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GRADUATION REQUIREMENTS

English	All students must pass four years of English, which must include the following English I, II, <i>and</i> 2 semesters of English junior year, <i>and</i> 2 semesters of English senior year. Two semesters must be Writing Intensive courses, <i>and</i> 2 semesters of English Literature *electives	4.0
Science	Introduction to Chemistry and Physics, Biology I, and one *elective	3.0
Math	All students must pass three years of high school math. Must be 3 different levels/classes	3.0
Social Studies	U.S. History	1.0
	Civics	.5
	*Electives	1.5
Consumer Education		.5
Health		.5
Computer Technology	All freshmen take Keyboarding II and Software Applications	1.0
P.E.	Required each semester except while taking Health (PE exemptions are listed in Brimfield CUSD #309 Board Policy 221.0)	3.5
Total Writing Intensive Courses Credits (included in the 28 total)		2.0
Total Required Credits		19.5
Total Elective Credits		8.5
Grand Total Required to Graduate		28.0

Note: All courses are .5 credits per semester, with the exception of Co-op Work and Work-Based Learning.

*See the course descriptions to determine which courses are electives.

COLLEGE ADMISSION

The requirements for graduating from Brimfield High School may be different from college entrance requirements. College admissions offices use course requirements, admissions test results, and grade point average/class rank in determining whether a student will or will not be admitted. Course requirements vary from one college to another, but most four-year colleges and universities meet the Illinois Board of Higher Education requirements for admission. Listed below are the recommended course requirements (CORE curriculum).

RECOMMENDED COURSE REQUIREMENTS (CORE CURRICULUM):

1. **English** – Four years of English, including Expository Writing
2. **Mathematics** – Three years including Algebra I, Geometry, and Algebra II. (A fourth year is required for some majors.)
3. **Social Studies** – Three years or more with emphasis on U.S. History, World History, and government (Civics)
4. **Natural Science** – Three years of laboratory science.
5. **Foreign Language** – Two years of the same language, or three at the University of Illinois (or Music, Art, or Vocational – Two years or more).

ACT (college admissions test)

Beginning with the Class of 2002, all students in Illinois public high schools will take the ACT exam in the 2nd semester of their Junior year as part of the Prairie State Achievement Exam (PSAE). Because the ACT scores are so important in determining college admissions and awarding scholarships, college-bound students should make sure they prepare for the test by completing the CORE curriculum. ACT research shows that students who take the CORE courses score an average of three to four points higher than those who don't take CORE courses. Students who are college-bound may also plan to take the ACT on a National Test Date in addition to the PSAE administration at our school.

HIGH SCHOOL COURSE/CAREER PLAN

NAME : _____ Class of _____
_____ *Last* _____ *First* _____ *M.I.*

Career path currently interested in considering:

List occupations you are

- Agriculture & Natural Resources _____
- Arts & Communications _____
- Business, Management, & Technology _____
- Human Services (Family and Consumer Science) _____
- Industrial, Scientific & Engineering Technologies _____
- Health Services _____

Current education plans after high school:

- College/University (Bachelor degree) _____ Community college (Assoc. degree/Certificate) _____
- Technical school _____ Military _____ Apprenticeship _____ On the job training _____

REQUIRED CLASSES

9th Grade

- English I
- Math
- Intro to Chemistry and Physics
- Keyboarding II/Software Applications
- PE
- Elective 1:

- Elective 2:

- Elective 3:

11th Grade

- English
- Math
- Science
- Social Studies
- Civics/_____
- PE
- Elective 1:

- Elective 2:

10th Grade

- English II
- Math
- Biology I
- Driver's Ed/Consumer Ed
- US History
- PE/Health
- Elective 1:

- Elective 2:

12th Grade

- English
- PE
- Elective 1:

- Elective 2:

- Elective 3:

- Elective 4:

- Elective 5:

- Elective 6:

*To ensure you are fulfilling graduation requirements please refer
back to Graduation Requirements in the on page 2*

CAREER PATHS

AGRICULTURE & NATURAL RESOURCES

Occupations related to agriculture, the environment and natural resources. These may include agriculture sciences, earth sciences, environmental sciences, fisheries, forestry, horticulture, and wildlife.

ARTS & COMMUNICATIONS

Occupations related to the humanities and performing, visual, literary, and media arts. This may include architecture, interior design, creative writing, fashion design, film, fine arts, graphic design and production, journalism, languages, radio, television, advertising, and public relations.

BUSINESS, MANAGEMENT, & TECHNOLOGY

Occupations related to the business environment. These may include entrepreneurship, sales, marketing, computer/information systems, finance, accounting, personnel, economics, and management.

HEALTH SERVICES

Occupations related to the promotion of health and the treatment of diseases. These may include research, prevention, treatment, and related technologies.

HUMAN SERVICES

Occupations related to economics, political and social systems. These may include education, government, law and law enforcement, leisure and recreation, military, religion, child care, and social services.

INDUSTRIAL, SCIENTIFIC & ENGINEERING TECHNOLOGIES

Occupations related to the technologies necessary to design, develop, install, or maintain physical systems. These may include engineering, manufacturing, construction, service, and related technologies.

AGRICULTURE & NATURAL RESOURCES

Are these true for you?

I enjoy nature and like to work outdoors.

I like to work on my own or with just a few people.

I like science and math.

I want to learn more about the science of how things grow and thrive.

I enjoy and am good at working on mechanical things.

I keep myself in good physical condition and I don't mind hard work and a lot of physical activity.

I like to work with plants and/or animals.

I take pride in seeing healthy plants or animals that I have grown and raised.

I can speak reasonably well.

If yes, then you may want to consider these career fields:

Farm Management

Agricultural finance

Agricultural marketing

Environmental management

Horticulture

Veterinary medicine

Astronomy

Biology

Chemistry

Ecology

Geology

Mathematics

Physics

Agricultural engineering

Forestry

Recommended high school electives for Agriculture & Natural Resources:

Introduction to Agriculture Industry

Agriculture Science

Landscaping & Turf Management

Horticulture

Biological Science Applications in Ag

Agricultural Mechanics

Agricultural Construction

Agricultural Resources Management

Computer classes

ARTS & COMMUNICATIONS

Are these true for you?

- I have a good vocabulary and I speak well.
- I like to work with people.
- I like to draw.
- I have a good sense of color, balance, and proportion.
- I like to act or speak in public.
- I like to write.
- I am curious about things—I like to learn what is going on and why.
- I am interested in the practical uses of art in daily life.
- I do reasonably well in math and science.
- I can do things well that involve my eyes along with my hands and fingers.
- I am reasonably good at doing mechanical things.
- I don't mind working under pressure.

If yes, then you may want to consider these career fields:

- Advertising
- Commercial art
- Commercial photography
- Graphic design
- Media sales
- Journalism
- Library science
- Printing
- Product display
- Public relations
- Publishing
- Radio/television/film
- Dance/choreography
- Music

Recommended high school electives for Arts & Communications:

- Art classes
- Photography
- Chorus
- Band
- Media
- Speech and Communication
- Theatre and Drama
- Computer classes
- Living Environments
- Graphic Design Regional WBL Program
- Media Literacy
- Literature in Popular Culture
- Creative Writing

BUSINESS, MANAGEMENT, & TECHNOLOGY

Are these true for you?

- I think in a very logical way.
- I am well organized and like to get my work done.
- I enjoy working with computers.
- I can work well with others on difficult problems.
- I don't mind working long hours under pressure.
- I prefer a flexible work schedule.
- I am good at math.
- I have a good vocabulary and speak and write well.
- I enjoy puzzles.
- I like to learn new things whenever I can.
- I take pride in knowing things others may not know.
- I can stick with a problem until I get it solved.
- I like it when I'm put in control.
- I like to keep records.
- I enjoy helping people make up their minds.

If yes, then you may want to consider these career fields:

- Accounting
- Advertising/marketing
- Banking and finance
- Computer hardware/software sales
- Computer programming
- Computer systems administration
- Database/web design
- Information processing
- Office management/administration
- Systems analysis
- Economics
- Hotel/restaurant management
- Fashion merchandising
- Real estate
- Medical/legal services
- Securities and financial services

Recommended high school electives for Business, Management, & Technology:

- Keyboarding II/Software Applications
- Word Processing/Information Processing
- Accounting I/Accounting II
- Internet/Web Design
- Microcomputer Networking Regional WBL Program

HEALTH SERVICES

Are these true for you?

- I enjoy health and science classes.
- I do reasonably well in math.
- I like helping people
- I think I would like helping sick or injured people or animals.
- I can work well under stress.
- I can speak and write reasonably well.
- I can take directions well.
- I like to keep records.
- I am curious about the human body and how it works.
- I like to be given responsibility and take pride in carrying out instructions well.
- I enjoy working with my hands.

If yes, then you may want to consider these career fields:

- Dental technology/Dentistry
- Dietetics
- Emergency medical services
- Health administration
- Home Health care
- Medical office technology
- Medical records technology
- Nursing
- Pharmaceuticals
- Physical therapy
- Radiological technology
- Surgical technology
- Respiratory therapy
- Veterinary care
- Sports medicine

Recommended high school electives for Health Services:

- Chemistry
- Chemistry II
- Biology II
- Human Anatomy & Physiology
- Physics
- Foods and Nutrition I/II/III/IV
- Speech and Communication
- Psychology
- Health Occupations Regional WBL Program
- EMT Basic Regional WBL Program

HUMAN SERVICES

Are these true for you?

I like to help other people and I find I relate to them well.

I keep myself in good physical condition.

I take pride in how I look and dress.

