successful completion of both sections of Visual Art 2 and Visual Art 3 or Photo 2 and Photo 3 and approval of the Art Department

AP Studio 3-D Design

This class follows the curriculum established by the College Board in preparing a portfolio of artwork that may include works in a variety of art forms that emphasize sustained investigation in 3-D design problems. Artwork is informed by research of contemporary and master artists, cultural exemplars, peer dialogue, and artist statements. Student portfolios are required for completion and will be submitted to the College Board for scoring. **Prerequisite:** Successful completion of both sections of Visual Art 2 and Visual Art 3 and approval of the Art Department

AP Studio Drawing

AP Studio Drawing follows requirements set by the College Board. A senior-level course, students develop a portfolio consisting of 18 to 24 pieces. Half of the pieces represent the student's selected focus, the other half the student's breadth of abilities. Student portfolios are required for completion and will be submitted to the College Board for scoring. **Prerequisite:** Successful completion of both sections of Visual Art 2 and Visual Art 3 and approval of the Art Department

AP Art History

AP Art History follows the College Board curriculum. This course builds an extensive understanding and knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. Students will examine and critically analyze major forms of artistic expression from the past and present.
Requires AP Exam in May

CERAMICS

Ceramics/Sculpture 1

Ceramics/Sculpture 1 is a course in ceramics with a focus on construction, hand-built, and wheel-turned pieces that are glazed and fired. Sculpture students explore additive subtractive modeled and cast construction techniques. Study in both 3-D processes includes skill development in the use of art elements, principles of design, and composition. Traditional and experimental use of various media techniques and styles are encouraged. Broad historical and cultural perspectives on art and artists who work in ceramics and sculpture, as well as instruction and practice in the critique process, are addressed. Works produced in this course will lead to the creation of portfolio-quality works and presentation experiences.
Prerequisite: Successful completion of Visual Art 1

Ceramics/Sculpture 2

Ceramics/Sculpture 2 is a course continuing in-depth instruction in clay and sculpture techniques Students produce traditional and nontraditional forms individually and in a group setting. Experimental techniques are encouraged. Curriculum includes the history of ceramics and sculpture (including major artists movements and styles from the past to the present), aesthetics, art criticism, and career development. Works produced in this course will lead to the creation of portfolio-quality works and presentation experiences.
Prerequisite: Successful completion of Ceramics/Sculpture 1 or teacher recommendation

PHOTOGRAPHY

Photography 1

In this introductory survey course, students learn to use their camera as an expressive art tool and to appreciate the visual world around them. Students learn the Elements of Art and Principles of Design through hands-on projects and activities as well as digital photo editing, photographic composition, and photographic manipulation using editing apps and Photoshop. The history of photography is surveyed, with attention to its impact on society. **Students are encouraged to supply their own digital camera (point and shoot or DSLR).**

Photography 2

In this course, students apply the language of art in producing photographs in a traditional "wet" darkroom. Students explore the optics, physics, and chemistry involved in producing darkroom-based photography. Primary experiences will center on the use of a 35mm SLR camera, film processing, darkroom techniques, print manipulation, sketchbook reflection, and the presentation of work. The history of photography is surveyed, with attention to notable individuals and their impact on the craft. **Prerequisite:** Successful completion of Photo 1. **Students are encouraged to supply their own 35mm film camera with manual control.**

Photography 3

In this course, students refine and master technical skills as well as experiment with alternative approaches and materials to compose unique photographs. Additionally, students will develop a photographic portfolio that demonstrates quality; shows a breadth of formal, technical, and expressive experiences; and concentrates on a specific theme or problem. Through collaboration with peers and instructors, students will develop a personal aesthetic viewpoint. In-class and independent problems further the development of skills and techniques. Contemporary photography is surveyed, with attention to personal or conceptual vision. **Prerequisite:** Successful completion of Photography 2. **Students are encouraged to supply their own digital camera (point and shoot or DSLR).**

VISUAL ART

Visual Art 1

This is an introductory class focused on developing a solid understanding of the elements of art, the principles of design, and various art making techniques. Students explore a variety of art media and materials with an emphasis on drawing and painting. Likewise, students will be developing knowledge of art history and its place in the context of society. Students will continue to develop a critical eye in examining works of art from history and other students. This introductory art course will lay a foundation for students to pursue more advanced art classes at Ballard.

Visual Art 2

This is an intermediate-level class focused on extending the knowledge acquired during Visual Art 1. Students will examine historical art figures and associated movements with more depth and breadth. Open-ended projects promote the expanded use of critical-thinking and problem-solving skills, preparing the interested art student for future individual and conceptual art production in the advanced courses. **Prerequisite:** Successful completion of Visual Art 1 or teacher recommendation

Visual Art 3

An advanced-level class for the serious art student only. All art concepts and principles from Visual Art 1 and 2 will be employed by the art student to begin the development of a personal style and body of artwork. Students will be challenged to become more disciplined, self-driven, and independent in their critical thought processes. The initial stages of portfolio development for college admissions will be accomplished during the conclusion of this course. **Prerequisite:** Successful completion of Visual Art 2 or teacher recommendation

Visual Art 4

This is an advanced-level class for the serious art student only. All art concepts and principles mastered in Visual Art 3 will be employed by the art student to begin the development of a personal style and body of artwork. Students will be challenged to become more disciplined, self-driven, and independent in their critical thought processes. The initial stages of portfolio development for college admissions will be accomplished during the conclusion of this course. This course continues skill development beyond Visual Art 3. **Prerequisite:** Successful completion of Visual Art 3 or teacher recommendation

Textiles/Printmaking 1

Textiles/Printmaking 1 is a course offering one semester of Textiles (part A) and one semester of Printmaking (part B). Textiles introduces the student to a variety of processes and techniques in textile design, surface embellishment, and fiber arts construction. Specific textile/fiber arts processes may include weaving (on- or off-loom), felting, stitchery, dyeing, quilting, fashion/garment design, etc. Students in Printmaking explore relief, intaglio, planography, and serigraphy using a variety of media. Students engage in critiques of their artwork, the works of other students, and those by professional textile/fiber artists and printmakers. Works produced in this course will lead to the creation of portfolio-quality works and presentation experiences. **Prerequisite:** Successful completion of Visual Arts 1 or teacher recommendation

Architectural Design

Combines the elements and fundamentals of architectural design with the theory and application of presentation techniques. Deals with site selection, use of materials in design, spatial relationships, and aesthetics. Traditional and contemporary design, designers, processes, and historical milestones are explored. Board and computer techniques are used in illustrating interiors of student designs.

WHERE WILL *YOUR* PATH TAKE YOU?

CORE CLASSES

BALLARD
HIGH
SCHOOL

COURSE-LEVEL DESCRIPTIONS

Honors-Level Courses (HNR)	These courses are challenging, college-preparatory, and designed for the college-bound student. These courses require students to actively engage in the content being taught and are designed for students to build on existing knowledge through the instruction provided.
Advanced-Level Courses (ADV)	This program is designed to provide accelerated instruction for academically gifted and talented students. These courses require a high level of critical thinking and student motivation and are designed to challenge and enrich understanding of content.
Advanced Placement (AP)	AP courses provide the most rigorous curriculum at Ballard High School. AP courses are developed and sanctioned by the College Board, requiring special teacher training and a prescribed and accelerated curriculum, culminating with each student taking an AP Exam in May. Students enrolling in AP courses should be self-motivated, demonstrate strong reading and writing skills, and be willing to devote the time necessary to be successful.

MATH

9TH-GRADE OPTIONS	10TH-GRADE OPTIONS	11TH-GRADE OPTIONS	12TH-GRADE OPTIONS
❑ Algebra 1 ❑ Honors Algebra 1 ❑ Advanced Algebra 1 ❑ Advanced Geometry (only for students with successful completion of Algebra 1 high school course)	❑ Geometry ❑ Honors Geometry ❑ Advanced Geometry ❑ Honors Algebra 2 (only for students with successful completion of Algebra I and Geometry high school course) ❑ Advanced Algebra 2 (only for students with successful completion of Algebra I and Geometry high school course)	**Sophomore Geometry Students** ❑ Algebra 2 ❑ Honors Algebra 2 ❑ Advanced Algebra 2	**ACT Math Score Below 19** ❑ Math Concepts—1 semester, fall semester only ❑ Personal Finance for Math Credit—1 semester, spring semester only ❑ Dual Credit College Algebra - Morehead: Math 152 (GPA 2.5) ❑ Honors Probability and Statistics
		Sophomore Algebra 2 Students ❑ Honors Probability and Statistics—teacher recommendation only ❑ AP Statistics ❑ Honors Pre-Calculus ❑ Advanced Pre-Calculus ❑ Dual-Credit Pre-Calculus UofL Math 190	**ACT Math Score of 19 and Above** ❑ Personal Finance for Math Credit—2 semesters ❑ Dual-Credit College Algebra—Morehead: Math 152 (22 ACT Math or 3.25 GPA required) ❑ Honors Pre-Calculus ❑ Advanced Pre-Calculus ❑ Dual-Credit Pre-Calculus UofL Math 190 (23 ACT Math required) ❑ AP Calculus AB ❑ AP Calculus BC ❑ AP Statistics

Students who desire to move up a level will have the opportunity to do so by completing an enrichment course that will be offered at the end of the current academic year or during the summer. The number of hours required for the enrichment course will vary depending on the skills required to make such a movement.

