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WHAT IS CAREER FOCUS PLANNING?

Career Focus Planning is an educational approach, which helps students focus their education toward career development while allowing flexibility. The six career pathways identified with this Curriculum Guide are clusters of occupations or careers that have been grouped based on similar interest that people share. Each career pathway includes a sequence of courses, which have common foundational skills (core academic, thinking, personal qualities) and varying specific occupation skills.

WHY CAREER FOCUS PLANNING?

Career Focus Planning provides a plan for all students, regardless of their interests, abilities, talents, or desired levels of education. All pathways have equal dignity.

Career Pathways provide all students with areas of FOCUS, along with FLEXIBILITY, and a VARIETY of ideas to pursue as they make decisions regarding course selection and develop a plan for life.

Career Pathways is a system for connecting school and careers for students, parents, teachers, and communities, and leads to students who are better prepared for further education, employment, and lifelong learning.

IS CAREER FOCUS PLANNING REALLY FOR ME?

Career Focus Planning is for all students. By selecting a career pathway you are taking your first step in preparing yourself for the future, regardless of your interests, abilities, or talents.

WHAT ARE THE BENEFITS OF CAREER PLANNING?

- You will have assistance from parents/guardian(s) and adults as careers and course selections are discussed.
- You will develop higher skills needed in the future.
- You will have a road map for the future.
- You will see relevance in your selected courses, making high school more meaningful.
- You will be able to better compete in a global economy.

CAN I CHANGE MY MIND?

Career focus planning is not a permanent commitment. As you mature and gain new experiences, it will become necessary to make the appropriate changes in your career focus planning. Discuss your changes with your parents/guardian(s) and counselor so course selections will align with your new career interests.

WHAT CAREER PATHWAYS ARE AVAILABLE?



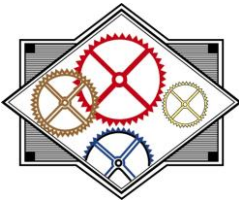
ARTS AND COMMUNICATION

Careers in this pathway are linked to the humanities and include performing, visual and literary arts as well as the communication media. Some occupations include those in creative writing, dance, editing, film arts, graphic arts, journalism, modeling, music, photography, radio, telecommunications, theatre, and translation.



BUSINESS/INFORMATION MANAGEMENT AND MARKETING

Careers in this pathway are in the field of business and marketing. Some occupations include those in accounting, administrative support staff, advertising, computer science, distribution, finance, insurance, international business, management research, merchandising, personnel, purchasing, real estate, sales, and tourism.



ENGINEERING/INDUSTRIAL AND TECHNOLOGICAL SCIENCES

Careers in this pathway are related to engineering, science, technology, construction, manufacturing, and transportation. Some occupations include airline pilots, archeologists, architects, assemblers, carpenters, drafters, engineers of all types, machinists, mechanics, scientists, tool and die makers and truck drivers.



HEALTH SCIENCE

Careers in this pathway are part of the health services field. They include occupations in hospital services, medical technology, medicine, nursing, optometry, pharmacy, psychiatry, psychology, therapy, and others.



AGRISCIENCE AND NATURAL RESOURCES

Careers in this pathway are related to the environment and natural resources, and include occupations in agribusiness, agriculture, animal science forestry, horticulture, and wildlife management. Careers included those from agricultural procedure to veterinarian.



FAMILY AND HUMAN SERVICES

Careers in this pathway are linked to family/consumer, economic, political, and social systems. Some occupations in this career focus area include those in hospitality and recreation, public and community service, and the broad field of social services. Careers such as those in childcare, cosmetology, economics, education, fire protection, food service, government, history, hotel and restaurant services, law, law enforcement, the military, and recreation.

WHERE CAN I FIND ADDITIONAL INFORMATION ON CAREERS?

Labor Market information is available for students interested in finding out what occupations are in demand at the local, state, or national level.

The Bureau of Labor Statistics: www.bls.gov

SELF-INVENTORY

Evaluating personal characteristics will help you choose a career pathway. It is best to begin the process by completing the following self-inventory.

Personal strengths and attributes: *(Bubble in at least five words below that best describe you)*

- | | | |
|-------------------------------------|-----------------------------------|-------------------------------------|
| <input type="radio"/> Accurate | <input type="radio"/> Dramatic | <input type="radio"/> Persistent |
| <input type="radio"/> Adventurous | <input type="radio"/> Flexible | <input type="radio"/> Practical |
| <input type="radio"/> Ambitious | <input type="radio"/> Friendly | <input type="radio"/> Precise |
| <input type="radio"/> Analytical | <input type="radio"/> Helpful | <input type="radio"/> Responsible |
| <input type="radio"/> Artistic | <input type="radio"/> Independent | <input type="radio"/> Scholarly |
| <input type="radio"/> Cautious | <input type="radio"/> Innovative | <input type="radio"/> Scientific |
| <input type="radio"/> Confident | <input type="radio"/> Observant | <input type="radio"/> Thrifty |
| <input type="radio"/> Conscientious | <input type="radio"/> Organized | <input type="radio"/> Understanding |
| <input type="radio"/> Courageous | <input type="radio"/> Outgoing | <input type="radio"/> Other _____ |
| <input type="radio"/> Creative | <input type="radio"/> Patient | <input type="radio"/> Other _____ |

List the courses you enjoy or excel in:

List the organizations or any other co-curricular activities you have participated in:

List volunteer and work experience that have been enjoyable, interesting, and challenging:

List hobbies, special interests or talents: (i.e., woodworking, crafts, animals, environment, etc.)

List awards and/or achievements you have received:

List any other interests, abilities or talents you may possess that have not already been written above: _____

CAREER PATHWAY ASSESSMENT

Read each of the following descriptions. Rank them in order that best describes you, with “1” being the statement that is most like you.

A. _____

Are you interested in making speeches, debating or forensics? Are you poised in social situations or in a crisis? Are you a creative thinker? Do you have the ability to set goals and work independently? Do you like to communicate ideas? Are you imaginative, innovative and original? Are you artistic or do you have musical talent? Do you express ideas/feelings visually, performing or in writing?