I have reasonably good speaking and listening skills.

I do reasonably well in science.

I enjoy creative activities.

I want to learn more about people, about what pleases them and how I can help them.

I think I would enjoy helping people live better lives.

I think I would like to work with people of different ages and backgrounds.

If yes, then you may want to consider these career fields:

Cosmetology

Elder/convalescent care

Fire fighting

Law enforcement

Culinary arts

Social services

Education

Consumer affairs

Dietetics/nutrition

Family therapy

Fashion design

Interior design

Private security

Recommended high school electives for Human & Family Services:

Foods & Nutrition I/II/III/IV

Child Development

Child Care Services Occupations

Living Environments

Adult Living

Sociology

Psychology

Art classes

Advanced Study in Social Studies

Culinary Arts Regional WBL Program

INDUSTRIAL, SCIENTIFIC & ENGINEERING TECHNOLOGIES

Are these true for you?

I like to work outdoors.

I don't get tired easily and like doing things that require a lot of physical activity.

I can do reasonably well in math and science.

I can read and follow instructions and understand detailed diagrams reasonably well.

I think in a very logical way.

I like variety in the work I do, but I also enjoy the challenge of high production work.

I like working as the member of a team.

I enjoy technical things.

I like to do things that require accuracy and concentration.

I like solving problems that involve mechanical things or structures like buildings.

I like working with many different tools.

I like working with my hands.

I want to learn how engines and other mechanical things work.

I take pride in seeing the final results of my work.

If yes, then you may want to consider these career fields:

Construction trades

Building maintenance

Heating and air-conditioning

Avionics

Computer repair

Electronic communications

Electronic control systems

Electronic equipment repair

Electronic security systems

Robotics Satellite systems

Industrial equipment maintenance & installation

Machining

Metal fabrication

Welding/fitting

Auto mechanics and auto body repair

Diesel/heavy equipment/farm equipment repair

Marine equipment repair

Computer assisted design/manufacturing (CAD/CAM)

Recommended high school electives for Industrial, Scientific & Engineering:

Algebra I

Algebra II

Ag Construction

Geometry

Trig/Pre-Calc

Computer classes

Physics

Calculus

Chemistry

Ag Mechanics

Automotive Regional WBL Program

Project Lead the Way Regional WBL Program

Construction Industry Regional WBL Program

ENGLISH DEPARTMENT

ENGLISH I - required

Grade 9 Two Semesters – One Credit

Literature - A variety of reading experiences, which develop interpretive and comprehension skills are presented. Students will be introduced to the basics in the following areas: short story, non-fiction, poetry, drama, and the novel. Students will be encouraged to read independently and to develop various types of book reports.

Composition – Emphasis will be on the process of writing effective paragraphs. Students will move step by step through the process of writing paragraphs that communicate ideas clearly and in a variety of ways. Key elements in the process include: detailed word usage, improved sentences, choosing topics, organizing and developing topics, writing clearly and effectively, and revision and refining their writing.

Vocabulary – A systematic approach to vocabulary building will help students to understand and to use words effectively. Students will study words in depth and in a variety of contexts.

Speech – Students will acquire some basic skills necessary in giving short formal speeches (introductions, demonstrations, and informative).

ENGLISH II - required

Grade 10 Two Semesters – One Credit

Prerequisite: English I

1st Semester: (Writing Intensive)

Composition – Emphasis will be on the process of writing effective papers on a variety of writing topics for different purposes, including descriptive, persuasive, and expository. Students will utilize the steps of the writing process to effectively develop ideas, write drafts, revise and edit, and produce a final draft. Additionally they will demonstrate the ability to write for a variety of audiences and purposes. Grammar concepts based on the writing will be discussed and applied. A research paper assignment is a major component of this course and students will be introduced to the steps of writing a research paper.

Vocabulary – Students will complete vocabulary units designed to improve reading comprehension skills, increase vocabulary recognition, and develop usage skills.

2nd Semester:

Literature – Emphasis will be focused on fiction and applying reading strategies to a variety of short stories and novels which will be assigned for book reports. Students will identify and interpret themes and values representative of literary works and demonstrate knowledge of these through written papers and class discussion.

Composition – Writing assignments based on literature will include expository assignments, a technology PowerPoint project, and an interview paper which will be presented. Students will complete career exploration activities and complete resumes, business correspondence, and an employability portfolio.

Vocabulary - Students will complete vocabulary units designed to improve reading comprehension skills, increase vocabulary recognition, and develop usage skills.

***EXPOSITORY WRITING (Writing Intensive)**-elective

Grade 11 – 12 One Semester – One-Half Credit

Prerequisite: English I and II

In Expository Writing, the student will progress from expressive compositions (expressing the ideas of the writer) to writing referential compositions (explaining or analyzing the subject matter for the reader) to writing persuasive compositions (persuading the audience), through critical discussion, exercises, conferences and revision. The majority of the writing is referential.

Expository Writing is a course that focuses on the process of writing as much as the final product. Students should be conscience of their writing process-what works for them, what produces the best final product and what outside resources were used. Students will be graded on 5-7 unit writing assignments and a revised portfolio of writing.

NOTE: One section of Expository Writing will be dual credit. Those students taking this section will earn ENG 110 ICC credit. To take this course a student must:

- apply to ICC
- follow ICC syllabus
- take placement test and qualify to take ENG 110 or have scored a 19 or higher on the ACT test
- be at least 16

LITERATURE IN POPULAR CULTURE - elective

Grades 11 – 12 One Semester – One-Half Credit

Prerequisite: English I and II

Literature from all ages and cultures influences our society today. This class will examine the role classic and contemporary literature plays in popular culture. Students will read novels, poems, short stories and nonfictions works, which have had an impact on contemporary movies, television, music, advertising and media. The class will require multiple reading assignments, essay writing (both short and long), project development and presentations that attempt to answer the question: What role has literature played in the development of today’s popular culture?

CREATIVE WRITING (Writing Intensive) - elective

Grades 10 – 12 One Semester – One-Half Credit

Prerequisite: English I

In this semester course, students will participate in a series of ongoing writer’s workshops to develop and refine their own creative and expressive texts. To establish background knowledge, students will examine, analyze, critique models of different genres (e.g., poetry, narrative, dramatic scripts) to understand the techniques that creative writers employ. Through the writer’s workshops, students will create original texts based on topics of their choosing as well as topics assigned by the teacher to practice writing in different creative genres. Students will be expected to employ specific literary techniques to create expressive texts and develop their personal voice as a writer.

MEDIA LITERACY - elective

Grades 11 – 12 One Semester – One-Half Credit

Prerequisite: English I and II

From our understanding of current events and popular culture to our preferences as consumers, the media plays a powerful role in shaping the way we interpret the world. In this course, students will examine various ways that print and non-print media represent and thereby shape our understanding of culture, society, and ourselves. Through analysis of the media (including the newspaper, magazines, the Internet, television), students will develop critical media literacy skills needed to interpret and critique examples of print and non-print media. Student’s study and conclusions about the media will be presented in class discussion, personal response, formal essays and presentations.

WRITING/READING FOR INQUIRY (Writing Intensive) - elective

Grades 10 – 12 One Semester – One-Half Credit

Prerequisite: English I

In this course students will study the impact of various forms of reading and writing on contemporary society. They will focus on current issues that shape today’s world by evaluating the rhetoric of nonfiction texts. Students will write both personal responses and formal critical essays. Students will work through the inquiry process to develop their own research questions. In addition, students will have the opportunity to develop their own communication language through a variety of projects (both creative and structured) and group discussions.

AMERICAN CULTURE I - elective

Grade 11 – 12 One Semester – One-Half Credit

Prerequisite: English I and II

This course will be a survey of American literary ideas, periods, and culture from 1600-1900. Students will read, analyze, and discuss significant works by American authors, focusing on the historical context of the selections and the uniquely American culture and emerging American identity. Religious and philosophical movements, protest, rebellion, social equality, and reform all affected the concept of who an American was and what our nation became.

AMERICAN CULTURE II - elective

Grade 11 – 12 Second Semester – One-Half Credit

Prerequisite: English I and II

This course will be a survey of American literary ideas, periods, and culture from 1900-present. Students will read, analyze, and discuss significant works by American authors, focusing on the historical context of the selections and the uniquely American culture and American identity. We will look at the changes and challenges we faced as we became a multicultural society, as we faced wars, industrialization, urbanization, and became a leading world power in the 20th Century. Students will examine aspects of the American character throughout this century. Themes will include idealism, disillusionment, protest, and alienation.

CLASSIC WORLD LITERATURE - elective

Grade 11 – 12 One Semester – One-Half Credit

Prerequisite: English I and II

Students will read literary classics of world literature and identify and interpret themes and values representative of these literary works. They will analyze the factors that make literature enduring and classic. We will look at the changing role of the individual in society, the growth of philosophical movements and ideas, and the changing economic, social, and cultural influences. Students will be expected to participate in class discussion and complete individual and group projects, which will include a book report project and a group presentation.

WRITING FOR THE “REAL” WORLD (WRITING INTENSIVE) - elective
Grades 11 – 12 One Semester – One-Half Credit

Prerequisite: English I and II

Students who enroll in this course will further refine the critical thinking, reading, and writing skills for success at college and in the workplace. Effective communication skills are often the key to success in college and maintaining and advancing careers in the workplace. Technology may be changing the way we transmit information, but the ability to communicate effectively in a variety of formats is still essential. Emphasis will be placed on continuing to develop writing skills associated with professional and personal writing. Additionally students will evaluate their own research, writing, and presentations to ensure that they reflect the standards of quality expected in the workplace and at the college level.