These enrichment opportunities will be offered at each level and for each course. The enrichment opportunities are open to all students, and teachers may recommend students who they believe should consider moving up a level based on their performance in the class. Attendance is mandatory for the enrichment courses, as they will be essential to refine skills and learn necessary content for moving up levels.

Algebra 1

Algebra 1 will begin by developing foundational mathematical skills in a smaller class setting. These foundational skills include adding, subtracting, multiplying, and dividing positive and negative numbers; working with fractions; and using exponents and square roots numerically. Once these foundational skills have been mastered, students will master the enduring skills of a standard Algebra 1 curriculum, including solving linear equations, solving linear inequalities, and graphing lines. Critical-thinking and reasoning skills will be developed so that students can apply their learning in real-world situations. Students in this course will cover standards in small portions to ensure mastery of the content being addressed.

Algebra 1 (Honors)

Honors Algebra 1 is designed to prepare students for the rigors of Pre-Calculus, which can be taken as a future mathematics course. Students in Honors Algebra 1 have mastered the foundational mathematical skills of computation with positive and negative numbers, working with fractions, and computation with exponents and square roots. Students in this course have also been introduced to some Algebra 1 topics, such as order of operations and solving linear equations, although they may not have mastered this content previously. Honors Algebra 1 will cover a standard Algebra 1 curriculum and pull in topics from upper-level math courses, including quadratic and exponential functions. Students in this course will think critically and reason through real-world applications.

Algebra 1 (Advanced)

Advanced Algebra 1 is designed to get students ready for the rigors of Advanced Pre-Calculus and possibly Calculus. Students in Advanced Algebra 1 have mastered both foundational mathematical skills as well as basic Algebra principles, including order of operations and solving linear equations. Students in Advanced Algebra 1 have also been introduced to Algebra 1 topics, including slope, graphing lines, and solving linear inequalities. Advanced Algebra 1 will cover a standard Algebra 1 curriculum, while pulling in some Algebra 2 concepts, such as quadratic functions, polynomials, and exponential functions. Students in this course will think critically and reason through real-world applications.

Geometry

Geometry will ensure that students still have mastery of the enduring Algebra 1 skills in a smaller class setting. Once students have demonstrated mastery of this content, they will begin a standard geometry curriculum. Throughout the course, students will have the opportunity to practice the enduring skills of number sense, solving, and graphing as they connect geometry concepts to necessary algebra skills. Critical-thinking and problem-solving skills will continue to be developed in this course to prepare students for the rigors of Algebra 2. Students in this course will cover standards in small portions to ensure mastery of the content being addressed.

Geometry (Honors)

Honors Geometry is designed to prepare students for the rigors of Honors Algebra 2 and Honors Pre-Calculus. Students in Honors Geometry have mastered the enduring skills of Honors Algebra 1, including order of operations, solving equations, and graphing lines. Mastery of these skills is essential for success in Honors Geometry and beyond. Honors Geometry will cover a standard geometry curriculum and will also allow students to explore logic and proofs, which will help build high-level problem-solving skills as well as allow students to begin exploring mathematical justifications.

Geometry (Advanced)

Advanced Geometry is designed to prepare students for the rigors of Advanced Algebra 2 and, eventually, Advanced Pre-Calculus and AP Calculus. Students in Advanced Geometry have mastered all Advanced Algebra 1 content and will be asked to apply this knowledge when completing geometrical applications. Advanced Geometry explores geometry through a proof-based model, requiring students to create their own proofs, think critically about problems, and justify their reasoning through writing. Advanced Geometry also includes a six-week review of selected Algebra 2 topics, which will allow students to master some high-level algebra skills before moving on to Advanced Algebra 2.

Algebra 2

A standard Algebra 2 course curriculum will be taught, while also focusing on the basic mathematical concepts needed for success in mathematics. Such topics as number sense, algebraic thinking, critical-thinking skills, and calculator skills will be developed throughout the course while also deepening students' understanding of the topics being learned. Students in this course can expect to cover the standards in small portions so as to understand the skill and master the concepts as a whole. **Recommendation: Successful completion of Algebra 1 and Geometry**

Algebra 2 (Honors)

Honors Algebra 2 will extend the standard Algebra 2 curriculum, adding the additional standards necessary to be successful in Pre-Calculus. Students will work to increase their critical-thinking and problem-solving skills by determining best methods and justifying their work. Topics will be covered at a fast pace, with the expectation that students have a strong foundation in number sense and algebraic thinking. **Recommendation: Successful completion of Honors Algebra 1 and Honors Geometry or Algebra 1 and/or Geometry with teacher recommendation or enrichment course**

Algebra 2 (Advanced)

Advanced Algebra 2 will cover all standards for Algebra 2 at a deeper level, with the extensions necessary to be successful in future AP math courses. Topics will be covered at a fast pace, as all as Algebra 2 and extension standards will be mastered along with a 12-week trigonometry unit to prepare students for Advanced Pre-Calculus. Students are expected to have a strong foundation in number sense, algebraic thinking, and critical-thinking skills. Students will be asked to problem-solve and apply their knowledge as well as justify their mathematical thinking in various ways. **Recommendation: Successful completion of Advanced Algebra 1 and Advanced Geometry or Honors Algebra 1 and/or Honors Geometry with teacher recommendation or enrichment course**

Honors Statistics and Probability

Honors Statistics and Probability is a course designed to help students be prepared for Pre-Calculus. This course will be for juniors and seniors who have successfully completed Algebra 2 and need additional work with more advanced Algebra 2 skills and concepts. This course will include a study of linear equations and inequalities, quadratics, polynomials, exponential and logarithmic functions, and basic trigonometric functions. The course will also include units on basic statistics and probability, which will allow students to gauge their interest in signing up for AP Statistics in addition to Pre-Calculus the following year.

Dual-Credit College Algebra—Morehead Math 152

Three college credits will be awarded to those who successfully complete Math 152 with a C or better. The topics covered will extend those learned in previous algebra courses; therefore, a strong algebra background is essential. The course will develop methods of solving linear, quadratic, and general polynomial equations as well as exponential and logarithmic equations and systems of equations. The objectives of the course are to prepare students to succeed in future mathematical and scientific courses or related courses and careers.

Required: Incoming seniors with a GPA of 2.5 or better and a good attendance record. Successful completion of Algebra 1 and Algebra2 with a C or better.

Morehead reserves the right to change the ACT Math and GPA requirements for this course.

Pre-Calculus (Honors)

Honors Pre-Calculus is designed to get students ready for the rigors of AP Calculus AB, which is equivalent to Calculus 1 at the college level. Honors Pre-Calculus includes the study of functions, polynomial functions, rational equations and functions, exponential equations and functions, logarithmic equations and functions, trigonometric functions, and conics. **Recommendation: Students with successful completion of high school Algebra 2**

Pre-Calculus With Limits (Advanced)

Advance Program Pre-Calculus is designed to get students ready for the rigors of AP Calculus BC, which is equivalent to Calculus 1 and 2 at the college level. Advance Program Pre-Calculus includes the study of linear and quadratic functions, polynomial functions, rational functions, radical functions, exponential equations and functions, logarithmic equations and functions, trigonometric functions, trigonometric identities, polar coordinates and equations, parametric equations, conics, and limits. **Recommendation: Students with successful completion of Advanced high school Algebra 2 or Honors Algebra 2 with teacher recommendation and completion of the enrichment course**

Dual-Credit UofL Math 190

Four college credits will be awarded to those who successfully complete Math 190 with a C or better. Dual-Credit Pre-Calculus is designed to get students ready for the rigors of AP Calculus BC, which is equivalent to Calculus 1 and 2 at the college level. Dual-Credit Pre-Calculus includes the study of linear and quadratic functions, polynomial functions, rational functions, radical functions, exponential equations and functions, logarithmic equations and functions, trigonometric functions, trigonometric identities, polar coordinates and equations, parametric equations, conics, and limits.
Required: Students with successful completion of Advanced high school Algebra 2 or Honors Algebra 2 with teacher recommendation and completion of the enrichment course. Students must have a 3.0 overall GPA, 3.0 math GPA, and a minimum of 23 ACT Math score.

UofL reserves the right to change the ACT Math and GPA requirements for this course.