B. _____

Do you have math, problem-solving and detailed skills? Are you analytical and have organizational skills? Do you have leadership ability and decision-making skills? Do you like to plan activities and talk to people? Do you have the ability to work with others and be part of a team? Are you interested in technology? Are you interested in writing letters or reports and filing records?

C. _____

Are you analytical, logical, and have problem-solving skills? Do you pay attention to detailed instruction? Are you mechanically inclined? Do you like to use your hands and build things? Are you creative and curious about how things work?

D. _____

Do you like to care for people or animals? Are you sensitive, thoughtful and patient? Do you have genuine concern for people and their problems? Do you have interest in anatomy, biology, and chemistry? Are you interested in doing volunteer work in the community? Do you enjoy or promote physical activity?

E. _____

Do you have the ability to work both alone and with others? Are you interested in working with plants, animals, and soils? Are you interested in math, science, and business? Do you have leadership and decision-making skills? Do you have mechanical aptitude and the ability to work with tools?

F. _____

Do you have good oral and written communication skills? Do you have the ability to get along with a wide variety of people? Can you analyze and evaluate information? Are you composed under a crisis or conflict? Are you friendly, outgoing, cooperative, understanding and open-minded? Do you like being a leader?

HOW TO READ YOUR ASSESSMENT

Based on your ratings above, use the scale below to determine your career focus area(s) of interest.

A= Arts and Communication

B= Business/Information Management and Marketing

C= Engineering/Industrial and Technological Sciences

D= Health Services

E= Agriscience and Natural Resources

F=Family and Human Services

There are a variety of career interest inventories available. See your counselor for further assistance if necessary.

WHICH CAREER PATHWAY BEST FITS YOUR NEEDS?

As you make career path decisions, this academic and career planning and course description guide is planned to help you.

- Identify your interests, abilities, and talents by filling the self-inventory and career pathway assessment on the previous pages.
- Consider careers in each pathway based on your interests, abilities, and talents. Once you find a career of interest, refer to following pathway pages and course descriptions or talk to your counselor, teachers, and other knowledgeable people about this career opportunity. You may even want to consider using resources in the guidance office.
- Decide which career pathway seems to fit you best. It is not important to decide on specific occupations at this time.
- Decide which high school courses are related to your career pathway. Suggested course offerings for each focus area are listed on the following pages.

THE CRITICAL STEPS FOR PLANNING YOUR HIGH SCHOOL COURSE PROGRAM

Career Pathways have a recommended list of required/elective classes from which you have choose. The next series of pages provide information for each academic and career pathway. The proper selection of courses is the critical component of the career focus planning process.

- Get valued insights and assistance from adult family members, counselors, teachers, and other knowledgeable adults.
- Based on your self inventory, career pathway assessment, and your past experiences, choose the career pathway that is of interest to you.
- Refer to the next series of pages to find the career focus area/career pathway you have selected.
- Review possible careers/occupations under professional careers, skilled careers, and entry-level careers.
- Look at the **Required Course** section and review the academic courses that are required of all students in the Garner-Hayfield School District.
- Review the **Career Choices Courses** section of the focus area(s) that is of interest to you.
- Review **Course Descriptions** to ensure the courses you choose are right for you. Determine which high school courses are in you career pathway and begin your course selection.

Agriscience and Natural Resources

Garner-Hayfield High School Graduation Requirements

Math (6 Semesters)	Science (6 Semesters)	Social Studies (6 Semesters)	English (8 Semesters)	Health (1 Semester)
<p>Option #1 – Pre. Algebra, Mod. Algebra, Basic Geometry</p> <p>Option #2 – Pre-Algebra, Mod. Algebra, Adv. Algebra</p> <p>Option #43– Mod. Algebra, Adv. Algebra, Geometry</p> <p>Option #4 – Adv. Algebra, Geometry, Elective</p> <p>Option #5 – Adv. Algebra, Geometry, Pre-Calc.</p>	<p>Physical Sci. (2 sem.)</p> <p>Biology (2 sem.)</p> <p>Minimum of (2) elective from the choices below:</p> <p style="text-align: center;">Chemistry Anatomy Physics Environmental Studies Pathophysiology</p>	<p>Am. History (2 sem.)</p> <p>Am. Govt. (1 sem.)</p> <p>Economics (1 sem.)</p> <p>Minimum of (2) electives from the choices below:</p> <p style="text-align: center;">Western Cult. Asian Cult. World History Psychology Sociology</p>	<p>English 9 (2 sem.)</p> <p>English 10 (2 sem.)</p> <p>English 11 (2 sem.)</p> <p>English 12 (2 sem.)</p>	<p>Health (1 sem.)</p>

PHYSICAL EDUCATION:

(8 semesters must be successfully completed.)

TOTAL CREDITS: 45 Minimum

Required Courses 30 Credits
 Elective Courses 11 Credits
 Physical Education 4 Credits (.5 each semester)

(P.E. Waivers do not count as credit. Additional credits are necessary.)

Elective Course: Those elective courses that best fit the needs of students interested in pursuing the *Agriscience and Natural Resources* career pathway.

9th

Modern Algebra
 Drafting
 Woods 1
 Agriculture 1
 Foundations of Art
 Band
 Mixed Chorus

10th

Adv. Algebra
 Metals 1
 Woods 2 & 3
 Agriculture 2
 Foundations of Art
 Band
 Mixed Chorus

11th or 12th

Geometry	Automotive 1
Pre-Calculus	Automotive 2
Statistics	Adv. Chemistry
Metals 2 & 3	Physics
CAD 1 & 2	Environmental Studies
Electricity	Chemistry
Agriculture 3	Pathophysiology
Agriculture Business	Vocal
College Animal Science and Agronomy	

Professional*

(Careers that require experience, apprenticeship community college, and/or university training.)