SPEECH AND COMMUNICATION - elective
Grade 9 – 12 One Semester – One-Half Credit

This course will focus on public speaking skills and communication theory. Students will discuss effective communication techniques, construct and deliver public presentations on a variety of topics for different audiences and purposes with the support of technology. Emphasis will be placed on analyzing and applying rhetorical strategies and conventions used by effective speakers.

DRAMATIC LITERATURE- elective
Grade 9 – 12 One Semester – One-Half Credit

Students interested in drama, acting, or the history of the theatre should consider drama as an elective course. Students will be introduced to the general history of the theatre, will read and discuss significant dramatic works, will discuss acting techniques, and technical play production. Students will research, write, and perform a final project that reflects their understanding of these different aspects of theatre productions.

FOREIGN LANGUAGE DEPARTMENT

SPANISH I - elective

Grades 8 – 11 Two Semesters – One Credit

The development of the ability to speak Spanish will be emphasized. Conversation will be encouraged and practiced through the use of flexible sentence patterns.

Course Objectives:

To introduce students to the spoken language so that they will be able to test their aptitude in it. To produce students who can speak the language in terms of: How's the weather?, polite conversations, restaurant order, and information, questions, etc., necessary to shop in a Spanish-speaking country. To encourage the students to continue in the study of Spanish by helping them achieve a limited mastery of it. To help students in finding "short-cuts" to speaking Spanish through the use of rules of grammar. To develop the student's ability to read and write simple Spanish sentences and paragraphs. To develop the student's ability to speak and understand Spanish through its use.

***SPANISH II** - elective

Grades 9 – 12 Two Semesters – One Credit

Oral performance will be emphasized and the class will be conducted in Spanish as much as possible. Grammar will be an integral part of the course.

Course Objectives:

To reinforce grammar usage learned and introduces new grammar forms. To develop the ability to understand spoken Spanish. To continue to develop student fluency through conversation with the teacher and other students. To develop, through practice, the ability to read and write Spanish at least at a fifth-grade level. To introduce students to Spanish culture.

***SPANISH III** - elective

Grades 11 – 12 Two Semesters – One Credit

Spanish III will be a more individualized course than previous Spanish courses in that the students will participate in the selection of the literature to be studied. The course will include the following:

1. The goal is to be fluent in Spanish through usage.
2. Grammar and writing practice as needed.
3. "Speaking experiences".
4. Independent study in area of one's choice.
5. Experiences integrating basic technology forms with usage of the language.

Course Objectives:

1. To provide an opportunity for students to speak and listen to Spanish only, and thereby develop language fluency.
2. To develop the students' abilities to write, read, and use correct grammar beyond sixth-grade ability.
3. To produce a student who can speak the Spanish language semi-fluently.
4. Provide opportunities for students to produce multi-media productions using Spanish.

***SPANISH IV – ADVANCED PLACEMENT SPANISH LANGUAGE**

- elective

Grade 12 Two Semesters – One Credit

The objectives of the AP Spanish Language course are:

1. to develop sufficient listening skills to be able to:
 - a. comprehend formal and informal Spanish
 - b. follow, with general understanding, oral reports and classroom lectures on non-technical subjects
 - c. understand main points and some details of conversations between native speakers
 - d. follow plots of movies and TV shows and understand the main ideas in dialogues
2. to develop proficiency in reading Spanish narratives and literary texts
3. to master the ability to write in Spanish on topics of general interest. This includes control of grammar and vocabulary
4. to develop proficiency in speaking and communicating facts and ideas with good command of grammar, syntax and vocabulary

The student will have the opportunity to participate in the Advanced Placement Examination for which students may receive (depending upon the higher institution of study which the student wishes to attend) advanced placement and/or college credit if successfully completed. Students with or without the credit will have completed a vigorous course similar to what they will meet in college, will have a head start on college-level material and will be able to proceed with greater confidence. The AP Spanish designation will be noted on the student's final grade transcript.

***ADVANCED SPANISH** - elective

Grade 12 One or Two Semesters – One-Half Credit Per Semester

This course is designed for the senior student who has completed four years of Spanish language study before the senior year and wishes to continue with further study, reviewing and expanding upon the grammar and the literature studied in the first four years.

Course Objectives:

The class's objectives are based upon the needs of the student, arrived at on a self-assessed basis using tools available in the Spanish library. Oral work will depend upon the setting of the study

because many times the class will meet concurrently with another lower level class. It requires an ability to work independently, using the teacher and Spanish library as a guide and resource.

Spanish policy notes:

- 1 A student who has not successfully completed the first semester of Spanish 1 or Spanish 2 must repeat the first semester before proceeding to the 2nd semester of that level.
2. If a student fails the second semester of Spanish 1 or Spanish 2, that semester will have to be successfully retaken when it is next offered before advancing to the succeeding level. *It is strongly advised that the student audit the first semester of that level of Spanish to develop a strong base and reinforce necessary material before proceeding to the next semester of that level.*
3. To advance to Spanish 3, a student must successfully complete Spanish 1 and 2.
4. An incoming student from another school wishing to take Spanish 3 or Spanish 4 must complete a Spanish 2 final semester examination to the satisfaction of the teacher.

SOCIAL STUDIES DEPARTMENT

UNITED STATES HISTORY I – I or II required

Grades 10 Two Semesters – One Credit

This course contains an in depth view of early American history. US History I begins with an overview of the Native Americans, Columbus, the American Revolutionary War, the making of the US Constitution, and the national struggle over slavery. Following this review work, students will experience an extensive study of the Civil War up to the Progressive Movement of the 1890s.

UNITED STATES HISTORY II – I or II required

Grades 10 Two Semesters – One Credit

This course begins with President Theodore Roosevelt and the Progressive Movement. The course will progress through modern history, emphasizing the Jazz Age, World War II, the Sixties, and recent events.

ILLINOIS HISTORY - elective

Grades 9 – 12 One Semester – One-Half Credit

Over the course of this semester, students will study the history of our state from a detailed perspective. The course will begin with the states earliest inhabitants the prehistoric Indian tribes and end with a look into the future of Illinois. Students will be required to do research and investigation outside of the classroom and will interact with members of the community to find out more about the area in which they live.

CIVICS - required

Grade 11 One Semester – One-Half Credit

Civics is a study of government. This course will focus on the politics of the United States. Other governments will be studied, such as Socialism and Communism. But the focus of this study will be on Democracy. Throughout this course the Constitution will be looked at in great depth. As a part of this class each student will be required to pass the US Constitution exam. Civics also offers a summary of Illinois politics. To help with this study, copies of the “Illinois Handbook of Government” have been made available for each student. These booklets have been put together by the office of the Illinois Secretary of State.

GEOGRAPHY (CULTURAL GEOGRAPHY) - elective
Grades 9 – 12 One Semester – One-Half Credit

This semester will provide students with an overview of the differences amongst cultures around the world. Emphasis will be placed on geographical context and how each culture compares to the United States. Students will complete at least one in depth project on a country which they will present to their classmates. Participation and teamwork are key components to this course.

***ANCIENT WORLD HISTORY** - elective
Grades 10 – 12 Two Semesters – One Credit (Offered 2010-2011)

During this year long course, students will start with the very beginnings of history and progress to the 1500s. Some topics of study will be ancient civilizations such as Egypt, and China.

***MODERN WORLD HISTORY (Writing Intensive)** - elective
Grades 10 – 12 Two Semesters – One Credit (Offered 2009-2010)

Modern World History is a continuation of Ancient World History and starts with the Renaissance and progresses through to the Vietnam War. Students will compare and contrast events in history to gain a more authentic understanding of events and how they relate to current world happenings.

SOCIOLOGY (Writing Intensive) - elective
Grades 10 – 12 One Semester – One Half Credit

This course is an overview of the topic of sociology. Topics discussed are religion, poverty, race relations, crime and urban development. The study of group dynamics and observation ties all subject matter together in this hand-on course. Volunteerism and service learning are required during this semester.

PSYCHOLOGY (Writing Intensive) - elective
Grades 10 – 12 One Semester – One-Half Credit

This course offers an introduction to psychology, including the study of the following topics: personality, learning styles, memory, behaviors, growth and development, and psychological disorders. This course uses observation as a method of learning and requires volunteer work during this semester.

ADVANCED STUDIES IN SOCIAL SCIENCE - elective

Grade 12

Two Semesters – One Credit

Prerequisites: Psychology, Sociology (“C” or better)

Instructor approval is required for this course

This course gives students a chance to put their knowledge of society and civic planning into action. Students in this course will spend the entire year planning events, learning about how they can change the world around them, developing a plan for change, and then putting these plans into action. Service learning is a major component in this senior level course. Grades are based on enthusiastic participation in the planning and implementation of projects of their choice.

MATHEMATICS DEPARTMENT

PRE-ALGEBRA/APPLIED GEOMETRY

Grade 9 Two Semesters – One Credit

Pre-Algebra is designed for Freshmen students. Students who successfully complete Pre-Algebra should be ready for the rigors of Algebra I. Students will review basic arithmetic concepts such as fractions, mixed numbers, and decimal numbers. Simple word problems, per cents, and ratios are discussed. Basic Algebraic concepts will be introduced. Pre-Algebra is a bridge between 8th grade mathematics and Algebra I.

ALGEBRA I

Grades 9 – 12 Two Semesters – One Credit

In the first semester students learn about numbers and number relations, mathematical sentences, formulas, positive and negative numbers, and about the four operations with polynomials. Plus a review of arithmetic skills. In the second semester students learn mathematical graphs, systems of equations, products and factoring, fraction equations, powers, roots, radicals, and quadratic equations.