Math Concepts—1 semester (fall semester only)

Review and mastery of basic Algebra 1 and Algebra 2 topics: number theory (averages, percentages, decimals, fractions, arithmetic), solving equations (linear, absolute value, rational, quadratic, radical), graphing functions (linear and quadratic), and polynomial arithmetic. Emphasis is on the standards provided by the state to pass the KYOTE mathematics college-readiness examination. This course is for students with an ACT Math score of less than 19.

Personal Finance for Math Credit—1 semester (spring semester only)

This course includes a discussion of the use of Algebra in the application area of personal finance. Topics include checking and savings accounts, loans, automobile ownership, employment, taxes, and retirement. Topics require use of both Algebra 1 and Algebra 2.

AP Statistics

AP Statistics follows the College Board curriculum. This course includes graphical representations of univariant and bivariate data, measures of central tendency and variability, sample and experimental design, probability and probability distributions, sampling variability and distribution, normal distribution, inference for distributions, proportions, tables, and regressions. This course requires the AP Exam in May. **Recommendation: Successful completion of Advanced Algebra 2 or Honors Algebra 2 with teacher recommendation**

AP Calculus AB

AP Calculus AB follows the College Board curriculum. AP Calculus AB is a rigorous course that requires students to critically think, apply content to real-world situations, and justify conclusions. Students who pass the AP Calculus AB Exam in May could be awarded college credit, depending on college choice. This course includes a study of limits, derivatives and their applications, and integrals and their applications. This course requires the AP Exam in May. **Recommendation: Successful completion of Pre-Calculus**

AP Calculus BC

AP Calculus BC follows the College Board curriculum. AP Calculus BC is a rigorous course that requires students to critically think, apply content to real-world situations, and justify conclusions. Students who pass the AP Calculus BC Exam in May could be awarded college credit, depending on college choice. This course includes a study of limits, derivatives and their applications, integrals and their applications (including parametric equations and polar equations), and a study of infinite series. This course requires the AP Exam in May. **Recommendation: Successful completion of Advanced Pre-Calculus**

ENGLISH

9TH-GRADE OPTIONS	10TH-GRADE OPTIONS	11TH-GRADE OPTIONS	12TH-GRADE OPTIONS
❑ English 1 (HNR) ❑ English 1 (ADV)	❑ English 2 (HNR) ❑ English 2 (ADV)	❑ English 3 (HNR) ❑ AP English Language and Composition	❑ English 4 (HNR) ❑ Dual Credit—ENG 101/102 (JCTC) ❑ Dual Credit—ENG 100/200 (Morehead State) ❑ AP English Literature and Composition

GRADE 9

English 1 (Honors)

This course is required for graduation. This course is designed to present a wide range of reading experiences with print and nonprint materials that have literary, informational, persuasive, and practical purposes.

English 1 (Advanced)

This course is an expanded and accelerated version of Honors English 1 for students who desire challenging texts and written work. Many reading, writing, and research assignments require students to be able to work independently.

GRADE 10

English 2 (Honors)
This course is required for graduation. The courses are designed to present a wide range of reading experiences with print and nonprint materials that have literary, informational, persuasive, and practical purposes.

English 2 (Advanced)
This course is an expanded and accelerated version of Honors English 2. This course is for students with a notably strong interest and aptitude in literacy analysis and writing as well as students who have demonstrated a commitment to accelerated academic work. The course introduces students to English as a scholarly discipline, featuring critical analysis and careful attention to language. The course uses masterpieces from World Literature as a reading and writing foundation.

GRADE 11

English 3 (Honors)
This course is a survey of American literature, designed to demonstrate the interactive effects American culture and literature have on American society, both historically and currently. Emphasis will include each student producing an analytical and argumentative writing piece in the form of a research paper. This course also requires additional readings and writings intended to foster more in-depth and elaborate analytical thinking and information analysis. Students will be expected to study, learn, and evaluate American society from a literary and historical perspective, developing an enhanced social and personal appreciation for American literature.

AP English Language and Composition
The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, the literary analysis of fiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods. The class also requires students to write in a variety of forms at the college level, including an original synthesized research paper that combines original thought, primary, and secondary sources. This course **requires the AP Exam** in May.

GRADE 12

English 4 (Honors)
This course includes readings and writings intended to foster in-depth and elaborate analytical thinking and creativity. Students will be expected to study, learn, and evaluate world literature, with a primary focus on British literature and its influence on world and American culture. Writing skills that prepare students for college will be a central focus.

Dual-Credit English 101/102 (offered through JCTC)
This course is designed to develop students' skills in reading introductory college-level texts with comprehension and critical awareness, writing effective academic prose, making use of current technologies to locate information relevant to select topics, and making effective and appropriate use of a modest number of sources in expository and persuasive/argumentative essays. This course satisfies the required core Writing I for general education.

Dual-Credit Senior English: (offered through Morehead State University)
This is a college course that covers the writing requirement for an undergraduate degree. Ballard partners with Morehead State University, so at the end of the course, students have an official college transcript. Each semester, students have four major writing projects. Students who take this course should be self-motivated to keep up with college-level reading. This course satisfies English 100 and 200. This option works well for students who know they are going to college at a public university in Kentucky (private universities and out-of-state colleges may not accept a transcript from Morehead). Morehead Dual-Credit English course—University prerequisites: 18 on English ACT and 3.25 cumulative GPA

AP English Literature and Composition
AP English Literature and Composition follows a rigorous College Board curriculum. AP Literature offers students an engaging and thought-provoking analysis of imaginative literature that asks universal questions, such as "What is beauty?" and "Who shapes my identity?" and "All is fair in love and war." Students explore their own interpretations to these questions while evaluating how an author's choice of structure, style, and other literary elements reveals theme. Reading selections come from the Western canon, World Literature, African-American Literature, and Women's Literature. The course is designed to give students the breadth and scope of skills needed to write critical and analytical essays based on poems, short fiction, and complete novels or plays. This course requires the AP Exam for which students may earn up to 3 English college-credit hours with a passing score.

ENGLISH LANGUAGE DEVELOPMENT (ELD)
FORMERLY KNOWN AS ENGLISH AS A SECOND LANGUAGE (ESL)

9TH-GRADE OPTIONS	10TH-GRADE OPTIONS	11TH-GRADE OPTIONS	12TH-GRADE OPTIONS
❑ ESL III	❑ ESL II	❑ ESL IV	❑ With Services—Counselor, ELD teacher, parents, and teacher determine class placement.
		❑ Writing Lab for Juniors	❑ Decline Services—ESL classes not available.
		❑ Writing Lab for Seniors	❑ All Multilingual Learners (ML) get accommodations and take the WIDA ACCESS test.

Note:
- The Kentucky Department of Education (KDE) and JCPS have not yet adjusted course names to reflect transition from English as a Second Language to English Language Development.
- These courses count as either electives or world language and are provided for students with services as Multilingual Learners (MLs).

ESL III (Freshmen)
Academic content is learned through the English language, as the four basic communication skills of listening, speaking, reading, and writing are developed. The texts include *7 Habits of Highly Effective Teens* by Sean Covey and *A Long Walk to Water* by Linda Sue Park. This course focuses on academic skills, executive functioning, and goal setting.

ESL II (Newcomers)
Designed for newcomers to the academic environment in English, students will develop skills and habits to be successful in content classes. Academic content is learned through the English language, as the four basic communication skills of listening, speaking, reading, and writing in English are developed. This course is taught in collaboration with the Teaching, Leadership, and Learning Pathway.

ESL IV/Junior Writing Lab/Senior Writing Lab
Each year, there is a rotating class focus on reading and writing strategies, which include literary, informational, and practical workplace texts. The overall course focuses on refining students' writing skills by building cognitive academic language proficiency to improve communication while adjusting to a variety of audiences for different purposes. This ESL course addresses all four language domains—reading, writing, speaking, and listening. The course also focuses on academic skills, executive functioning, and goal setting beyond graduation.

SCIENCE

9TH-GRADE OPTIONS	10TH-GRADE OPTIONS	11TH-GRADE OPTIONS	12TH-GRADE OPTIONS
❑ Physics with Earth/ Space Science (HNR) ❑ Physics with Earth/ Space Science (ADV)	❑ Chemistry with Earth/Space Science (HNR) ❑ Chemistry with Earth/Space Science (ADV)	**Freshman Physics Students:** ❑ Biology with Earth/ Space Science (HNR) ❑ Biology with Earth/ Space Science (ADV) **Freshman ADV Biology Students** ❑ Physics (HNR) ❑ AP Physics 1: Algebra Based— **See recommended math requirement.**	

GRADE 9

Honors Physics With Earth and Space Science

In this course, students develop a conceptual understanding of physics and Earth/Space science content as outlined in the Next Generation Science Standards (NGSS). They experience such concepts as motions and forces, conservation of energy, interactions of energy and matter, and energy in the Earth system. **For this course, the suggested sequence is Introductory Physics With Earth/Space Science, Introductory Chemistry With Earth/Space Science, and Introductory Biology With Earth/Space Science.**

Advanced Physics With Earth and Space Science

In this course, students develop a conceptual understanding of physics and Earth/Space science content as outlined in the NGSS. They experience concepts such as motions and forces, conservation of energy, interactions of energy and matter, and energy in the Earth system. **For this course, the suggested sequence is Introductory Physics With Earth/Space Science, Introductory Chemistry With Earth/Space Science, and Introductory Biology With Earth/Space Science.** Students in this course are **required** to complete and compete in the annual science and engineering fair.