Agriculture

Ag Engineer
Ag Extension Educator
Ag Inspector
Ag Marketing
Agri-Business Person
Agronomist
Banker
Botanist
Conservationist
Farm/Home Management Advisor
Farm Manager/Owner
Farm Products Purchasing Agent
Financial Manager
Livestock Buyer
Nursery Owner
Seed Analyst
Water Resource Director

Natural Resources

Environmental Analyst
Fish Hatchery Manager
Fishery Resource Manager
Forester/Conservation Scientist
Operations Manager
Park Historian
Park Ranger
Program Administrator
Naturalist
Range Manager
Recreation Resource Specialist
Soil Conservationist
Wildlife Manager

Natural Sciences & Mathematics

Anatomist
Animal Scientist
Biological Scientist
Entomologist
Food Scientist
Horticulturist
Landscape Architect
Landscape Contractor
Marine Biologist
Plant Geneticist
Veterinarian
Zoologist

Skilled*

(Careers that require experience, apprenticeships, and/or community college.)

Agriculture

Ag Engineering Technician
Diesel Engine Mechanic
Farm Supervisor
Field Supervisor
Machinist
Nursery Supervisor
Parts Manager
Seed Representative
Seed Technologist
Soil Technologist

Natural Resources

Fish and Game Warden
Fire Control Officer
Forestry Technician
Nursery Manager
Timber Harvesting Equipment Operator

Natural Sciences & Mathematics

Agricultural Technologist
Animal Breeder
Animal Science Technician
Biotechnician
Diary Herd Manager
Dairy Technician
Equine Manager
Farrier
Florist
Grounds Maintenance Supervisor
Horse Trainer
Laboratory Animal Technician
Laboratory Tester
Landscape Gardener
Nursery Supervisor
Ornamental Horticulture Technician
Pest Inspector
Poultry Technologist
Veterinary Technician

Entry Level*

(Careers that require on-the-job training and/or specialized training.)

Agriculture

Farm Equip. Salesperson/Mechanic
Farm Machine Operator
Farm Supply Salesperson
Farmer, General
Field Worker
Grader
Grain Elevator Superintendent
Harvester
Irrigator
Product Inspector
Sorter, Ag Products
Tester
Welder Machinist

Natural Resources

Beekeeper
Fish Hatchery Worker
Fisher
Forestry Worker
Game Refuge Worker
Logging Tractor Operator
Oilwell Driller
Range Management Worker

Natural Sciences & Mathematics

Animal Caretaker/Trainer
Aquaculturist
Beekeeper
Cannery Worker
Cheesemaker
Dairy Hand
Dog Catcher/Groomer
Flower Grower
Gardener
Greenskeeper
Hunter
Lab Assistant
Livestock Worker
Meat Cutter/Butcher
Nursery Worker
Orchard Worker
Pest Control Worker
Rancher
Trapper
Tree Pruner
Veterinary Attendant

*Not an inclusive list

Arts and Communication

Garner-Hayfield High School Graduation Requirements

Math (6 Semesters)	Science (6 Semesters)	Social Studies (6 Semesters)	English (8 Semesters)	Health (1 Semester)
<p>Option #1 – Pre. Algebra, Mod. Algebra, Basic Geometry</p> <p>Option #2 – Pre-Algebra, Mod. Algebra, Adv. Algebra</p> <p>Option #3 – Mod. Algebra, Adv. Algebra, Geometry</p> <p>Option #4 – Adv. Algebra, Geometry, Elective</p> <p>Option #5 – Adv. Algebra, Geometry, Pre-Calc.</p>	<p>Physical Sci. (2 sem.)</p> <p>Biology (2 sem.)</p> <p>Minimum of (2) elective from the choices below:</p> <p>Chemistry Anatomy Physics Environmental Studies Pathophysiology</p>	<p>Am. History (2 sem.)</p> <p>Am. Govt. (1 sem.)</p> <p>Economics (1 sem.)</p> <p>Minimum of (2) electives from the choices below:</p> <p>Western Cult. Asian Cult. World History Psychology Sociology</p>	<p>English 9 (2 sem.)</p> <p>English 10 (2 sem.)</p> <p>English 11 (2 sem.)</p> <p>English 12 (2 sem.)</p>	<p>Health (1 sem.)</p>

PHYSICAL EDUCATION:

(8 semesters must be successfully completed.)

TOTAL CREDITS: 45 Minimum

Required Courses 30 Credits

Elective Courses 11 Credits

Physical Education 4 Credits (.5 each semester)

(P.E. Waivers do not count as credit. Additional credits are necessary.)

Elective Course: Those elective courses that best fit the needs of students interested in pursuing the *Arts and Communication* career pathway.

9th

Modern Algebra
Adv. Algebra
Drafting
Woods 1
Life Skills
Spanish 1
Mixed Chorus
Foundations of Art
Band
Class Jazz Band

10th

Adv. Algebra
Geometry
Metals 1 & 2
Woods 2 & 3
Textiles & Design
Spanish 2
Mixed Chorus
Foundations of Art
Band
Class Jazz Band
Drawing
Painting
Sculpture

11th or 12th

Geometry
Pre-Calculus
Metals 3
CAD 1 & 2
Electricity
Journalism & Publications
Psychology
Vocal
Drawing
Graphic Design

Jazz Band
Spanish 3 & 4
Concert Choir
Concert Band
Music Theory
Mock Trial
Sociology
Painting
Sculpture
Photography

Professional*

(Careers that require experience, apprenticeship community college, and/or university training.)

Performing Arts

Sign Language/Oral Interpreter
Translator/Interpreter

Applied Arts

Architect
Choral/Instrumental Director
Graphics Arts Management
Literary & Theatrical Agent
Music Director
Public Relations Specialist

Creative Arts

Art Director
Choreographer
Composer
Costumer
Critic
Desktop Publisher
Director
Fashion Designer
Fiction Writer
Graphics Designer
Industrial Designer
Landscape Architect
Playwright
Product
Production Designer
Sculpture

Communications

Advertising Copywriter
Art Restorer
Cable Television
Engineer
Copy Writer
Desktop Publisher
Director
Editor
Journalist
Producer
Production Designer
Publisher
Recording Engineer
Reporter
Screen Writer
Scriptwriter
Speech Writer
Technical Writer
Translator

Skilled*

(Careers that require experience, apprenticeships, and/or community college.)