Course Objectives:

1. A student should be able to do the simple operations of algebra.
2. A student should be able to do the operations on and with quadratic equations.
3. A student should accomplish objectives #1 and #2 well enough to continue in mathematics.
4. Improve the student's study skills.

GEOMETRY

Grades 9 – 12 Two Semesters – One Credit

Prerequisite: Algebra I

First semester should teach a student about inductive and deductive reasoning, triangles, congruence and quadrilaterals. It will also teach how to use the tools of geometry in construction problems. Second semester will teach a student about similar polygons, regular polygons, circles, measurements of angles and arcs, coordinate geometry, transformations, area and volumes. A large portion of the course involves proving theorems and statements.

Course Objectives:

1. To teach students to justify all statements with logical reasons.
2. To develop and refine reasoning skills including abstract reasoning.
3. To develop organized thinking skills.
4. To recognize and understand relationships among geometrical figures, including real-world applications.

COLLEGE PREP MATH

Grade 11 Two Semesters – One Credit

Prerequisites: Algebra I and Geometry

College Prep Math is designed to help prepare juniors for the PSAE/ACT test. It will help students understand and apply the key ideas of the state learning standards. Practice tests will be assessed and progress noted. Test strategies will be included in the instructions. Concepts covered will include material from Algebra I, Geometry and Algebra II.

***ALGEBRA II**

Grades 10 – 12 Two Semesters – One Credit

Prerequisite: Algebra I

First semester will give a student a quick review of Algebra I and then teach him/her about real numbers, quadratic equations and inequalities, functions and function relations, ratio, proportions and variation. Second semester will teach a student about the real and imaginary number systems, logarithms, the binomial theorem, probability and advanced topics in quadratic equations.

***TRIGONOMETRY/PRE-CALCULUS**

Grades 11 – 12 Two Semesters – One Credit

Prerequisites: Geometry and Algebra II

Topics include: definitions and operations with the three main trigonometric functions and their reciprocal including evaluations, working with special angles in degree and radian measure, trigonometric identities, graphing all of the trigonometric functions, angles of elevation and depression, applications of the trigonometric functions, solving trigonometric equation, using inverse trigonometric functions. Law of Sine. Law of Cosines; basic introduction into Calculus

***CALCULUS**

Grade 12 Two Semesters – One Credit

Prerequisite: Trigonometry/Pre-Calculus

First semester will include: an intense review of advanced algebra, geometry, coordinate geometry and trigonometry. Also, included will be limits, synthetic division, graphing lines, quadratic, and other functions. Second semester will teach deviations, anti-deviations, integration, and relationships among functions.

SCIENCE DEPARTMENT

INTRODUCTION TO CHEMISTRY AND PHYSICS- required

Grade 9 Two Semesters – One Credit

First semester: Chemistry- topics cover periodic table, understanding chemical equations, and organic chemistry.

Second semester: Physics- topics include motion, forces, machines, work, and energy.

Course Objectives:

1. To develop basic principles of chemistry and physics.
2. To provide “hands-on” learning experiences through laboratory experimentation to help understand the basic principles of chemistry and physics.
3. To apply the basic laws of science to society and technology in the world today.
4. To expose the students to career opportunities in the fields of chemistry and physics.

BIOLOGY I - required

Grade 10 Two Semesters – One Credit

Biology will cover cell biology, genetics, evolution, ecology micro-organisms, plants, invertebrates, vertebrates, some human biology, and basic chemistry of living things. The students will do many labs and will also learn how to write scientifically as well as how to design labs.

BIOLOGY II - elective

Grades 11 – 12 One Semester – One-Half Credit

Prerequisites: Introduction to Chemistry and Physics and Biology

A closer look at the anatomy and physiology of life forms such as plants, sponges, mollusks, arthropods, echinoderms, fish, reptiles, mammals, and humans. Looking at their environment, behavior, how they develop, reproduce, how they interact and survive together. This class will spend time at Jubilee Park learning about wildlife and helping to improve the environment. This class is for those who want to get out into nature and learn from it.

***CHEMISTRY I** - elective

Grades 11 – 12 Two Semesters – One Credit

Prerequisites: Introduction to Chemistry and Physics, Biology, and Algebra I

Chemistry is introduced as an experimental science. Concepts are developed which are fundamental to understanding the theory of atoms and molecules in chemistry. Other topics include chemical bonds, chemical reactions, phases of matter, solutions, acids and bases.

Course Objectives:

1. To develop the basic principles and concepts of chemistry.
2. To develop skills in Chemical Laboratory procedures.
3. To use the periodic table as a tool for solving problems and writing and balancing equations.
4. To apply the basic principles and concepts learned to interpret and understand natural phenomena and today's chemical technology.

***PHYSICS I** - elective

Grades 11 – 12 Two Semesters – One Credit

Prerequisites: Two years of Science, geometry, completion and/or current enrollment in Trigonometry/Calculus

Introduction to fundamental concepts of modern Physics: measurement of time and space, motion, mass, forces, energy, work, momentum, wave mechanics, electricity, magnetism, and nuclear physics. Laboratory experiences will help convey some understanding of how scientists work as well as developing concepts of Physics.

Course Objectives:

1. To introduce the technology of Physics as a purposeful mode of inquiry.
2. To show how physical knowledge is acquired experimentally and woven into physical theory.
3. To apply the Physical Theory learned to the solution of problems and to an understanding of today's technology.

***CHEMISTRY II** - elective

Grades 11 – 12 Two Semesters – One Credit

Prerequisites: “C” or better in Chemistry and Algebra I, current enrollment or completion of Algebra II or Trigonometry/Pre-Calculus

A review of first-year chemistry topics and an advanced study of new topics including organic chemistry, polymers, thermochemistry, equilibrium, oxidation and reduction, and nuclear reactions.

Course Objectives:

1. To review and finish course books.
2. To introduce advanced topics of study.
3. To provide the opportunity for independent research and experiments.

***HUMAN ANATOMY & PHYSIOLOGY/ BIO 140** - elective

Grades 11 – 12 One Semester – One Half Credit (ICC Dual Enrollment)

Prerequisite: Grade of “C” or better in Biology

Presents an investigation of human organisms on the cellular, histological, and organ systems level of development. Relationships of anatomy and physiology are considered.

FORENSIC SCIENCE I - elective

Grades 11 – 12 One Semester – One-Half Credit

Prerequisites: Introduction to Chemistry and Physics and Biology I

An introductory forensic science course that allows the student to experience the possible careers in forensic science such as Forensic Anthropology, Forensic Entomology, Forensic Serology, Forensic Toxicology, Crime Scene Investigator, Forensic Engineering, Forensic Odontology, and Crime Lab Analyst. Forensic Science teaches the student how to apply concepts that they have learned in math, genetics, physical science, art, English, social studies, and foreign language to solve real life problems. Students will be using famous cases such as the O.J Simpson trial, Jon Benet Ramsey case, and the Lindberg baby kidnapping. Students will learn how to collect and identify fingerprints, how to collect and analyze a blood sample for blood type, how to collect and analyze microscopic evidence, forensic document analysis (using chromatography) and many more lab activities.

FORENSIC SCIENCE II - elective

Grades 11 – 12 One Semester – One-Half Credit

Prerequisites: Introduction to Chemistry and Physics, Biology I, Forensic Science I

**May take Forensic Science II without taking Forensic Science first with teacher permission.

A forensic science course that focuses on practices and analysis of physical evidence found at crime scenes. The fundamental objective is to teach the basic processes and principles of scientific thinking and apply them to solve problems that are not only science related, but cross the curriculum using math, art, physical science, anatomy and physiology, and foreign language. This class will be looking at famous cases such as the JFK assassination, O.J. Simpson Case, and the death of John Lennon to evaluate and analyze evidence. Students will learn more advanced procedures such as electrophoresis of DNA, toxicology and entomology procedures. A mock crime scene will be set up to evaluate the students' abilities.

CONTEMPORARY SCIENCE - elective

Grades 10 – 12 One Semester – One-Half Credit

Prerequisites: Introduction to Chemistry and Physics and Biology

A science class based on the current issues of today. Students will be investigating issues such as stem cell research, cloning, human genome project, are tsunamis/hurricanes caused by global warming, pandemic diseases, biological warfare, patents on DNA, genetically-modified foods, endangered species and more.

INTRODUCTION TO THE HUMAN BODY – elective

Grades 10 – 12 One Semester – One-Half Credit

Prerequisites: Introduction to Chemistry and Physics

An introduction into the structure and function of the human body. Students will study the various organ systems such as skeletal, muscular, cardiovascular, reproductive, etc. Labs, dissection and fieldtrips will enrich the students' experience

FINE ARTS DEPARTMENT

ART I – elective

Grades 9 – 12 Two Semesters – One Credit

Students will study the basic elements and principles of art. Students will work with a variety of media such as ceramics, painting, and sculpture with an emphasis on drawing. Art History and appreciation are included throughout the year.

ART II - elective

Grades 10 – 12 Two Semesters – One Credit

Prerequisite: Art I

Students will continue to develop their artistic skills by applying knowledge from ART I as well as a variety of new media. An emphasis will be placed on developing individual creative styles. Art history and appreciation are included.

CERAMICS I - elective

Grades 11 – 12 One Semester – One-Half Credit

Prerequisites: Art I & Art II (C or above)

Students will develop an understanding of clay and clay construction. This class will further develop hand-building techniques learned in Art I & II, while introducing the pottery wheel thrown ceramics. Basic ceramic firing methods will be studied along with contemporary and/or past ceramic artists.