GRADE 10

Honors Chemistry With Earth and Space Science

Students develop a conceptual understanding of chemistry and Earth/Space science using the NGSS. This course traces the origins of atoms, how atoms are organized on the periodic table, how humans manipulate atoms for materials and energy, and the consequences of that manipulation to earth. Laboratory techniques and their application in solving chemical problems are key elements integrated into this course.

Advanced Chemistry With Earth and Space Science

In this college-preparatory course, students develop a conceptual understanding of chemistry and Earth/Space science using the NGSS. This course traces the origins of atoms, how atoms are organized on the periodic table, how humans manipulate atoms for materials and energy, and the consequences of that manipulation to earth. Laboratory techniques and their application in solving chemical problems are key elements integrated into this course. Concurrent enrollment in Algebra II is recommended since there is further mathematical manipulation and application in this course. Students in this course are **required** to complete and compete in the annual science and engineering fair.

GRADE 11

Physics (Honors)

Honors Physics 1 includes the study of the laws of motion and forces the laws of conservation of energy, and the interactions of energy with matter. Laboratory techniques and their application in solving physical problems are key elements integrated into this course. Student learning is enriched and extended

through more complicated laboratory exercises, extensive reading and writing assignments, community involvement and independent student homework assignments.

AP Physics 1: Algebra Based

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study; in-class activity; and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, conservation, and waves. Topics of study include Kinematics, Dynamics, Circular Motion, Gravitation, Energy, Momentum, Simple Harmonic Motion, Torque, and Rotational Motion. Students taking this course should have completed Advanced Algebra II or be enrolled concurrently.

Biology With Earth/Space Science (Honors)

Students develop a conceptual understanding of biology and Earth/Space science. They experience biology and Earth/Space science concepts, as outlined in the NGSS, such as structure and function of cells; molecular basis of heredity; biological change; changes in the Earth system; interdependence of organisms; matter, energy and organization in living systems; and the behavior of organisms. For this model, the suggested sequence is Honors Physics With Earth/Space Science, Honors Chemistry With Earth/Space Science, and Honors Biology With Earth/Space Science.

Biology With Earth Space Science (Advanced)

Students develop a conceptual understanding of biology and Earth/Space science. They experience biology and Earth/Space science concepts, as outlined in the NGSS, such as structure and function of cells; molecular basis of heredity; biological change; changes in the earth system; interdependence of organisms; matter, energy, and organization in living systems; and the behavior of organisms. For this model, the suggested sequence is Freshman Physics With Earth/Space Science, Chemistry With Earth/Space Science, and Advanced Biology With Earth/Space Science. Students in this course are **required** to complete and compete in the annual science and engineering fair.

SOCIAL STUDIES

9TH-GRADE OPTIONS	10TH-GRADE OPTIONS	11TH-GRADE OPTIONS	12TH-GRADE OPTIONS
❑ Civics (HNR) ❑ AP Human Geography	❑ World History (HNR) ❑ AP World History	❑ US History (HNR) ❑ AP US History ❑ Dual credit US History	

GRADE 9

Civics (Honors)

Effective social studies education in the high school classroom challenges students to be prepared for responsible civic engagement in the future. This course expands on basic knowledge of U.S. government structure learned in eighth-grade social studies. By developing discipline-specific inquiry skills in high school, students apply their conceptual knowledge through questioning, investigating, using evidence, and communicating conclusions so they are equipped with the knowledge and skills needed to be civically, economically, geographically, and historically informed, engaged citizens.

AP Human Geography

AP Human Geography follows the College Board curriculum. This course prepares the student to use and think about maps and spatial data sets, understand and interpret the implications of associations among phenomena in places, recognize and interpret relationships among patterns and processes, define regions and examine how regions come into being, and characterize and analyze changing interconnections among places. Research and analytical writing are required.
Recommendation: Reading Measures of Academic Progress (MAP) Score of 222 or higher

GRADE 10

World History (Honors)

The World History standards engage students in historical thinking focused on the Pre-Modern era (Around 1400) to the present. World History is a survey of the history of the world focusing on cultural and political aspects, ancient and modern history, the study of western and non-western civilizations, and current events. By developing inquiry skills in history, students apply their conceptual knowledge through questioning, investigating, using evidence, and communicating conclusions so they are equipped with the knowledge and skills needed to be engaged citizens.

World History: Modern (AP)

AP World History: Modern is a survey of the history of the world focusing on cultural and political aspect for civilizations across the globe from 1200 C.E. to present. College credit is earned with successful completion of the AP Exam.
Prerequisite: None

GRADE 11

US History (Honors)

The U.S. History standards explore events, movements, and ideas from 1877 to the present. Each concept standard is outlined with a specific time period to limit the scope and sequence of the topics covered through that standard. Beginning with analyzing the causes and consequences of the Industrialization of America, students explore reasons for and responses to the move from rural to urban spaces and to the open West. As students study the transition of the United States to a manufacturing economy and the movement of people, they are exposed to the conflicts and compromises within a diverse social and ethnic population that begin in 1890, through its role as a nation on the global stage in World War I. Beginning with the Great Depression of 1929, students further analyze the role of economic and political influences on what it means to be an American domestically and in World War II. Further conflicting ideologies, starting in 1945, challenge students to investigate competing viewpoints as demographics shift in America. As students continue their analysis of the collapse of the Cold War Order and Modern Challenges, students are encouraged to focus on the roles played by the United States in the modern world and their own place as a citizen within that context. By developing inquiry skills in history, students apply their conceptual knowledge through questioning, investigating, using evidence, and communicating conclusions so they are equipped with the knowledge and skills needed to be engaged citizens.

AP US History

AP U.S. History follows the College Board curriculum. This course is designed to allow students to examine U.S. history from the first European explorations of the Americas to the present. The course includes rigorous reading assignments and requires students to analyze and interpret primary sources, including documentary material, maps, statistical tables, and pictorial and graphic evidence of historical events. Research and analytical writing are required.

Prerequisite: None

Dual Credit US History

This course provides the opportunity for students to receive both high school and college credit (HIS 108, HIS 109-JCTC) for their U.S. History course. Students who enter this course must meet the dual-credit enrollment criteria approved by JCPS. Fall semester will cover History 108—United States History thru 1865, and spring semester will cover History 109—United States History from 1865 to the present. The course will include rigorous college-level reading, writing, and primary source analysis. Students will use U.S. history content to improve their historical-thinking skills, including a critical examination of cause and effect relationships, comparison of time periods, and continuity and change over time.

Requirements: 3.0 GPA or ACT Reading 20

HEALTH AND PE

Health

Health Education I is the secondary health education course required of all students. It consists of instruction in the following health areas: personal wellness, behavior choices, communicable and non-communicable diseases, mental and emotional health, self-management and coping strategies, nutrition, and safety and first-aid. The study of Family Life Education corresponds to Jefferson County Board of Education (JCBE) policy.

Physical Education

Physical Education I is the secondary physical education (PE) course required of all students. It involves the teaching of lifetime leisure sports, individual sports, and team sports. Skills learned will be reinforced, and advanced skills will be introduced. This course focuses on physical fitness and its evaluation and maintenance. The student develops a personalized fitness program based on fitness goals. Content includes refining selected motor skills with emphasis on lifetime recreational activities to develop and maintain a healthy lifestyle. Activities may vary according to the individual needs of the student and to the availability of facilities and equipment.

WHERE WILL *YOUR* PATH TAKE YOU?

WORLD LANGUAGES

BALLARD
HIGH
SCHOOL

All of our World Languages offer levels 1 through AP. AP is generally a senior-year course. For students interested in earning AP college credit, taking Advanced level 1 freshman year keeps this option open.

FRENCH

French 1 (Advanced)
This is an introductory course with no prerequisites. Students will explore French through all forms of communication—speaking, listening, reading, and writing. Culture is integrated throughout the course in order to understand the relationship between the language and products, practices, and perspectives of French-speaking cultures. In addition, learners develop insight into their own language and culture.