Performing Arts

Actor/Actress
Dancer
Interpreter for Hearing Impaired
Musician
Radio/TV Announcer

Creative Arts

Artist
Cartoonist
Ceramist
Commercial Artist
Computer Artist
Costumer
Fabric Artist
Fashion Designer
Graphic Artist
Interior Designer
Textile Designer

Applied Arts

Dance Studio Manager
Graph/Commercial Artist
Interior Designer
Jeweler/Silversmith

Communications

Broadcast Technician
Cable Television Technician
Communications Manager
Communications Technician
Computer Artist
Color Scanner Operator
Data Communication Analyst
Electronic Pagination System
Worker
Film Dubber
Film Editor
Graphics Artist
Layout/Paste-up Artist
Lighting Technician
Make up Artist
Music Instrument Repair/Tuner
Music Video Producer
Newscaster
Photographer
Private Music Teacher
Proofreader
Recording Engineer
Sound Technician

Entry-Level*

(Careers that require on-the-job training and/or specialized training.)

Performing Arts

Announcer
Comedian
Disc Jockey
Magician
Model
Musician
Professional Athlete
Singer

Creative Arts

Floral Designer
Merchandise Displayer
Photo Journalist
Photographer
Seamstress

Applied Arts

Movie/TV Camera Operator
Telemarketer
Telephone Service Representative

Communications

Audio-Visual Specialist
Camera Operator
Classified Ad Writer
Composing Room Worker
Darkroom Technician
Engraver
Guide
Job Printer
Lighting Technician
Merchandise Displayer
Motion Picture Projectionist
Movie/TV Camera Operator
Music Copier
Photo Journalist
Photoengraving Machine Operator
Radio Operator
Sound Technician
Stagehand
Telephone Installer/Repairer
Telephone Operator
Telephone Technician
Telegraph Repairer

*Not an inclusive list

Business/Information Management and Marketing

Garner-Hayfield High School Graduation Requirements

Math (6 Semesters)	Science (6 Semesters)	Social Studies (6 Semesters)	English (8 Semesters)	Health (1 Semester)
<p>Option #1 – Pre-Algebra, Mod. Algebra, Basic Geometry</p> <p>Option #2 – Pre-Algebra, Mod. Algebra, Adv. Algebra</p> <p>Option #3 – Mod. Algebra, Adv. Algebra, Geometry</p> <p>Option #4 – Adv. Algebra, Geometry, Elective</p> <p>Option #5– Adv. Algebra, Geometry, Pre-Calc.</p>	<p>Physical Sci. (2 sem.)</p> <p>Biology (2 sem.)</p> <p>Minimum of (2) elective from the choices below:</p> <p style="text-align: center;">Chemistry Anatomy Physics Environmental Studies Pathophysiology</p>	<p>Am. History (2 sem.)</p> <p>Am. Govt. (1 sem.)</p> <p>Economics (1 sem.)</p> <p>Minimum of (2) electives from the choices below:</p> <p style="text-align: center;">Western Cult. Asian Cult. World History Psychology Sociology</p>	<p>English 9 (2 sem.)</p> <p>English 10 (2 sem.)</p> <p>English 11 (2 sem.)</p> <p>English 12 (2 sem.)</p>	<p>Health (1 sem.)</p>

PHYSICAL EDUCATION:

(8 semesters must be successfully completed.)

TOTAL CREDITS: 45 Minimum

Required Courses 30 Credits
 Elective Courses 11 Credits
 Physical Education 4 Credits (.5 each semester)

(P.E. Waivers do not count as credit. Additional credits are necessary.)

Elective Course: Those elective courses that best fit the needs of students interested in pursuing the ***Business/Information Management and Marketing*** career pathway.

9th

Modern Algebra
 Adv. Algebra
 Drafting
 Intro. to Business
 Computer Appl. 1
 Foundations of Art
 Mixed Chorus
 Band
 Class Jazz Band
 Spanish 1

10th

Adv. Algebra
 Pre-Calculus
 Geometry
 Computer App. 1
 Computer App. 2
 Foundations of Art
 Mixed Chorus
 Band
 Class Jazz Band
 Spanish 2

11th or 12th

Pre-Calculus
 Calculus
 Geometry
 Statistics
 CAD 1 & 2
 Electricity
 Economics
 Personal & Family Relations
 Psychology
 Personal Finance & Investments
 Vocal
 Spanish 3 & 4

Journalism & Publications
 Technology Support Class
 Accounting
 Adv. Accounting
 Retail Marketing
 Business Law
 Computer App. 2
 Computer App. 3 and 4
 Information Technology Academy
 (NIACC)

Band /Jazz Band
 Mock Trial

Professional*

(Careers that require experience, apprenticeship community college, and/or university training.)

Administrative & Administrative Support

Business Education Instructor
General Manager
Labor Relations Specialist
Management Analyst
Medical/Health Service Manager
Medical Records Administrator
Office Planner
Personnel Recruiter

Marketing and Sales

Advertising Account Executive
Advertising Manager
Distribution Manager
Import/Export Worker
Information Marketing Specialist
Insurance Claim Examiner
Marketing Director
Marketing Research Worker
Media Buyer
Media Time Sales
Purchasing Agent
Sales Manager

Computer Operations

Computer Consultant
Computer Database Manger
Computer Network Engineer
Computer Programmer
Data Processing Manager
Information Scientist
Management Information Systems
Professional Systems Analyst

Financial Transactions

Accountant
Actuary
Auditor
Bank Officer
Claim Examiner
Controller
Credit Official
Financial Analyst
Financial Planner
Investment Banker
Loan Officer
Securities Broker
Statistician
Underwriter

Skilled*

(Careers that require experience, apprenticeships and/or community college)

Administrative & Administrative Support

Administrative Service Manager
Budget Analyst
Court Reporter
Human Resource Manager
Legal Secretary
Medical Transcriptionist
Paralegal
Secretary
Union Business Agent
Utilities Manager

Marketing and Sales

Auctioneer
Buyer (Wholesale/Retail)
Hotel Manager
Insurance Agent/Broker
Manufacturer's Sales Worker
Marketing Instructor
Real Estate Sales/Broker
Restaurant Manager
Sales Engineer
Sales Representative
Small Business Owner
Store Manager
Title Examiner
Travel Agent

Computer Operations

CAD, CAM and CNC Operator
Computer Aided Design Technician
Computer Operator
Computer Programmer
Computer Repair Technician
Computer Software Writer
Data Communication Technician
Desktop Publisher
Digitizer Operator
Peripheral Equipment Operator

Financial Transactions

Bookkeeper
Budget Analyst
Claim Adjuster
Tax Preparer
Title Examiner

Entry-Level*

(Careers that require on-the-job training and/or specialized training.)