CERAMICS II - elective

Grades 11 – 12 One Semester – One-Half Credit

Prerequisites: Art I, Art II, and Ceramics I (C or above)

Students will develop a higher level of wheel-thrown ceramic techniques. Hand-building techniques will continue, however, a larger emphasis will be placed on wheel-thrown creations. Students will begin experimenting with glazes and firing techniques.

ART III-FURNITURE CONCEPTIONS- elective

Grades 11 – 12 One Semester – One-Half Credit

Prerequisites: Art I and Art II (C or above)

This is a co-curricular class taught in conjunction with H410A- Furniture Conceptions/RM. Furniture Conceptions is designed to provide students with the basic knowledge and skills needed to create a furniture piece from start to finish. The course content should include the following: generating design ideas based on specific furniture styles, selecting materials that will best suit students chosen piece, using goal setting and decision making process throughout project, evaluating step by step procedure and then implements steps, determining the appropriate design elements that are incorporated into the style, creating a usable piece of furniture. Emphasis should is placed on students working in a group setting to accomplish a common goal. Communication, math, science, social studies, art, health, computers and related technologies are integrated throughout the course.

MIXED MEDIA/SCULPTURE - elective

Grades 11 – 12 One Semester One-Half Credit

Prerequisites: Art I and Art II (C or above)

Students will have the opportunity to work both two dimensionally and three dimensionally on a larger scale than Art I & II. Students will experiment with materials such as plaster, wire, wood, cloth, and metal. Students will challenge their creativity both realistically and abstractly.

BAND - elective

Grades 9 – 12 One-Half Credit Per Semester

Previous instrumental experience required. Rehearsals will deal with improving instrumental playing in a wide variety of styles. This will be accomplished by the use of technical studies and etudes, and a wide variety of literature, both classical and popular. Extra-curricular activities may include music festivals, concerts, contests, pep band performances and jazz band performances, depending on personnel and scheduling.

CHORUS - elective

Grades 9 – 12 One-Half Credit Per Semester

This is a performance oriented class and 25% of the grade will be earned by scheduled performances each grading period. These will be primarily in the evenings. Work conflicts **will not** be excused. During the first grading period, Chorus will perform the National Anthem at volleyball games. During the second grading period, Chorus will perform at basketball games and one concert. During the third grading period, Chorus will perform at basketball games. During the fourth grading period, there will be one contest, one concert, and one Spring Fine Arts (Courthouse) Festival. Classroom work will prepare for performances by rehearsal and theoretical study of selected material from a variety of sources: Secular and Sacred, Modern and Classical and Music of Stage and Screen. Admission to class will be based on director's recommendation or audition.

ADDITIONAL COURSES

CONSUMER EDUCATION - required

Grade 10 One Semester – One Half Credit

Consumer Education is designed to assist students in the understandings and skills needed to make decisions about the use of resources and prevention strategies which contribute to improved quality of life. The course content will include the following duty areas: utilizing resources and consumer information by applying goal-setting and decision-making skills; evaluating use of resources to meet social, physical and psychological needs; maintaining health standards by applying safety information; applying consumer rights and responsibilities in the marketplace; accomplishing mutual goals by utilizing human resources; and analyzing resource/consumer management skills necessary for present and future decisions. Communication, math, science, social sciences, health, computers and related technologies are integrated throughout the course. This course meets the requirement for consumer education instruction as required by the School Code of Illinois (Section 27-12.1).

HEALTH - required

Grade 10 One Semester – One-Half Credit

Health includes the content areas of all the body, systems, their functions and disorders/diseases associated with them. Other units include mental health, nutrition, stress, and drug abuse. Projects as well as traditional testing combine for the earned grade.

PHYSICAL EDUCATION - required

Grades 9 – 12 One-Half Credit Per Semester

This course carries a heavy emphasis on participation and cooperation. It covers rules and skill improvement in areas of sports/games such as volleyball, basketball, badminton, roller-skating, softball, pickle ball, table tennis, flag football and various opportunities to train aerobically as well as an aerobically throughout the term.

DRIVER EDUCATION - elective

Grade 10 One Semester – One-Half Credit

Driver Education includes units of Rules of the Road, drinking and driving, defensive driving, motorcycles, physical and mental requirements, insurance, owning, operating, and maintenance. Behind-the-wheel phase includes: introduction, intersections, country driving, city driving, highway driving, expressway driving, backing, parallel, perpendicular and angle parking, parking up and down hill with and without a curb, one-way streets, alleys, railroad crossings, turnabouts. Driver Education students must have passed at least 8 courses in the previous two semesters in order to be eligible to enroll in Driver Education. Driver Education shall be offered to incoming freshmen who are fifteen years of age by September 1 the year they enter high school.

STUDY SKILLS - elective

Grades 9 – 12 One or Two Semester Course - No Credit Given

This class is designed for students who may need some help organizing their time, extra assistance with their other subject-area class work, and instruction on becoming a better student. Students will be placed in this course upon the recommendation of their teachers. Those who do not use this time profitably will be dropped from the program the next semester.

Students will not receive credit for this course. However, their total number of graduation credits needed will be reduced by the amount of semesters that Study Skills is taken.

A student's attendance is also used in order to determine placement. If a student has attendance problems, such as truancy, chronic truancy, selective absences, excessive absences (excused or unexcused), or a pattern of absences or tardiness or is a potential dropout, they will be considered for placement in this course.

CAREER AND TECHNICAL EDUCATION COURSES AND SEQUENCES

AGRICULTURE & NATURAL RESOURCES SEQUENCES

Agricultural Business and Management Cluster (01.0100)

Introduction to Ag Industries (A100)
Agricultural Science (A206)
Agricultural Business Management (A400)
Supervised Agricultural Experience I (A210)
Biological Science Applications in Agriculture I (A320)
Biological Science Applications in Agriculture II (A321)
Supervised Agricultural Experience II (A420)
Interrelated Coop-Agriculture (C475A)

Agricultural Mechanics & Technology Cluster (01.0200)

Introduction to Ag Industries (A100)
Agricultural Science (A206)
Supervised Agricultural Experience I (A210)
Agricultural Mechanics & technology I (A305)
Agricultural Construction & Technology I & II (A315) (A316)
Supervised Agricultural Experience II (A420)
Interrelated Coop-Agriculture (C475A)

Horticulture Services Operation Cluster (01.0600)

Introduction to Ag Industries (A100)
Agricultural Science (A206)
Supervised Agricultural Experience I (A210)
Agricultural Mechanics & Technology I (A305)
Biological Science Applications in Agriculture I & II (A320)
Supervised Agricultural Experience II (A420)
Interrelated Coop-agriculture (C475A)
Horticultural Production (A410)
Landscaping & Turf Management (A415)

A100 INTRODUCTION TO AGRICULTURE INDUSTRY - elective
Grade 9 – Orientation – Full Year – One Credit

Introduction to agriculture industry provides an opportunity for students to learn how the agricultural industry is organized; its major components; the economic influence of agriculture at state, national, and international levels; and the scope and types of job opportunities in the agricultural field. Both agribusiness and production applications are presented. Leadership skills and abilities are developed through an orientation to the FFA, parliamentary procedure, judging, and public speaking. Basic mechanics including safety, tool identification and use, selecting lumber and fasteners, planning a

wood-working project and the completion of a project. Microcomputer applications are introduced. In addition to technical skills, course content will reflect the integration of academic and workplace skills.

A206 AGRICULTURAL SCIENCE - elective

Grade 10 – Orientation – Full Year – One Credit

Prerequisite: Introduction to Agriculture Industry (A100)

This orientation course builds on basic skills and knowledge gained in the Introduction to Agriculture Industry course. Major units of instruction include advanced plant science, soil science, animal science, surveying, and meat evaluation. Applied science and math skills and concepts will be stressed throughout the course as they relate to each area. Improving computer and workplace skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

A305 AGRICULTURAL MECHANICS - elective

Grade 11 – Skill – Full Year – One Credit

Prerequisite: Introduction to Agriculture Industry (A100)

Agricultural mechanics I is designed to provide learning activities and experiences in arc and oxyacetylene welding and cutting, MIG welding, plasma-arc cutting, woodworking, plumbing and small engines. Units of instruction will include selecting and construction of plumbing systems; safety and fundamental skills of arc and oxyacetylene welding; and selections, troubleshooting and overhaul of small gasoline engines. In addition to technical skills, course content will reflect the integration of academic and workplace skills.

A315 & A316 AGRICULTURAL CONSTRUCTION & TECHNOLOGY I & II - elective

Grade 11 – 12 – Skill – Full Year – One Credit

Prerequisite: Introduction to Agriculture Industry (A100)

This advanced course focuses on the knowledge, hands-on skills, and workplace skills applicable to construction in the agricultural industry. Major units of instruction include personal safety, hand tools, power tools, blue print reading, drafting (mechanical and computer), construction skills in carpentry, electricity, concrete, block-laying, and drywall. Careers such as agricultural engineers, carpenter, electrician, concrete and block layers, finishers, safety specialists, and other related occupations will be examined. Improving workplace and computer skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

A320 & A321 BIOLOGICAL SCIENCE APPLICATIONS IN AGRICULTURE – science elective

Grade 11 – Skill – One Year – One Credit

Prerequisite: Biology

Biological Science Applications in Agriculture I is designed to extend the student's learning of science by associating basic scientific principles and concepts with relevant applications in agriculture. Topics covered will include hydroponics, plant propagation, seed inoculation, absorption, diffusion, germination, photosynthesis, nutrient management and many other science concepts. Laboratory exercises will be used extensively during the course. In addition to technical skills, course content will reflect the integration of academic and workplace skills.