French 2 (Advanced)
This is an intermediate course with the prerequisite of one credit of French 1. Students will engage in French through all forms of communication—speaking, listening, reading, and writing. Culture is integrated throughout the course in order to understand the relationship between the language and products, practices, and perspectives of French-speaking cultures. In addition, learners develop insight into their own language and culture.

French 3 (Advanced)
This is an intermediate course with the prerequisite of one credit of French 2. Students will engage in French through all forms of communication—speaking, listening, reading, and writing. Students' communicative skills will advance in a variety of topics, including connections to other subject areas. Culture is integrated throughout the course in order to understand the relationship between the language and products, practices, and perspectives of French-speaking cultures. In addition, learners develop insight into their own language and culture.

French 4 (Advanced)
This is an advanced course with the prerequisite of one credit of French 3. Students will engage in French through all forms of communication—speaking, listening, reading, and writing. Students' communicative skills will continue to advance in a variety of topics, including connections to other subject areas. Culture is integrated throughout the course in order to understand the relationship between the language and products, practices, and perspectives of French-speaking cultures. In addition, learners develop insight into their own language and culture.

AP French Language and Culture
This is an AP course with the prerequisite of either one credit of French 4 or one credit of French 3 with teacher approval. College credit is earned with a qualifying score on the AP Exam in May. Students will engage in French through all forms of communication—speaking, listening, reading, and writing. Students' communicative skills will continue to advance in a variety of topics, including connections to other subject areas. Culture is integrated throughout the course in order to understand the relationship between the language and products, practices, and perspectives of French-speaking cultures. In addition, learners develop insight into their own language and culture.

JAPANESE

Japanese 1 (Advanced)
This is an introductory course with no prerequisites. Students will explore Japanese through all forms of communication—speaking, listening, reading, and writing. Culture is integrated throughout the course in order to understand the relationship between practices and language. In addition, learners develop insight into their own language and culture.

Japanese 2 (Advanced)
This is an intermediate course with prerequisites of first year. Students continue to explore Japanese through all forms of communication—speaking, listening, reading, and writing. Culture is integrated throughout the course in order to understand the relationship between practices and language. In addition, learners develop insight into their own language and culture.

Japanese 3 (Advanced)
This is an intermediate course with prerequisites of first and second year. Students continue to explore Japanese through all forms of communication—speaking, listening, reading, and writing. Culture is integrated throughout the course in order to understand the relationship between practices and language. In addition, learners develop insight into their own language and culture.

Japanese 4 (Advanced)
This is an advanced course with prerequisites of first, second, and third year. Students continue to explore Japanese through all forms of communication—speaking, listening, reading, and writing. Culture is integrated throughout the course in order to understand the relationship between practices and language. In addition, learners develop insight into their own language and culture.

AP Japanese Language and Culture
This is an advanced course with prerequisites of first, second, and third year. Students continue to explore Japanese through all forms of communication—speaking, listening, reading, and writing, in order to prepare for the AP Exam in the spring. Culture is integrated throughout the course in order to understand the relationship between practices and language. In addition, learners develop insight into their own language and culture.

All of our World Languages offer levels 1 through AP. AP is generally a senior-year course. For students interested in earning AP college credit, taking Advanced level 1 freshman year keeps this option open.

SPANISH

Beginning Spanish 1 for the Honors Student (Honors Spanish 1)

This is the introductory course for the Honors track student. No prerequisites are required, but this course is intended for the college-bound student who wants the minimum two years of World Language credits that colleges look at for acceptance. The mechanics of the language will be taught along with the skills of reading, writing, listening, and speaking. The cultural aspects of the language are also addressed.

Beginning Spanish 1 for the Advance Program Student (Spanish 1 Advanced)

This is the introductory course for the Advance Program student. No prerequisites are required or expected. Students enrolling in Advanced English should also enroll in Advanced Spanish. Advanced students typically take more than the minimum two years of World Language for college acceptance and may choose to continue on to Advanced Spanish 3, 4, and AP Spanish. The mechanics of the language will be taught along with the skills of reading, writing, listening, and speaking. There is also an emphasis on the cultural aspects of the language.

Spanish 2 (Honors)

This is the second and final course in the Honors track. The prerequisite is a passing grade in Honors Spanish 1. The mechanics of the language will be taught along with the skills of reading, writing, listening, and speaking, in addition to the cultural aspects of the language.

Spanish 2 (Advanced)

This is the second course in the Advance Program track. The prerequisite is a passing grade (preferably an A or B) in Spanish 1 Advanced. The mechanics of the language will be taught along with the skills of reading, writing, listening, and speaking, in addition to the cultural aspects of the language.

Spanish 3 (Advanced)

This course is a continuation of Advanced Spanish 2 and is an elective course. Students should have earned at least a B in Advanced Spanish 2. In this course, students really see their language skills increase. This course looks excellent on college and scholarship applications. The mechanics of the language will be taught along with the skills of reading, writing, listening, and speaking, in addition to the cultural aspects of the language.

Spanish 4 (Advanced)

This course is for the student who will take AP Spanish their senior year or for the senior who wants more Spanish without the pressure of the AP Exam. A grade of at least a B from Spanish 3 Advanced is recommended. This is an exciting course where students do several interesting projects while increasing their language skills. This course looks excellent on college and scholarship applications. The mechanics of the language will be taught along with the skills of reading, writing, listening, and speaking, in addition to the cultural aspects of the language.

AP Spanish Language and Culture

Course prerequisites are either Spanish 4 Advanced or Spanish 3 Advanced with teacher approval. A grade of at least a B from the previous course is recommended. Students in this course take the College Board Exam in May for college credit. It is a challenging but rewarding course where the skills of reading, listening, writing, and speaking are honed and tested. This course looks excellent on college and scholarship applications.

Spanish for Native Speakers

This course is designed for students who have grown up hearing/speaking Spanish with their families; however, they were not educated in Spanish. The class will focus on developing literacy skills (reading and writing). Students may potentially level up to Spanish 3, 4, or AP upon successful completion of this class.

WHERE WILL *YOUR* PATH TAKE YOU?

ELECTIVES

BALLARD
HIGH
SCHOOL

MATH ELECTIVES

AP Statistics
AP Statistics follows the College Board curriculum. This course includes graphical representations of univariant and bivariate data, measures of central tendency and variability, sample and experimental design, probability and probability distributions, sampling variability and distribution, normal distribution, inference for distributions, proportions, tables, and regressions. This course requires the AP Exam in May. **Recommendation: Successful completion of Advanced Algebra 2 or Honors Algebra 2 with teacher recommendation**

Math Peer Tutor
Math Peer Tutoring is designed for seniors enrolled in Pre-Calculus and Calculus. Math peer tutors will be given a class designation, where they will assist their peers by answering questions, teaching mini lessons to small groups, and circling the room to check work that students are completing. Peer tutors need to be professional, have a high attendance rate, and be willing to help in any way. A grade will be given for this course.

ENGLISH ELECTIVES

African-American Literature
Through films, poetry, autobiography, novels, lyrics, and short essays, this course explores African-American literature from a historical perspective ranging from the works of enslaved authors to contemporary spoken-word poetry.

Collage/Creative Writing II
Collage/Creative Writing II is a creative writing elective course that gives creative writers the opportunity to extend their love of writing as well as explore and experiment with many genres and forms. In addition to writing original pieces, students help select and edit written submissions for *Collage*, Ballard's award-winning literary magazine that is published each spring and is produced in collaboration with the Digital Media and Art classes. Preference is given to upperclassmen, but sophomores who love to write are welcome.

English Peer Tutor
Peer tutors will consult with their faculty on a daily basis for guidance, resources, and direction in their tutoring work. Tutors facilitate student learning by helping to clarify specific course content and promote the use of appropriate study strategies. This course requires teacher recommendation.

Great Books
Great Books combines high-quality literature, student-centered discussion, and activities that support reading comprehension, critical thinking, speaking and listening, and writing. Shared Inquiry, a method of learning that involves discussing open-ended questions about writing, is the core of this course. Students will explore works of great literature with the teacher as they learn to read, think about, and discuss subjects on complex levels. This course is recommended for juniors and seniors.

Journalism (Newspaper)
Student journalists will create online content for the Ballard High School newspaper, *Between the Lines*. Processes will include article brainstorming, interviewing, writing, photographing, and revising. No prior experience necessary.

Journalism 2/3
This course is a follow-up to Journalism 1. Students should have taken Journalism 1 or an advanced level of English to enroll. This class will serve as the Editorial Board of *Between the Lines*, our school newspaper. Students will write articles, conduct interviews, photograph events, run the paper's social media, and make choices about which news will go to print. Students have the responsibility to copyedit student work and be the creative force behind *Between the Lines*. Are you ready to keep the Ballard Community informed with in-depth writing and reporting? Enroll today!