Administrative & Administrative Support

Cost Clerk
Correspondence Clerk
Court Clerk
Dispatcher
File Clerk
Hospital Admitting Clerk
Insurance Claim Clerk
Library Assistant
Mail Clerk
Mail Service Worker
Messenger
Meter Reader
Office Clerk
Order Clerk
Payroll Clerk
Personnel Clerk
Postal Mail Carrier
Production Clerk
Receptionist
Secretary
Shipping/Receiving Clerk
Stenographer
Stock Clerk
Typist
Weigher/Checker

Computer Operations

Computer Assembly
Computer Testing
Data Entry
File Clerk
Information Clerk
Work Processor

Marketing and Sales

Advertising Clerk
Cashier
Comparison Shopper
Counter Clerk
Direct Sales
Distributor
Equipment Rental Agent
Interview Clerk
Personal Shopper
Postal Clerk

*Not an inclusive list.

Engineering/Industrial Technological Sciences

Garner-Hayfield High School Graduation Requirements

Math (6 Semesters)	Science (6 Semesters)	Social Studies (6 Semesters)	English (8 Semesters)	Health (1 Semester)
<p>Option #1 – Pre. Algebra, Mod. Algebra, Basic Geometry</p> <p>Option #2 – Pre-Algebra, Mod. Algebra, Adv. Algebra</p> <p>Option #3 – Mod. Algebra, Adv. Algebra, Geometry</p> <p>Option #4 – Adv. Algebra, Geometry, Elective</p> <p>Option #5 – Adv. Algebra, Geometry, Pre-Calc.</p>	<p>Physical Sci. (2 sem.)</p> <p>Biology (2 sem.)</p> <p>Minimum of (2) elective from the choices below:</p> <p>Chemistry Anatomy Physics Environmental Studies Pathophysiology</p>	<p>Am. History (2 sem.)</p> <p>Am. Govt. (1 sem.)</p> <p>Economics (1 sem.)</p> <p>Minimum of (2) electives from the choices below:</p> <p>Western Cult. Asian Cult. World History Psychology Sociology</p>	<p>English 9 (2 sem.)</p> <p>English 10 (2 sem.)</p> <p>English 11 (2 sem.)</p> <p>English 12 (2 sem.)</p>	<p>Health (1 sem.)</p>

PHYSICAL EDUCATION:

(8 semesters must be successfully completed.)

TOTAL CREDITS: 45 Minimum

Required Courses 30 Credits

Elective Courses 11 Credits

Physical Education 4 Credits (.5 each semester)

(P.E. Waivers do not count as credit. Additional credits are necessary.)

Elective Course: Those elective courses that best fit the needs of students interested in pursuing the *Engineering/Industrial Technological Sciences* career pathway.

9th

Modern Algebra
Adv. Algebra
Drafting
Intro. To Business
Foundations of Art
Band
Mixed Chorus
Band
Class Jazz Band
Spanish 1

10th

Adv. Algebra
Geometry
Metals 1
Woods 1 & 2
Foundations of Art
Band
Mixed Chorus
Band
Class Jazz Band
Spanish 2

11th or 12th

Geometry
Pre-Calculus
Calculus
Woods 3
Automotive 1
Automotive 2
Spanish 3 & 4

Chemistry / Adv. Chemistry
Metals 2 & 3
Electricity
CAD 1 & 2
Vocal
Band

Professional*

(Careers that require experience, apprenticeship community college, and/or university training.)

Engineering & Related Technologies

Anthropologist
Ceramic Engineer
Chemical Engineer
Electrical/Electronic Engineer
Industrial Hygienist
Manufacturing Engineer
Marine Architect
Nuclear Engineer
Plant Manager
Quality Control Engineer
Robotics Engineer
Systems Engineer

Vehicle Operation & Repair

Air Traffic Controller
Airline Dispatcher
Flight Engineer
Helicopter Merchant Marine
Purser
Ship Engineer
Traffic Engineer
Transportation Engineer

Construction & Maintenance

Architect
Air Conditioning/Heat Contractor
Building Inspector
Civil Engineer
Construction Manager
Highway Contractor
Highway Engineer
Landscape Engineer

Technological Science

Anatomist
Anthropologist
Biochemist
Biomedical Engineer
Chemical Engineer
Entomologist
Forensic Scientist
Geophysicist
Mathematical Engineer
Metallurgical Engineer
Nuclear Engineer
Oceanographer
Petroleum Engineer
Pollution Control Engineer

Skilled*

(Careers that require experience, apprenticeship and/or community college)

Engineering & Related Technologies

Biomedical Equipment Repairer
CAD Specialist
Chemical Technician
Die Setter
Drafter/Design Technician
Electric Motor Repair
Electronics Drafter
Electronics Technician
Gunsmith
Industrial Machinery Repairer
Industrial Truck Operator
Letter Press Setup Operator
Mathematical Technician
Mechanical Engineering Technician
Nuclear Technician
Printer
Production Supervisor
Robotics Technician
Surveying Technician
Watch Repairer

Vehicle Operation & Repair

Aircraft Engineer Mechanic
Airline Flight Attendant
Ambulance Attendance
Automobile Body Repairer
Avionics Technician
Diesel Mechanic
Electrical Repairer
Merchant Marine
Railroad Conductor
Steward/Cook
Traffic Technician
Transportation Manager
Truck Terminal Manager

Construction & Maintenance

Architectural Drafter
Carpenter
Construction Electrician
Cost Estimator
Drywall Finisher
Electromechanical Technician
Expediter
Lumberyard Manager
Plumber/Pipe Fitter
Sheet Metal Worker
Specification Writer

Entry-Level*

(Careers that require on-the-job training and/or specialized training.)