Biological Science Applications in Agriculture is also designed to extend the student's learning of science by associating basic scientific principles and concepts with relevant applications in agriculture. Topics covered will include biotechnology, heredity and genetics, growth and development of animals, animal reproduction, and processing animal products. Laboratory exercises will be used extensively during the course. In addition to technical skills, course content will reflect the integration of academic and workplace skills.

A400 AGRICULTURAL BUSINESS MANAGEMENT - elective

Grade: 11 – 12 – Skill – One Year – One Credit

Prerequisite: Introduction to Agriculture Industry (A100)

Course Description:

This course will develop students' understanding of the agricultural industry relating to the United States and World marketplace. Instructional units include: business ownership types, planning and organizing the agribusiness, financing the agribusiness, keeping and using records in an agribusiness, operating the agribusiness, agricultural law, taxes, and developing employability skills. Student skills will be enhanced in math, reading comprehension, and writing through agribusiness applications. Improving computer and workplace skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

A410 HORTICULTURAL PRODUCTION - elective

Grade 10 – 12 – Skill – One Semester – One-Half Credit

Horticultural Production involves the growing of greenhouse and nursery crops and operation of a horticultural business. Emphasis will be placed on controlling the greenhouse environment for bedding and houseplant production and equipment and processes used in nursery crop production. Agribusiness units will be included in merchandising, advertising and displaying horticulture products, as well as selling horticulture products and services. In addition to technical skills, course content will reflect the integration of academic and workplace skills.

A415 LANDSCAPING AND TURF MANAGEMENT - elective

Grade 10 – 12 – Skill – One Semester – One-Half Credit

Landscaping And Turf Management are two major areas of horticulture. Units of study include establishing, maintaining, and designing landscape plantings; establishing and maintaining turf grass; managing horticultural businesses; and selling horticulture products and services. In addition to technical skills, course content will reflect the integration of academic and workplace skills.

FFA

Grade 9 – 12 – No Credit

FFA is an organization for students interested in agricultural occupations. The program develops personal and occupational competencies in communications, people, knowledge, skills and social abilities leading to intellectual choices of careers and successful employment in the field of agriculture.

A210 SUPERVISED AGRICULTURAL EXPERIENCE I

Grade 9 – 12 – Orientation – Full Year - One-Half Credit

Completed outside of class

Supervised Agricultural Experience I is for students in the 9th and 10th grades. Students receiving vocational credit in this area must enroll in an approved program sequence. Individual students will have a minimum of one approved project or acceptable plans for doing so. Supervised study, project record books, training plans and agreements, report writing, and instructor project visitation and supervision are essentials of the supervised agricultural experience. In addition to technical skills, course content will reflect the integration of academic and workplace skills.

A420 SUPERVISED AGRICULTURAL EXPERIENCE II

Grade 11 – 12 – Skill – Full Year – One-Half Credit

Completed outside of class

Supervised Agricultural Experience II is for 11th and 12th grade agricultural students. The opportunities and responsibilities are similar to those discussed under Supervised Agricultural Experience I (A20) with the exception that the experiences are conducted on a more advanced level of skill training. The project should be expanded as the student progresses throughout the agricultural program. In addition to technical skills, course content will reflect the integration of academic and workplace skills.

CAREER AND TECHNICAL EDUCATION

BUSINESS/INFORMATION SYSTEMS SEQUENCES

Accounting and Related Programs (52.0300)

Keyboarding, Type. & Formatting I/II (B205/B206)
Software Applications (B215)
Accounting I (B300)
Information Processing/Advanced Information Systems (B430/B431)
Accounting II (B400)
Introduction to Economics (B445)
Interrelated Coop-Business-Accounting (C475BA)
FBLA Future Business Leaders of America
Graphic Arts Regional WBL Program
Microcomputer Networking Regional WBL Program

Information Processing Cluster (52.0400)

Keyboarding, Type. & Formatting I/II (B205/B206)
Software Applications (B215)
Accounting I (B300)
Accounting II (B400)
Word Processing/Advanced Word Processing (B420/B421)
Information Processing/Advanced Information Systems (B430/B431)
Web Design (B326)
Internet (B325)
Interrelated Coop-Business-Information Processing (C475BI)
FBLA Future Business Leaders of America
Graphic Arts Regional WBL Program
Microcomputer Networking Regional WBL Program

B206 KEYBOARDING AND FORMATTING II - required

Grade 9 – 12 – Orientation – One Semester – One-half Credit

Keyboarding, Typewriting and Formatting II continues to develop basic skills in keyboarding techniques and formatting. Units of instruction include further development of speed and accuracy skills, 10-key pad, preparation of documents (i.e. letters, envelopes, manuscripts, reports, application forms, personal data sheets, inter-office memoranda, outlines, tables). Production of copies that meet business standards is stressed. In addition to technical skills, course content will reflect integration of academic and workplace skills.

B215 SOFTWARE APPLICATIONS - required

Grade 9 – 12 – Orientation – One Semester – One-Half Credit

Software Applications is a one-semester orientation-level course designed for all vocational students to continue to develop an awareness and understanding of the application of electronic information processing concepts, software, and equipment to accomplish tasks typically performed by employees in Agriculture, Business, Marketing and Management, Health, Home Economics, and Industrial Firms. Instruction in this course focuses specifically on the use of software packages used by any person employed in one of the five vocational areas. Students will be given the opportunity to view a variety of software applications and will have frequent hands-on experience. Instruction may be given in the use of word processing, spreadsheets, data-base management, business graphics and communications, and integrated software packages. Instruction should also focus on ethical considerations that arise in using information processing software, equipment, and gaining access to available data bases. Computer simulations of situations faced by individuals in a variety of occupations may also be used. In addition to technical skills, course content will reflect integration of academic and workplace skills.

B300 ACCOUNTING I - elective

Grade 10 – 12 – Skill – Full Year – One Credit

Accounting is a skill-level course that is of value to all students pursuing a strong background in business, marketing, and management. This course includes planned learning experiences that develop initial and basic skills used in systematically computing, classifying, recording, verifying and maintaining numerical data involved in financial and product control records including the paying and receiving of money. Instruction includes information on keeping financial records, summarizing them for convenient interpretation, and analyzing them to provide assistance to management for decision making. Accounting computer applications will be integrated throughout the course where applicable. In addition to stressing basic fundamentals and terminology of accounting, instruction should provide initial understanding of the preparation of budgets and financial reports, operation of related business machines and equipment, and career opportunities in the accounting field. Processing employee benefits may also be included. Simulations will be used to emphasize actual business records management. In addition to technical skills, course content will reflect integration of academic and workplace skills.

***B400 ACCOUNTING II** - elective

Grade 11 – 12 – Skill – Full Year – One Credit

Prerequisite: Accounting I

Accounting II is a skill-level course that builds upon the foundation established in Accounting I. This course is planned to help students to develop deeper knowledge of the principles of accounting with more emphasis being placed on financial statements and accounting records. It is a study of previously learned principles as they apply to the more complicated types of business organizations: partnerships, corporations, branches, etc. The students may become familiar with such specialized fields of accounting as cost accounting, tax accounting, payroll accounting, and others. Skills are developed in the entry, retrieval, and statistical analysis of business data using computers for accounting business applications. Accounting problems and/or simulations may be completed on the microcomputer. This

course provides a technical background for college-bound students who plan a business curriculum, as well as those who wish vocational preparation. In addition to technical skills, course content will reflect integration of academic and workplace skills.

B325 WEB PAGE DESIGN & INTERACTIVE MEDIA DEVELOPMENT I -
elective

Grade 10 – 12 – Skill – One Semester – One-Half Credit

Prerequisites: Keyboarding II and Software Applications

This course covers all phases of the Internet, including the application and dangers of its use. This course will include the use of e-mail, chat rooms, research on the Web and transfer of information. In addition to technical skills, course content will reflect on the integration of academic and workplace skills. Specifically, students will explore career opportunities; current events regarding the Internet; historical development and impact of the Internet; and the transfer of technology impacted by the Internet.

B326 WEB PAGE DESIGN & INTERACTIVE MEDIA DEVELOPMENT II -
elective

Grade 10 – 12 – Skill – One Semester – One-Half Credit

Prerequisites: Keyboarding II and Software Applications

This course covers the use of HTML Language as a basic form of creating a web page. Also included will be the use of *Microsoft Explorer and/or Dream Weaver* software as a software option to writing a web page. In addition to technical skills, course content will reflect on the integration of academic and workplace skills.

Students in this class will experience “hands on” opportunities to create web pages for their own portfolios and assume responsibility, under supervision, for maintaining the School District Website.

B420 WORD PROCESSING - elective

Grade 10 – 12 – Skill – One Semester – One-Half Credit

Word Processing is designed to further enhance the skill of word processing which includes formatting, editing, merging, search and replace, etc. Students will be exposed to extensive word processing concepts which may include several word processing packages. In addition to technical skills, course content will reflect integration of academic and workplace skills.

B421 WORD PROCESSING II - elective

Grade 11 – 12 – Skill – One Semester – One-Half Credit

Prerequisites: Word Processing and Information Processing

Advanced Word Processing will focus on enhancing and expanding skills in document processing and formatting. Instruction will include current workforce formatting styles and procedures, including fax and e-mail, as well as expanded software features and techniques. Students will refine their skills in formatting, sorting, and merging, as well as creating tables, desktop publishing products, and styles for bibliographies, outlines, research papers, etc. Students will gain valuable experiences in replicating real-world correspondence and creating a formatting and styles manual. In addition to technical skills, course content will reflect integration of academic and workplace skills.