Mass Media
Special topics: Media awareness, communication theory, critical skill development, major media components, media history, and communications psychology

Oral Communication/Debate
In this elective course, students will learn to give informative, persuasive, and demonstrative speeches. They will learn how to improve their speaking voice and communicate with an audience as well as learning dramatic interpretation and debate, parliamentary procedure, and techniques to improve verbal broadcasting.

Speculative Fiction
Course Description: This course is designed for students who have a strong interest in reading, viewing, and analyzing speculative fiction. Speculative fiction is a literary "super genre," which encompasses a number of different genres of fiction, such as science fiction, dystopian fiction, apocalyptic/post-apocalyptic fiction, and supernatural fiction. Speculative fiction explores events based on what's real or possible as we know them in our current society and then speculates on the outcome. Students will explore the themes, characters, and societal critiques that are present in speculative fiction. Students will be expected to engage in a variety of instructional activities, which include, but are not limited to, discussions, reading, writing, projects, and analyzing television and film about the ways that fictional and real societies often mimic each other. This course will help students develop their skills in critical thinking, reading, writing, speaking, listening, and observing.

Visual Storytelling
In English class, students cover traditional novels, short stories, and plays, but there are so many other ways to tell a story. With a focus on graphic novels, this class examines newer, visually driven storytelling methods. Some graphic-novel focused units include "Manga and the Evolution of Superheroes" as well as other forms of storytelling, like murals and short films. Students who sign up for this course should expect daily conversations and a hands-on approach to demonstrate mastery of the concepts as well as a great deal of collaboration with fellow classmates.

Women's Literature
This course is run like a book club: we read and discuss both classic and modern best-seller books either written by women or with interesting female characters. The course is discussion-based with grades coming from participation on discussion days followed by student-chosen projects demonstrating understanding of a text. We read four texts a semester. This course is recommended for juniors or seniors as it will cover mature content and political issues.

SCIENCE ELECTIVES

Anatomy
Honors Anatomy and Physiology is a course recommended for students who have successfully completed Honors Biology I and the equivalent of Chemistry and Physics and wish to earn a fourth science credit. This course is an in-depth study of the human body's nine major systems' structural and functional components that uses inquiry-based laboratory experiences and activities, such as dissections of comparative organs.

Zoology
Zoology is designed to give students who are curious or interested in the study of animal sciences or pre-veterinary or wildlife biology careers an additional opportunity for a unique science elective. A **required** comprehensive dissection component is also included, featuring authentic lab exam assessments that are used to give students a feel for expectations in postsecondary education. Prerequisite: Biology

AP Physics 2
AP Physics 2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, conservation, waves, and probability. Topics of study include Fluids, Thermodynamics, Electric Forces and Fields, Electric Circuits, Magnetism and Electromagnetic Induction, Optics, and Quantum and Atomic/Nuclear Physics.

AP Physics C: Mechanics
AP Physics C: Mechanics is a calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in one of the physical sciences or engineering. Students cultivate their understanding of physics through classroom study and activities as well as hands-on laboratory work as they explore concepts like change, force interactions, fields, and conservation. This course is recommended for students in Calculus concurrently or students who have already completed a calculus course. Topics of study include Kinematics, Newton's Laws, Work/Energy/Power, Momentum, Rotation, Oscillations, and Gravitation.

AP Physics C: Electricity and Magnetism
AP Physics C: Electricity/Magnetism is a calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in one of the physical sciences or engineering. Students cultivate their understanding of physics through classroom study and activities as well as hands-on laboratory work as they explore concepts like change, force interactions, fields, and conservation. This course is recommended for students in Calculus concurrently or students who have already completed a calculus course. Topics of study include Electrostatics, Conductors, Capacitors, Dielectrics, Electric Circuits, Magnetic Fields, and Electromagnetism.

Forensics
Forensics is rich in exploration and lab investigation, which applies many disciplines of scientific study such as biology/anatomy, chemistry, and physics to solving crimes. This course examines the principals, theories, and practices of forensic science utilized within the law enforcement community and the American legal system. Forensic science is the study and application of science to the process of law and involves the collection, examination, evaluation, and interpretation of evidence. Students will gain a basic understanding of the scientific and analytical approach to determining the value of evidence as it relates to the court of law.

AP Chemistry
AP Chemistry is designed to comply with College Board recommendations to prepare students for an AP Exam in Chemistry. Students learn about the fundamental concepts of college Chemistry, including structure and states of matter, intermolecular forces, and reactions. Students complete challenging, hands-on lab investigations and use chemical calculations to solve problems.This rigorous course is highly recommended for students with advanced reading comprehension who have completed Algebra 2.

AP Environmental
The AP Environmental Science course is designed to engage students with the scientific principles required to understand the interrelationships within the natural world. The course requires that students analyze natural and human-made environmental problems, evaluate the risks associated with these problems, and examine alternative solutions for resolving or preventing them. The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science. Students should have completed two years of high school laboratory science—one year of life science and one year of physical science (e.g., a year of biology and a year of chemistry). Due to the quantitative analysis required in the course, students should also have taken at least one year of algebra.

AP Biology
AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. The AP Biology course is equivalent to a two-semester college introductory biology course for biology majors. Prerequisites are completed high school biology and chemistry courses or prior approval by the teacher.

SOCIAL STUDIES ELECTIVES

Developing Black Historical Consciousness
The goal of the revamped JCPS elective—now called Developing Black Historical Consciousness—is to investigate Black histories representative of and centered on Black perspectives and voices in order to represent the full humanity of Black people. Students will interrogate primary and secondary sources of Black individuals and organizations whose stories are often left out of traditional metanarratives. **Prerequisite: None**

European History (AP) (SENIORS ONLY)
Advanced Placement (AP) European History follows the College Board curriculum. This study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the modern world. Students develop an understanding of the principal themes in modern European history and develop the ability to analyze historical evidence and express historical understanding in writing. **Prerequisite: None**

Political Science (Honors)
The study of government and civics equips students to understand the nature of government and the unique characteristics of American representative democracy, including its fundamental principles, structure, and the role of citizens. Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. **This class is designed for transfer students who have taken U.S. History as freshmen at another school before coming to Ballard.**

Law and Justice
Law and Justice is a course that introduces students to the American Criminal Justice System. This course focuses on legal documents and institutions (e.g.,the U.S. Constitution and the Bill of Rights) that are fundamental to understanding democratic principles and the political structure of the United States and examines criminal and civil law in their community and country. **Prerequisite: None**

Political Science Dual Credit (Morehead University)
This course introduces students to the major issues and features of American government, international relations, comparative government, and political theory. By presenting students with an array of problems and controversies specific to the four main subfields of Political Science, the course aims to give students an overview of the discipline by presenting to them some of the most pressing problems, domestic and international. The course also aims to equip students with knowledge that will help them understand American politics as well as international affairs outside the classroom. **Prerequisite: None**

Pop Culture (SENIORS ONLY)
Popular Culture in American History is a course that provides students the opportunity to analyze how popular culture influences modern history and the effects of pop culture on the twentieth century. Art, music, politics, sociology, television, films, books, news, etc., will all be examined in an attempt to gain understanding on how pop culture influences our lives. Students will analyze and understand major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Kentucky state history. **Prerequisite: None**

Psychology (Honors)
Introduction to Psychology is a scientific study of behavior. It introduces selected topics of psychological study and the skills and methods of psychological experimentation. The course explores such topics as social psychology, learning, memory, development, mental illness, and treatment. Grades 10–12
Prerequisite: None

Psychology (AP)
AP Psychology follows the College Board curriculum that includes all areas in introductory psychology. This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. The methods psychologists use in their science and practice are examined. Grades 10–12
Prerequisite: None

Sociology
Honors Sociology is an elective course that studies human society and social behavior. Positive human relationships are an essential part of a civilized society, and how we interact with each other is important so that we can find answers to questions and solve problems in our world. This course deals with the social atmosphere that determines who we are and how we behave. Sociology covers such topics as culture, violence, crime, social control, socialization and personality, group behavior, social class, and social institutions. **Prerequisite: None**

U.S. History Since the 1960s
Students in this course will study the political economic and social issues that defined the 1960s in America as a time of turmoil and change. Topics of study include the Vietnam War, the Civil Rights Movements, the Women's Liberation Movement, the consumer and environmental movements, and student movements on college campuses. At the same time, many Americans opposed and resisted these movements; coupled with the cynicism developing in the United States in the early 1970s, the roots of conservative politics emerged in response to the developments of the 1960s. Students will investigate these and other issues in a mix of printed, visual, audio, and multimedia sources. **Prerequisite: The completion of a prior U.S. history course is strongly encouraged.**

HIS 108—History of the United States Through 1865
HIS 109—History of the United States Since 1865