Engineering & Related Technologies

Appliance Repairer
Bindery Worker
Boilermaker Welder
Chemical Equipment Operator
Crane Operator
Drilling Machine Setup Operator
Electronics Assembler
Electronic Semiconductor Processor
Freight Handler
Hydraulic Maintenance Technician
Industrial Machinery Operator
Lathe Operator
Lithographic Press Operator
Machine Cutter
Mechanic/Repairer
Paint Mixer
Precision Aircraft Assembler
Precision Woodworker
Press Operator
Production Supervisor
Soldering Machine Operator
Textile Machine/Setup Operator
Tool/Die Maker
Treatment Plant Worker
Upholster
Welder

Vehicle Operation & Repair

Airline Reservation Agent
Airline Ticket Agent
Bicycle Repairer
Bus Driver
Car Rental Agent
Chauffeur
Equipment Cleaner
Highway Maintenance Worker
Motorboat Operator
Motorcycle Operator
Railroad Maintenance
School Bus Driver
Service Station Attendant
Small Engine Specialist
Tire Repairer/Changer
Tractor Operator
Truck Driver

*Not an inclusive list

Family and Human Services

Garner-Hayfield High School Graduation Requirements

Math (6 Semesters)	Science (6 Semesters)	Social Studies (6 Semesters)	English (8 Semesters)	Health (1 Semester)
<p>Option #1 – Pre. Algebra, Mod. Algebra, Basic Geometry</p> <p>Option #2 – Pre-Algebra, Mod. Algebra, Adv. Algebra</p> <p>Option #43– Mod. Algebra, Adv. Algebra, Geometry</p> <p>Option #4 – Adv. Algebra, Geometry, Elective</p> <p>Option #5 – Adv. Algebra, Geometry, Pre-Calc.</p>	<p>Physical Sci. (2 sem.)</p> <p>Biology (2 sem.)</p> <p>Minimum of (2) elective from the choices below:</p> <p>Chemistry Anatomy Physics Environmental Studies Pathophysiology</p>	<p>Am. History (2 sem.)</p> <p>Am. Govt. (1 sem.)</p> <p>Economics (1 sem.)</p> <p>Minimum of (2) electives from the choices below:</p> <p>Western Cult. Asian Cult. World History Psychology Sociology</p>	<p>English 9 (2 sem.)</p> <p>English 10 (2 sem.)</p> <p>English 11 (2 sem.)</p> <p>English 12 (2 sem.)</p>	<p>Health (1 sem.)</p>

PHYSICAL EDUCATION:

(8 semesters must be successfully completed.)

TOTAL CREDITS: 45 Minimum

Required Courses 30 Credits

Elective Courses 11 Credits

Physical Education 4 Credits (.5 each semester)

(P.E. Waivers do not count as credit. Additional credits are necessary.)

Elective Course: Those elective courses that best fit the needs of students interested in pursuing the *Family and Human Services* career pathway.

9th

Modern Algebra
Adv. Algebra
Drafting
Life Skills
Spanish 1
Foundations of Art
Mixed Chorus
Band
Class Jazz Band

10th

Geometry
Metals 1
Arch. Drafting 1
Western Cultures
Asian Cultures
Adv. Foods
Spanish 2
Foundations of Art
Mixed Chorus
Band/Jazz Band
Drawing
Painting

11th or 12th

Pre-Calculus
Spanish 3 & 4
Metals 2 & 3
CAD 1 & 2
Psychology/Sociology
Culinary Arts
Mock Trial
Painting

Personal and Family Relations
Child Development
Chemistry
Adv. Chemistry
On Your Own
Vocal
Drawing

Professional*

(Careers that require experience, apprenticeship community college, and/or university training.)

Social Services

Architect
Buyer
Cruise Director
Hotel Executive Housekeeper
Hotel Manager
Interior Designer
Parole/Probation Officer
Political Scientist
Social Services Manager
Urban Regional Planner

Personal/Customer Services

Athletic Trainer
Business Home Economist
Consultant
Consumer Advocate
Costumer
Dietitian/Nutritionist
Extension Agent
Fashion Designer
Fashion Photographer
Food/Beverage Manager
Food Photographer/Stylist
Food Technician
Marriage/Family Counselor
Menu Planner
Research Home Economist
Restaurant Manager
Retail Buyer
Retail Store Manager

Education & Related Services

Archivist/Curator
Child Care Director
Coach
College Administrator
Family & Consumer Educator
Instructional Coordinator
Librarian
Mathematician
Principal
School Social Worker
School Psychologist
Sociologist
Teacher (Kindergarten, Elementary, Secondary)
Technical Training Coordinator

Skilled*

(Careers that require experience, apprenticeships and/or community college)

Social Services

Appraiser
Convention Specialist
Director of Religious Activities
Flight Attendant
Head Housekeeper
Human Service Technician
Interior Designer
Real Estate Agent
Social Director
Travel Agent
Visual Display Specialist

Personal/Customer Services

Barber
Bridal Consultant
Caterer
Clothing Sales Representative
Consumer Credit Counselor
Cook/Chef (Institutional)
Cosmetologist
Dietetic Technician
Embalmer
Employment Interviewer
Fashion Designer
Flight Attendant
Food Technician
Funeral Director
Head Waiter/Waitress
Health/Fitness Worker
Hotel/Motel Manager
Massage Therapist
Model
Pastry Chef/Baker
Personal Exercise Trainer
Recreations Facility Manager
Restaurant Manager
Retailer Jeweler
Retail Sales Manager

Education & Related Services

Business/Group Nanny
Child Care Director
Child Care Worker
Library Technician

Entry-Level*

(Careers that require on-the-job training and/or specialized training)

Social Services

Hospitality Cashier
Hotel Bellhop/Porter
Hotel Desk Clerk
Housekeeper, Domestic
Janitor/Maid/Cleaner
Recreation Worker
Rug & Carpet Cleaner
Tour Escort
Window Cleaner

Personal/Customer Services

Alterer Helper
Baker
Bellhop
Bus Driver
Butcher/Meatcutter
Car Wash Attendant
Career Guidance Technician
Chauffeur
Custom Tailor
Customer Service Clerk
Dining Room Attendant
Dishwasher
Dry Cleaning Worker
Food Service Worker
Geriatric Aide
Host/Hostess
Hotel/Motel Clerk
Laundry Worker
Masseur/Masseuse
Personal/Home Care Aide
Photographer
Retail Sales
Restaurant Attendant
Usher
Waiter/Waitress
Youth Organization Worker

Education & Related Services

Career Guidance Technician
Child Care Worker (Private)
Nanny
Teacher Assistant/Aide

*Not an inclusive list.