B430 INFORMATION PROCESSING I - elective

Grade 10 – 12 – Skill – One Semester – One-Half Credit

Information Processing I is a skill-level course that includes the concepts and terminology related to the people, equipment, and procedures of information processing as well as skill development in the use of information processing equipment. Students will operate computer equipment to prepare memos, letters, reports, and forms. Students will create rough drafts, correct copy, process incoming and outgoing telephone calls and mail, and transmit and receive messages electronically. Students will create, input, and update databases and spreadsheets. Students will create data directories, copy, rename, move, and delete files, and perform backup procedures. In addition, students will prepare files to merge, as well as create mailing labels and envelopes from merge files. Students will learn to locate and retrieve information from hard copy and electronic sources, and prepare masters for presentations using presentation software. Students will apply proper grammar, punctuation, spelling and proofreading practices. Accuracy will be emphasized. Workplace skills as well as communication skills (thinking, listening, composing, revising, editing, and speaking) will be taught and integrated throughout this course.

B431 INFORMATION PROCESSING II - elective

Grade 11 – 12 – Skill – One Semester – One-Half Credit

Prerequisites: B420 and B430

Information Processing II is a skill-level course for students who have completed Information Processing I.

Students will create and update documents using word processing and desktop publishing programs and put together slideshows, speaker notes and handouts using presentation software. Students will revise data in a stored database and use queries to create customized reports. Students will edit and utilize calculation functions in spreadsheets, integrate graphics, spreadsheets, tables, text and data into documents and reports and create graphs and charts from spreadsheets. Students will learn to conduct research on the internet and/or intranet, prepare and answer routine correspondence, organize and maintain a filing system, maintain an appointment calendar, make travel arrangements, prepare

itineraries and expense reports, and prepare and process timesheets. In addition, students will maintain inventory, order equipment and supplies, and perform routine equipment maintenance.

Students will apply proper grammar, punctuation, spelling and proofreading practices to documents and reports. Accuracy will be emphasized. Workplace skills as well as communication skills will be taught and integrated throughout this course.

A simulated information processing center or work based learning experience may be used to provide students with the experience of working in the environment of an information processing center.

B445 INTRODUCTION TO ECONOMICS - elective

Grade 10 – 12 – Skill – Full Year – One Credit

Economics combines the virtues of politics and science. Its subject matter is society; how people choose to lead their lives and how they interact with one another. Knowledge of economics is a way a student can become a better citizen. This is a one year course designed to explore contemporary issues in today's society relative to our American economy. Students will develop an understanding of economic relationships such as supply and demand, the role of cost, benefit and choice, and other marketplace activities. Topics will include market systems, labor, monetary and fiscal policies, taxation, and the economic cycle.

The course content includes the following broad areas of emphasis: further career education opportunities, planning for the future, job-seeking skills, personal development, human relationships, legal protection and responsibilities, economics and the job, organization and job termination.

In addition, classroom instruction includes technical skills as identified on occupational task lists.

FBLA - FUTURE BUSINESS LEADERS OF AMERICA

Grade 9 – 12 – No Credit

Future Business Leaders of America is an organization for students participating in business and office programs in 9th through 12th grades. Program of instruction develops leadership competencies through business courses and projects promoting the free enterprise system.

CAREER AND TECHNICAL EDUCATION

FAMILY & CONSUMER SCIENCE (HUMAN SERVICES) SEQUENCES

Occupation of Homemaking (20.0101)

Child Development (H200)
Food and Nutrition I/II (H205/H206)
Living Environment/RM (H410A)
Adult Living/RM (H420A)
Parenting/RM (H425A)

Child & Day Care Services Cluster (20.0200)

Child Development (H200)
Food and Nutrition I/II/III/IV (H205/H206/H305)
Living Environment/RM (H410A)
Adult Living/RM (H420A)
Parenting/RM (H425A)

Food Services (20.0400)

Food and Nutrition I/II (H205/H206)
Interrelated Coop-Family and Consumer Science (C475HCC)
Culinary Arts Regional WBL Program

H200 CHILD DEVELOPMENT - elective

Grade 9 – 12 – Orientation – One semester – One-Half Credit

Child Development emphasizes learning experiences, which help students gain knowledge and understanding of the intellectual, physical, social and emotional development of children from conception through adolescence. The course content should center around the following duty areas: managing and organizing child development by applying decision-making and goal-setting skills, promoting child development by applying physical, social, and intellectual and emotional principles, practicing health and safety standards for children, providing experiences which encourage children to maximize resources, encouraging human-relations skills in children, and evaluating family and career changes in relation to impact on children. Information related to careers in childcare is incorporated throughout the course. The students may have the opportunity to operate a nursery school/day care during the school year. Communication, math, science, social sciences, art, health, computers and related technologies are integrated throughout the course.

H205 FOODS AND NUTRITION I - elective

Grade 9 – 12 – Orientation – One Semester – One-Half Credit

Foods and Nutrition I includes basic classroom and laboratory experiences needed to develop knowledge and understanding of basic food principles and applied nutrition for people of all ages. The course content centers around the following duty areas: promoting food service and preparation management using the decision-making process, meeting basic needs by applying nutrition concepts, meeting health and safety needs in planning, preparing and serving food, maximizing resources when planning/preparing/serving food, and analyzing individual and family nutritional needs in relation to ones diet. Information related to careers in foods and nutrition will be presented. Communication, math, science, social sciences, art, health, computers and related technologies are integrated throughout the course.

H206 FOODS AND NUTRITION II - elective

Grade 9 – 12 – Orientation – One Semester – One-Half Credit

Prerequisite: Foods I

Foods and Nutrition II consist of a more in-depth look at some of the basic food preparation techniques. Course content will include the following broad areas of emphasis: careers in foods and nutrition, influences on food customs, current nutritional issues, planning for special food needs, safety of foods, food purchasing, prevention of food-borne illnesses, food preservation. The application of the above-mentioned areas of emphasis to food service occupations will be stressed. Communication, writing, science, math, art, health and computer related technologies are intergraded throughout this course.

H305 FOODS AND NUTRITION III – elective

Grade 9 – 12 – Orientation – One Semester – One Half Credit

Prerequisites: Foods I & II

Foods and Nutrition III is designed to give students an opportunity to experiment with foods in a creative manner in a laboratory setting. Emphasis will consist of the time management and planning involved in using foods in a creative and ornamental format. Students will gain valuable experiences in replicating real-world applications of the following: apply nutritional concepts when creating their products, safe manners for displaying and creating foods, time saving techniques when working with food and exploring food as edible art. Information related to careers in foods and nutrition will be presented. Communication, writing, science, math, art, health and computer related technologies are intergraded throughout this course.

H305 FOODS AND NUTRITION IV – elective

Grade 9 – 12 – Orientation – One Semester – One-Half Credit

Prerequisites: Foods I & II

Students will gain valuable experiences in replicating real-world situations in restaurant setting through a laboratory setting. This course provides an introduction to commercial food service, preparation and management. The course will include: planning and management involved in running a restaurant, developing a menu according to chosen themes, evaluating cost consideration when planning a menu, and food preparation in accordance with a timed event. Communication, math, science, social sciences, art, health, computers and related technologies are integrated throughout the course.

H300 CHILD AND DAY-CARE SERVICES OCCUPATIONS I - elective

Grade 9 – 12 – Skill – Full Year – One Credit

Child and Day-Care Services Occupations I is designed to provide students interested in a career in child and day-care operations with information and practical experiences needed for the development of job-related competencies. Students will be provided laboratory experiences either in a school-based or extended-campus facility. Students will be expected to develop appropriate skills in program development and in assisting with children's and/or adults' activities. Classroom study will be concerned with the philosophy and management of care centers and the state and local regulations governing care-giving operations. The main learning experiences will involve actual work with children/adults in situations that simulate those found in business and industry, as well as preparation for that activity. Communication, math, science, social sciences, art, health, computers and related technologies are integrated throughout the course.

H410A FURNITURE CONCEPTIONS /RM - elective

9th-12th Grade – Skill – One Semester – One-Half Credit

This is a co-curricular class taught in conjunction with Art III- Furniture Conceptions. Furniture Conceptions is designed to provide students with the basic knowledge and skills needed to create a furniture piece from start to finish. The course content should include the following: generating design ideas based on specific furniture styles, selecting materials that will best suit students chosen piece, using goal setting and decision making process throughout project, evaluating step by step procedure and then implements steps, determining the appropriate design elements that are incorporated into the style, creating a usable piece of furniture. Emphasis should be placed on students working in a group setting to accomplish a common goal. Communication, math, science, social studies, art, health, computers and related technologies are integrated throughout the course.

H420A ADULT LIVING/RM - elective

Grade 9 – 12 – Skill – One Semester – One-Half Credit

Adult Living is designed to assist individuals and families in achieving life satisfaction through responsible participation as adults in the home, community and workplace. Emphasis will be placed on the development of prevention strategies which may assist individuals in responding to situations in terms of their identified values and goals. The course content includes the following duty areas: developing short-and long-range plans, demonstrating goal-setting and decision-making skills, evaluating and adapting basic needs to assume roles and responsibilities, recognizing and following health practices that assist in coping, selecting and using resources to enhance individual growth and development, developing effective relationships to promote communication with others, and evaluating family and career changes as to the impact on individuals. Various resources to assist with life problems will be explored. Communication, math, science, social sciences, art, health, computers and related technologies are integrated throughout the course.