This course provides the opportunity for students to receive both high school and college credit (HIS 108, HIS 109-JCTC) for their U.S. History course. Students who enter this course must meet the dual-credit enrollment criteria approved by JCPS. Fall semester will cover History 108—United States History thru 1865, and spring semester will cover History 109—United States History from 1865 to the present. The course will include rigorous college-level reading, writing, and primary source analysis. Students will use U.S. history content to improve their historical-thinking skills, including a critical examination of cause and effect relationships, comparison of time periods, and continuity and change over time.
Requirements: 3.0 GPA or ACT Reading 20

WWII and the Holocaust

This course focuses on an in-depth study of World War II and the Holocaust from the Treaty of Versailles through 1950. Students will explore the principal causes, major personalities, countries involved, and effects of the largest war in recorded history through primary source documents, archival footage, movies, and eye-witness testimony. This course also includes a detailed and substantive examination of, and research into, the genocide of European Jews during WWII. This course examines the German culture of the early twentieth century to understand how social, political, and economic conditions, as well as world events, led to an environment in which the Holocaust could take place. Current issues are explored and strategies for reducing hate and promoting tolerance are examined. **Prerequisite: None**

GENERAL ELECTIVES

Advanced Physical Education

This course is designed for students who have a genuine desire to develop their interest and skills to an advanced level to enjoy the lifetime physical activities and/or to pursue a career interest. **Prerequisite: PE**

AP Computer Science Principles

AP Computer Science Principles introduces students to the breadth of the field of computer science. In this course, students will learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They will incorporate abstraction into programs and use data to discover new knowledge. Students will also explain how computing innovations and computing systems (including the Internet) work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. Students spend at least 20 hours of programming and applying learned concepts through programming. (*Programming* is defined by the K–12 CS Framework as, "the craft of analyzing problems and designing, writing, testing, and maintaining programs to solve them.")

Ballard 101 (Freshmen Only)

Along with college and career exploration, this yearlong course teaches essential success skills, such as how to take initiative and responsibility, effective teamwork and communication, critical thinking, organization, study skills, and problem solving. This course will help you make an informed decision as to which academy you will enroll in for your sophomore through senior years and what personal, collegiate, and professional journey you would like to embark on after high school.

Career Work Experience Level IV UPS
(Co-op for UPS students **not** in a pathway)
(4524534)

This course is for seniors only. Students must apply through Ms. Marion (Room N230), then be interviewed and accepted by UPS. Students must have a 90 percent attendance rate and a 2.5 grade point average (GPA) in order to apply. Selected students are paid through UPS and attend a college course offered by JCTC with paid tuition and books.

Experienced-Based Work
(Co-op for students **not** in a pathway)
(49900111) **MUST BE TRANSITION-READY**

Co-op is for seniors only. This course provides students with the skills needed for school-to-work transition. Students receive high school credit with pay for work experience.

Advanced Weight Training

Fitness and Weight Management is designed to encourage physical fitness and lifetime activity. The class includes student self-evaluation and individualized programs in strength, muscular endurance, cardiovascular endurance, flexibility, and healthy body weight. Activities emphasized in the class are stretching, aerobic and rhythmical exercises, circuit training, and resistance training (weightlifting).

Library Technology and Media Help Desk

Students will learn networking concepts, computer support services, industry-recognized certification training, advanced web design, running the copy center, library work, Chromebook management, and designing special book promotions. Students should be problem solvers and able to take initiative.

Student Assistant
MUST BE TRANSITION-READY

Students who want to be teacher aides, peer mediators, copy center workers, or technology aides should use this course number and get the appropriate teacher signature. Students will not earn credit. **Seniors only**

Yearbook Production

Yearbook Production is an elective for a two-semester yearbook course. Content may vary. Possible topics include yearbook production, publication, format, layout, photographs, and financial management. A school yearbook will be published as a result of assignments in this class. This course number may be repeated for multiple years of taking this course. No credit is given toward English requirements for graduation.

Video Production Special Topics

This yearlong course will introduce students to a variety of advanced video techniques. Students in this course will use state-of-the-art equipment while learning basic film and editing skills. Students will edit on Mac Book Pros using the Adobe Creative Cloud Suite and Final Cut Pro. Students will also video with Professional HD Cameras, along with DSLRS. Please note that students will be required to attend and film various athletic and extracurricular events after school hours. Students will create highlight videos and video packages of athletic events and extracurricular events in addition to operating the athletic scoreboards and the marquee board outside of the school. **Students in this course will receive an All Sports Pass free of charge, but transportation to and from events will be the responsibility of the student.**

Microsoft Office

Students will have the opportunity to increase their computer skills. Advanced functions and integration of Microsoft Word, Excel, Access, Outlook, and PowerPoint will be taught. Students will work toward MOS Certification in one or more of the Microsoft areas. In addition, students will use the Internet to complete various projects. Students in the Management and Entrepreneurship Pathway will be given first priority for this course.

BAS 160—Intro to Business (JCTC)

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

2024 - 2025 Incoming 9th Grade Registration Form
7 Classes (4 core, 3 electives)

9th Grade Required Classes **Must check one course from each subject**

English

_____English 1 Honors
_____English 1 Advanced (Suggested MAP score 220 or higher)

Math

_____Algebra 1 (suggested MAP score 227 or lower)
_____Algebra 1 Honors (Suggested MAP score 227-235)
_____Algebra 1 Advanced (Suggested MAP score 236 or higher)
_____Geometry Advanced (must have Algebra 1 credit)(Suggested MAP score 245 or higher)

Science

_____Physics Honors
_____Physics Advanced (Suggested MAP score 236 or higher or has taken Algebra 1 already)

Social Studies

_____Exploring Civics Honors
_____AP Human Geography(College credit with test fee)(Suggested MAP score220 or higher)

Health/PE

_____ Check if you are interested in taking Health/PE over the Summer

Are you interested in taking a pathway class your Freshman year?

Yes

Select the pathway

__ Teaching, Learning, & Leadership
__ Management & Entrepreneurship
__ Marketing
__ Retail Marketing
__ Aerospace Engineering
__ Civil Engineering
__ Biomedical Sciences
__ Allied Health
__ Patient Care Technician
__ Cinematography & Video Production
__ Graphic Design
__ Interactive Media
__ Visual Arts Pathway
__ Performing Arts Pathway

No

__ Undecided
__ Do not want to do a pathway

Electives (Please number 1 - 3 from what you want most)

__ Spanish 1 Hnr
__ Spanish 1 Adv
__ Spanish for Native Speakers
__ French 1
__ Japanese 1
__ Theater
__ Choir
__ Band (Instrument: _____)
__ Orchestra (Instrument: _____)
__ Photography 1
__ Art (as an elective)
__ Art (as a pathway)
__ Mass media
__ Ballard 101
__ Speculative Fiction
__ Developing Black Historical Consciousness
__ AP Computer Science
__ Journalism
__ MOS (Microsoft Office)

If you selected a foreign language, are you interested in taking it for four years? Circle YES or NO

2024-2025 10th Grade Registration Form

You Must Select 7 Classes

Name_____ Phone Number_____

Scheduling Instructions:

*** Choose required courses (4 core)**

*** Choose Pathway course(s) if applicable.**

*** Number at least 1 – 5 for your electives in order from what you want most**

10th Grade Required Classes

Must select one course from each subject

English

_____English 2 Honors

_____English 2 Advanced

Math

_____ Geometry

_____Geometry Honors

_____ Geometry Advanced

_____ Algebra 2 Honors

_____Algebra 2 Advanced

(Geometry is a prerequisite)

Science

_____Chemistry Honors

_____Chemistry Advanced

Social Studies

_____ World History Honors

_____ World History AP

Pathway

Please mark your pathway if you are in one.