H425A PARENTING/RM - elective

Grade 9 – 12 – Skill – One Semester – One-Half Credit

Parenting is designed to help students think through the responsibilities, satisfactions and stresses of parenthood. Many types of parenting situations will be examined. Stress prevention and management and the work of community agencies that help parents deal with various types of parenting crises will be emphasized. The course content includes the following duty areas: managing and organizing parenting by applying decision-making and goal-setting skills; applying the basic principles of the parenting process; practicing health and safety standards as related to parenting; providing experiences which encourage parents and children to maximize resources; encouraging human-relations skills in children/adolescents; and evaluating impact on parents of family and career changes. Special attention will be given to the needs of teenage parents and to the importance of readiness for parenthood. Communication, math, science, social sciences, art, health, computers and related technologies are integrated throughout the course.

CAREER AND TECHNICAL EDUCATION INTERRELATED COOPERATIVE EDUCATION

C475A INTERRELATED COOPERATIVE EDUCATION – AGRICULTURE

Grade 12 – Skill – Full Year – Two Credits

Interrelated Cooperative Education is designed for senior students interested in pursuing careers in vocational occupations. Students are released from school for their paid cooperative education work experience and participate in 200 minutes per week of related classroom instruction. Classroom instruction focuses on providing students with job survival skills and career exploration skills related to the job and improving student's abilities to interact positively with others. For skills related to the job, refer to the skill development course outlines and the tasks of the desired occupational program. A qualified vocational coordinator is responsible for supervision. Written training agreements and individual student training plans are developed and agreed upon by the employer, student, and coordinator. Occupational task lists form the basis for training plans. The coordinator, student and employer assume compliance with federal, state and local laws and regulations.

The course content includes the following broad areas of emphasis: further career education opportunities, planning for the future, job-seeking skills, personal development, human relationships, legal protection and responsibilities, economics and the job, organizations, and job termination. Classroom instruction is based on the tasks in an occupational cluster. In addition to technical skills, course content will reflect the integration of academic and workplace skills.

C475BI INTERRELATED COOPERATIVE EDUCATION – BUSINESS- INFORMATION SYSTEM

Grade 12 – Skill – Full Year – Two Credits

Interrelated Cooperative Education is designed for senior students interested in pursuing careers in vocational occupations. Students are released from school for their paid cooperative education work experience and participate in 200 minutes per week of related classroom instruction. Classroom instruction focuses on providing students with job survival skills and career exploration skills related to the job and improving student's abilities to interact positively with others. For skills related to the job, refer to the skills development course outlines and the task list of the desired occupational program. In addition to technical skills, course content will reflect integration of academic and workplace skills.

A qualified vocational cooperative coordinator is responsible for supervision. Written training agreements and individual student training plans are developed and agreed upon by the employer, student and coordinator. Occupational task lists form the basis for training plans. The coordinator, student and employer assume compliance with federal, state and local laws and regulations.

C475HCC INTERRELATED COOPERATIVE EDUCATION HOME ECONOMICS

Grade 12 – Skill – Full Year – Two Credits

Interrelated Cooperative Education is designed for senior students interested in pursuing careers in vocational occupations. Students are released from school for their paid cooperative education work experience and participate in 200 minutes per week of related classroom instruction. Classroom instruction focuses on providing students with job survival skills and career exploration skills related to the job and improving student's abilities to interact positively with others. For skills related to the job, refer to the skill development course outlines and the task list of the desired occupational program.

A qualified vocational cooperative coordinator is responsible for supervision. Written training agreements and individual student-training plans are developed and agreed upon by the employer, student and coordinator. Occupational task lists form the basis for training plans. The coordinator, student and employer assume compliance with federal, state and local laws and regulations.

The course content may include the following broad areas of emphasis: further career education opportunities, planning for the future, job-seeking skills, personal development, human relationships, legal protection and responsibilities, economics and the job, organization and job termination. Classroom instruction may include technical skills as identified on occupational task

CAREER AND TECHNICAL EDUCATION SPECIAL EDUCATION VOCATIONAL OPPORTUNITIES

S100	General Orientation to Vocational Education I/II
S200	General Orientation to Vocational Education III/IV
S370	Cooperative Vocational Education I
S470	Cooperative Vocational Education II
C475A	Building Services

S100 GENERAL ORIENTATION TO VOCATIONAL EDUCATION I/II

Grade 9 – 12 – Orientation – Full Year – One Credit

General Orientation to Vocational Education I/II students are introduced to the world of work.

Included in this course of study are:

1. The reasons people work.
2. The importance of developing positive attitudes and habits toward work.
3. Preparation for filling out employment forms.
4. Introduction to the career ‘clusters.’

S200 GENERAL ORIENTATION TO VOCATIONAL EDUCATION III/IV

Grade 10 – Orientation – Full Year – One Credit

General Orientation to Vocational Education III/IV will build upon the material presented in General Orientation to Vocational Education I/II. Based on individual student needs, this course will continue to emphasize each student’s interests and abilities as they relate to the world of work. Included in this course of study are:

1. Job-seeking skills.
2. Job-Keeping skills.
3. Career goals.
4. Completion of employment forms.
5. Exploration of career clusters.

S370 COOPERATIVE VOCATIONAL EDUCATION I

Grade 11 – 12 – Skill – Full Year – Variable Credits

Cooperative Vocational Education I students will complete a sequence in on-the-job training either in a sheltered workshop, within the school, in another school, or in the community. Students may receive pay and will receive credit for their work effort. On-the-job instruction will be done under the supervision of the employer and the work coordinator/teacher/job coach. Written training agreements and individual student training plans are developed.

In a related class consisting of a minimum of 200 minutes per week, students receive instruction on finding and applying for a job, getting along with others at work, and job performance. Special emphasis is placed on the application and interviewing process and job performance.

S470 COOPERATIVE VOCATIONAL EDUCATION II

Grade 12 – Skill – Full Year – Variable Credits

Cooperative Vocational Education II students will complete a sequence in on-the-job training either in a sheltered workshop, within the school, in another school, or in the community. Students may receive pay as well as credit for their work effort. On-the-job instruction will be done under the supervision of the employer and the work coordinator/teacher/job coach. Written training agreements and individual student training plans are developed and agreed upon by the employer, student and coordinator.

In a related class consisting of a minimum of 200 minutes per week, students receive instruction based on the continued growth of the individual student while at the same time presenting prevocational material that is of a review nature. The student is also presented with additional elements that have a great effect upon his/her future success as an employee and as a valuable community member. Much of the material is directly related to the individual's choice of a career and the necessary steps and/or procedures one must go through to reach his/her specific career goals.

C475A BUILDING SERVICES – regional WBL program

Grade 11 – 12 – Skill – One Semester – Variable Credits

This one semester course focuses on the technical aspects of maintaining different types of facilities. The correct methods of maintenance for computer labs, theaters, lecture halls, classrooms (both regular and electronic/distance learning classrooms), restrooms, health/medical facilities, etc. are taught.

Students also learn the various techniques for cleaning carpeting, concrete, tile, terrazzo, and vinyl floors. The use of large floor machines and the use of cleaning chemicals are also taught. Safety procedures will be covered both in class and in the work-based learning opportunity.

Students receive both high school graduation credit for this experience plus college credit in Custodial Training 101, 102, and 103, and Psychology 116 and 117 (Human Potential Seminar and Conflict Resolution). Upon graduation from high school, the students can also graduate with a certificate from ICC in custodial training.

This course is only open to students with special learning needs. Students receive both high school and college credits.

REGIONAL WORK-BASED LEARNING GUIDELINES

Work-Based Learning is one of the components of Tech Prep that prepares students for high wage, high growth occupations. It introduces students to local business/industry and gives hands-on experience. Students are taught a series of competencies specific to a job cluster, through a combination of classroom and work site experiences closely supervised by a mentor. In some programs, tuition at a community college is awarded after successful completion of the high school level. **Students entering Work-Based Learning must demonstrate a serious intent to enter a career in that pathway.**

Work-Based Learning applicants will be evaluated according to:

- A. Grade Point Average -- Student must maintain a GPA of 2.5 overall and a 3.0 in corresponding classes that qualify the student for the particular WBL program.
- B. Attendance -- Student must maintain a 95% attendance rate during the semester that the application is submitted and during the WBL participation.
- C. Job Shadowing Experience -- Student should have completed job shadowing during the sophomore or junior year in the career pathway of anticipated work-based learning program.
- D. Interest shown in the Career pathway by
 1. Enrolling in the sequence of courses suggested for this career pathway
i.e. One orientation class in grades 9 & 10, and two skill level classes in grades 11 & 12.
 2. Results of the PLAN interest inventory
 3. Results of the Career Cruising Assessment
 4. Participation in extra-curricular activities, community service activities, organizations, evidence of hobbies, etc.
- E. Discipline – Student must not have more than one discipline referral in the semester that the application to the program is submitted.

To re-enroll as a senior, a student must have passed every semester of WBL during junior year.

Application process and procedures:

1. Students submit applications during their sophomore year to be in work-based learning programs beginning their junior year. Applications are due in February.
2. Businesses may test and then will interview candidates and select students for their programs.
3. The student must be concurrently enrolled in a skill level course (300 or above) in the chosen sequence in order to receive credit for Work-Based Learning.

The following Work-Based Learning programs are available and a description of each follows.

Auto Maintenance & Light Repair

Criminal Justice

Construction Industry

Culinary Arts

EMT Basic

Graphic Design

Health Occupations

Early Childhood Education

Project Lead the Way