Business Services

____Teaching, Learning and Leadership

____Management and Entrepreneurship

____Marketing

____Retail Services

STEM

____ Aerospace Engineering

____Civil Engineering

____Biomedical Sciences

____Allied Heath

____Patient Care Technician

Media Arts

____Cinematography and Video Production

____Graphic Design

____Interactive Media

Visual and Performing Arts

___ Visual Arts

___Photo

___Choir

___Band

___Orchestra

___Theatre

Band

___Symphonic Band

___Percussion Band

___Jazz Ensemble

___ Adv Jazz

___Wind Ensemble

___Concert Band

Orchestra

___Sinfonia Orchestra

___Orchestra Concert

___Advance Orchestra Chamber

Choir

___SSA Choir

___TTBB Choir

___Choir 2

___Advanced Choir

Art

___ Art 1

___Art 2

___Photography 1

___Photography 2

___ Ceramics 1

___ Architectural Design

___Textile

Theater

___Theater 1

___Theater 2

___Stagecraft 1

World Languages

2 credits required for college

____Spanish 1 Honors

____Spanish 1 Advanced

____Spanish for Native Speakers

____Spanish 2 Honors

____Spanish 2 Advanced

____French 1

____French 2

____Japanese 1

____Japanese 2

English

___Creative Writing

___Journalism 1

___Journalism 2

___Communication/Debate

___Mass Media

___Speculative Fiction

___Visual Storytelling

Science

___Forensic Science

___Zoology

Social Studies

___Sociology Honors

___AP Psychology

___Psychology Honors

___Holocaust/WW II

___Economics of Sports

___Developing Black Hist Con

Other

___Video Production Special Topics

___Robotics

2024-2025 11th Grade Registration Form

You must select 7 Classes or 6 if in a pathway

Name_____ Phone Number_____

Scheduling Instructions:
*** Choose required courses (4 core)**
*** Choose Pathway course(s) if applicable.**
*** Number at least 1 – 5 for your electives in order from what you want most**

11th Grade Required Classes

Must select one course from each subject

English
_____English 3 Honors
_____English 3 AP

Math
Current Geometry
_____Algebra 2
_____Algebra 2 Honors
_____Algebra 2 Advanced
Current Algebra 2
_____Pre-Calculus Honors
_____Pre-Calculus Advanced
_____ Honor Statistics
_____ AP Statistics

Science
Took Freshman Physics
_____Biology Honors
Took Freshman Biology
_____ Honor Physics
_____ AP Physics

Social Studies
_____ U.S. History Honors
_____ U.S. History AP
_____U.S. Dual Credit
(Must have a 3.0 GPA)

Pathway

Please mark your pathway if you are in one.

Business Services
____Teaching, Learning and Leadership
____Management and Entrepreneurship
____Marketing
____Retail Services

STEM
____ Aerospace Engineering
____Civil Engineering
____Biomedical Sciences
____Allied Heath

Media Arts
____Cinematography and Video Production
____Graphic Design
____Interactive Media

Visual and Performing Arts
___ Visual Arts
___Photo
___Choir
___Band
___Orchestra
___Theatre

Other

___ MOS (Microsoft Office)
___ AP Computer Science
___Peer Tutor Special Needs
___Study Skills
___Video Production Special Topics

Capstone Program

___ AP Seminar

Engineering

___Robotics Engineering

Performing Arts

____Symphonic Band
____Percussion Ensemble
____Wind Ensemble
____Jazz Ensemble
____Adv Jazz Ensemble
____Sinfonia Orchestra
____ Concert Orchestra
____ Chamber Orchestra
____Choir
____Advanced Choir
____AP Music Theory
____Theatre
____Stagecraft

Physical Education

____Fitness and Weight Management
____Physical Education 2

English

___ Creative Writing
___Great Books
___ Journalism
___Journalism II
___Journalism III
___ Communication/Debate
___African American Literature
___Women's Literature
___ Collage (Advanced Writer)
___ Mass Media
___ Visual Storytelling

Visual Arts

____Art 1
____Art 2
____Art 3
____ Photography 1
____Photography 2
____Photography 3
____Ceramics 1
____Ceramics 2
____Architectural Design
____AP Art History
____AP Music Theory
____Textiles

Science

___ Forensic Science
___AP Biology
___AP Environmental Science
___Zoology
___AP Chemistry
___AP Physics 2
___AP Physics C Mechanics
___AP Physics C Electricity

Math

___ AP Statistics

Social Studies

___Sociology Honors
___AP Psychology
___Psychology Honors
___Holocaust/WW II
___ Economics of Sports
___ Law and Justice
___ Developing Black Hist Con
___Political Science Honors
___U.S. History since 1960s
___Dual Credit Poly Sci (Must have 3.0 GPA

World Languages

__2 credits required for college

____Spanish 1 Honors
____Spanish 1 Advanced
____Spanish for Native Speakers
____Spanish 2 Honors
____Spanish 2 Advanced
____Spanish 3 Advanced
____Spanish 4 Advanced
____French 1
____French 2
____French 3
____Japanese 1
____Japanese 2
____Japanese 3

2023-2024 12th Grade Registration Form

You Must Select 7 Classes or 6 if in a pathway

Name_____ Phone Number_____

Scheduling Instructions:
*** Choose required courses (4 core)**
*** Choose Pathway course(s) if applicable.**
*** Number at least 1 – 5 for your electives in order from what you want most**

12th Grade Required Classes

Must select one course from each subject

English
_____English 4 Honors
_____English 4 AP
_____Dual Credit 100 & 200 (Requires an English ACT of 18 or GPA 2.75)
_____JCTC Dual Credit (Must have had McClanahan's A2C)

Math
_____ Math Con/Personal Finance
_____ Honors Statistics
_____Honors Pre-Calculus
_____Advanced Pre-Calculus*
_____AP Calculus AB
_____AP Calculus BC
_____MSU Dual Credit College Algebra*
_____JCTC Dual Credit College Algebra*
_____AP Statistics

*See schedule book for course requirements.

Electives

Performing Arts
____Symphonic Band
____Percussion Ensemble
____Wind Ensemble
____Jazz Ensemble
____Adv Jazz Ensemble
____Sinfonia Orchestra
____ Concert Orchestra
____ Chamber Orchestra
____Choir
____Advanced Choir
____Choir
____AP Music Theory
____Theatre
____Stagecraft

Visual Arts
____Art 2
____Art 3
____Art 4
____Photography 2
____Photography 3
____Ceramics 1
____Ceramics 2
____AP Art History
____AP Studio Drawing
____AP Studio 2D (Drawing & Painting)
____AP Studio 2D (Photo)
____AP Studio 3D (Ceramics)
____Architectural Design
____Textile

World Languages
2 credits required for college
____Spanish for native Speakers
____Spanish 2 Honors
____Spanish 2 Advanced
____Spanish 3 Advanced
____Spanish 4 Advanced
____Spanish AP
____French 2
____French 3
____French 4
____French AP
____Japanese 2
____Japanese 3
____Japanese 4
____Japanese AP

More on Back ➡

Science

___ Forensic Science
___AP Biology
___AP Environmental Science
___Zoology
___AP Chemistry
___AP Physics 2
___ AP Physics C Mechanics
___AP Physics C Electricity

Humanities

___ Humanities
(Fulfills graduation requirement)

Other

___ MOS (Microsoft Office)
___AP Computer Science
___Peer Tutor Special Needs
___Video production special topics
___Study Skills
___ CO-OP
Leave After 4th ___ 5th ___ 6th ____

AP CAPSTONE

___ AP Research

Engineering

___ Robotics Engineering

Social Studies

___Sociology Honors
___AP Psychology
___Psychology Honors
___Holocaust/WW II
___Political Science Honors
___Pop Culture
___US History since 1960s
___ Economics of Sports
___ Law and Justice
___AP European History
___ Developing Black Hist Con
___Dual Credit U.S. History
(Must have 3.0 GPA)
___Dual Credit Poli Sci/Government
(Must have 3.0 GPA)

Math

____AP Stats

Physical Education

____Advanced Weight Training
____Advanced Physical Education

English

___ Creative Writing
___Great Books
___ Journalism
___ Journalism II
___ Journalism III
___ Communication/Debate
___African American Literature
___Women's Literature
___ Collage (Advanced Writer)
___ Mass Media

Write in three alternate classes:

1st_____

2nd_____

3rd_____

WHERE WILL *YOUR* PATH TAKE YOU?

WHERE WILL *YOUR* PATH TAKE YOU?

NO MATTER THE WEATHER, WE ARE HERE TO HELP!

COUNSELOR RESOURCES

ALISSA HEBERMEHL

Media Arts Academy—Grades 10–12

alissa.hebermehl@jefferson.kyschools.us

Ring Central Direct Line: **(502) 362-2139**

Google Phone: **(502) 354-3880**

AMY GHIBAUDY (BLUE TEAM)

Freshman Academy—Grade 9

Ring Central Direct Line: **(502) 953-0304**

amy.ghibaudy@jefferson.kyschools.us

NIK HEBERLEIN

STEM Academy—Grades 10–12

nicholas.heberlein@jefferson.kyschools.us

Ring Central Direct Line: **(502) 861-7934**

STRAUZIE COLLINS

Business Services Academy—Grades 10–12

strauzie.collins@jefferson.kyschools.us

Ring Central Direct Line: **(502) 953-0066**

Google Phone: (**502) 792-8923**

ASHLEY POORE

Global—Grades 10–12

Ring Central Direct Line: **(502) 977-5402**

ashley.poore@jefferson.kyschools.us

JENNY LIN (MAROON TEAM)

Freshman Academy—Grade 9

jenny.lin@jefferson.kyschools.us

Ring Central Direct Line: **(502) 890-1529**

VISIT OUR WEBSITE FOR MORE INFORMATION.

https://sites.google.com/jefferson.kyschools.us/ballard-high-school-counselors/home

BALLARD HIGH SCHOOL

BALLARD HIGH SCHOOL

6000 Brownsboro Road
Louisville, Kentucky 40222
(502) 485-8206

JCPS™

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