Health Sciences

Garner-Hayfield High School Graduation Requirements

Math (6 Semesters)	Science (6 Semesters)	Social Studies (6 Semesters)	English (8 Semesters)	Health (1 Semester)
Option #1 – Pre. Algebra, Mod. Algebra, Basic Geometry Option #2 – Pre-Algebra, Mod. Algebra, Adv. Algebra Option #3 – Mod. Algebra, Adv. Algebra, Geometry Option #4 – Adv. Algebra, Geometry, Elective Option #5 – Adv. Algebra, Geometry, Pre-Calc.	Physical Sci. (2 sem.) Biology (2 sem.) Minimum of (2) elective from the choices below: Chemistry Anatomy Physics Pathophysiology Environmental Studies	Am. History (2 sem.) Am. Govt. (1 sem.) Economics (1 sem.) Minimum of (2) electives from the choices below: Western Cult. Asian Cult. World History Psychology Sociology	English 9 (2 sem.) English 10 (2 sem.) English 11 (2 sem.) English 12 (2 sem.)	Health (1 sem.)

PHYSICAL EDUCATION:

(8 semesters must be successfully completed.)

TOTAL CREDITS: 45 Minimum

Required Courses 30 Credits

Elective Courses 11 Credits

Physical Education 4 Credits (.5 each semester)

(P.E. Waivers do not count as credit. Additional credits are necessary.)

Elective Course: Those elective courses that best fit the needs of students interested in pursuing the *Health Sciences* career pathway.

9th

Modern Algebra
Adv. Algebra
Drafting
Foundations of Art
Mixed Chorus
Spanish 1

10th

Geometry
Chemistry
Accounting
Foundations of Art
Mixed Chorus
Spanish 2

11th or 12th

Pre-Calculus
Calculus
Accounting
Adv. Accounting
Advanced Health
CAD 1 & 2
Psychology/Sociology
Pathophysiology
Band/Jazz Band

Anatomy
Chemistry
Adv. Chemistry
Physics
Health Occupations
Health Careers Academy
(NIACC)
Vocal
Spanish 3 & 4

Professional*

(Careers that require experience, apprenticeship community college, and/or university training.)

Medical Specialist & Technologies

Dietitian
Hospital Administrator
Medical Record Administrator
Medical Scientist
Mortician
Occupational Therapist
Ophthalmologist
Pathologist
Physical Therapist
Podiatrist
Psychiatrist
Radiopharmacist
Recreation Therapist
Speech Therapist
Surgeon
Toxicologist

Health Assessment & Treatment

Acupuncturist
Allergist
Anesthesiologist
Audiologist
Cardiologist
Chiropractor
Dentist/Orthodontist
Dermatologist
Gynecologist
Hematologist
Medical Technician
Obstetrician
Ophthalmologist/Optomtrist
Oral Surgeon
Osteopath
Physician/General Practitioner
Plastic Surgeon
Podiatrist
Prosthetist/Orthotist
Psychiatrist/Psychologist
Registered Nurse
Urologist
Veterinarian

Skilled*

(Careers that require experience, apprenticeships and/or community college.)

Medical Specialist & Technologies

Biomedical Equipment Technician
Dental/Medical Secretary
Dental Lab Technician
Diagnostic Medical Sonographer
Dialysis Technician
Electrocardiograph Technician
Electroencephalograph Technician
Embalmer
Inhalation Therapist
Medical Record Technician
Microbiology Technician
Nuclear Medicine Technologist
Occupational Therapy Assistant
Physical Therapy Assistant
Radiation Therapy Technologist
Radiologist Technologist
Respiratory Therapist
Surgical Technician

Health Assessment & Treatment

Certified Medical Technician
Dental Hygienist
Licensed Practical Nurse
Optometric Assistant
Physicians Assistant
Health Diagnostics
Biological Photographer
Cardiology Technologist
Clinical Laboratory Technician
Cytotechnologist
Diagnostic Medical Sonographer
Histologic Technician
Medical Technologist
Veterinary Technician
General Health Care
Emergency Medical Technician
Paramedic
Pharmaceutical Detail Rep.
Pharmacy Assistant

Entry Level*

(Careers that require on-the-job training and/or specialized training.)

Medical Specialist & Technologies

Admitting Clerk
Central Service Technician
Dietetic Assistant
EEG/EKG Technologist
Ward Clerk

Health Assessment & Treatment

Dental Assistant
Medical Assistant
Nurse's Aide/Orderly
Nursing Technician

Health Diagnostics

Certified Laboratory Assistant
Laboratory Animal Health Care

General Health Care

Aerobics Instructor
Ambulance Driver
Home Health Aide
Hospice Worker
Psychiatric

*Not an inclusive list

**GHHS COURSE REQUEST
4-YEAR GUIDE**

Career Pathway:

Name:

GRADE 9

SEMESTER 1	SEMESTER 2
1. English 9	1. English 9
2. Physical Science	2. Physical Science
3. _____ (Math)	3. _____ (Math)
4. Health (1 st or 2 nd Semester)	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
9. Physical Education	9. Physical Education

GRADE 10

SEMESTER 1	SEMESTER 2
1. English 10	1. English 10
2. Biology	2. Biology
3. _____ (Math)	3. _____ (Math)
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
9. Physical Education	9. Physical Education

**GHHS COURSE REQUEST
4-YEAR GUIDE**

Career Pathway:

Name:

GRADE 11

SEMESTER 1	SEMESTER 2
1. American History	1. American History
2. English 11	2. English 11
3. _____(Math)	3. _____(Math)
4. _____(Science)	4. _____(Science)
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
9. Physical Education	9. Physical Education

GRADE 12

SEMESTER 1	SEMESTER 2
1. American Govt.	1. Economics
2. English 12	2. English 12
3. _____(Math)	3. _____(Math)
4. _____(Science)	4. _____(Science)
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
9. Physical Education	9. Physical Education

GHHS COURSE REQUEST and 4-YEAR PLANNER

Name: _____ **Career Pathway:** _____

GRADE 9

SEMESTER 1	SEMESTER 2
1. English 9	1. English 9
2. Physical Science	2. Physical Science
3. _____ (Math)	3. _____ (Math)
4. Health (1 st or 2 nd Semester)	4. Health (1 st or 2 nd Semester)
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
9. Physical Education	9. Physical Education

Freshmen Year Parent Signature: _____

GRADE 10

SEMESTER 1	SEMESTER 2
1. English 10	1. English 10
2. Biology	2. Biology
3. _____ (Math)	3. _____ (Math)
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
9. Physical Education	9. Physical Education

Sophomore Year Parent Signature: _____

GRADE 11

SEMESTER 1	SEMESTER 2
1. American History	1. American History
2. English 11	2. English 11
3. _____ (Math)	3. _____ (Math)
4. _____ (Science)	4. _____ (Science)
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
9. Physical Education	9. Physical Education

Junior Year Parent Signature: _____

GRADE 12

SEMESTER 1	SEMESTER 2
1. American Govt.	1. Economics
2. English 12	2. English 12
3. _____ (Math)	3. _____ (Math)
4. _____ (Science)	4. _____ (Science)
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
9. Physical Education	9. Physical Education

Senior Year Parent Signature: _____

Garner-Hayfield High School

Minimum Model Core Curriculum and Graduation Requirements

Beginning with the incoming class of freshmen for the 2007-08 school year, minimum graduation requirements will be as follows:

English:	8 credits (4 years) English 9 English 10 English 11 English 12
Mathematics:	6 credits (3 years) Pre-Algebra Modern Algebra Basic Geometry
Science:	6 credits (3 years) Physical Science Biology Anatomy/Environmental Studies
Social Studies:	6 credits (3 years) Western Cultures/Asian Cultures Psychology/Sociology American History American Government/Economics
Physical Education:	4 credits (4 years)
Electives:	15 credits

Total Required Credits = 30

Total Elective Credits = 15

Total Credits Required for Graduation = 45

9th Grade Course Registration Sheet

Mathematics

47	<input type="checkbox"/>	General Math	(Year Course)
99	<input type="checkbox"/>	Consumer Math	(Year Course)
51	<input type="checkbox"/>	Pre-Algebra	(Year Course)
52	<input type="checkbox"/>	Modern Algebra	(Year Course)
53	<input type="checkbox"/>	Advanced Algebra	(Year Course)

Science

67	<input type="checkbox"/>	*Physical Science	(Year Course) <i>*Required</i>
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English

11	<input type="checkbox"/>	*English 9	(Year Course) <i>*Required</i>
26	<input type="checkbox"/>	*Literacy Skills	(Year Course) <i>*Instructor Approval required</i>

Health

65	<input type="checkbox"/>	*Health	(Either Semester) <i>*Required</i>
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Foreign Language

34	<input type="checkbox"/>	Spanish 1	(Year Course)
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Business

101	<input type="checkbox"/>	Introduction to Business	(Either Semester)
119	<input type="checkbox"/>	Computer Applications 1	(Either Semester)
120	<input type="checkbox"/>	Computer Applications 2	(2 nd Semester)

Family and Consumer Science

130	<input type="checkbox"/>	Life Skills (Fall)	(1 st Semester) <i>Pre-requisite Course</i>
131	<input type="checkbox"/>	Life Skills (Spring)	(2 nd Semester) <i>Pre-requisite Course</i>

Agricultural Education

144	<input type="checkbox"/>	Agricultural Education 1	(Year Course)
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Industrial Education

148	<input type="checkbox"/>	Drafting	(Either Semester) <i>Pre-requisite Course</i>
151	<input type="checkbox"/>	CAD 1	(Either Semester)
154	<input type="checkbox"/>	Woods 1	(Either Semester)
160	<input type="checkbox"/>	Metals 1	(Either Semester)

Art

175	<input type="checkbox"/>	Foundations of Art	(Year Course) <i>Pre-requisite Course</i>
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Other

187	<input type="checkbox"/>	TAG	(Either Semester)
186	<input type="checkbox"/>	Mock Trial	(2 nd Semester)
218	<input type="checkbox"/>	Band	(Year Course)
223	<input type="checkbox"/>	Flag/Rifle	(1 st Semester)
220	<input type="checkbox"/>	Mixed Chorus	(Year Course)
206	<input type="checkbox"/>	*Physical Education	(Year Course) <i>*Required</i>

9th Grade Course Registration Sheet

Graduation Requirements

Below are minimum requirements for graduation from G-HHS. As indicated in this curriculum guide students are encouraged to exceed minimum requirements. The number shown indicates how many semesters (credits) are required.

English -8

This includes English 9, English 10, English 11, English 12

Mathematics - 6

Includes six options (plus combinations of courses from options below):

1. One year of Gen. Math & Pre-Algebra plus Consumer Math.
2. One year of Pre-Algebra & Mod. Algebra plus Basic Geometry.
3. One year of Pre-Algebra & Mod. Algebra plus Adv. Algebra.
4. One year each of Mod. Algebra & Adv. Algebra plus Geometry.
5. One year of Adv. Algebra & Geometry plus Pre-Calculus.
6. One year of Adv. Algebra & Geometry plus Pre-Calculus plus Calculus/Statistics.

Social Studies - 6

Includes a year of American History during the Junior year, one semester of Economics and one semester of American Government during the Senior year, plus two semesters of social studies electives.

Science - 6

Includes a progressive sequence that includes Physical Science, Biology, Anatomy, Chemistry, Advanced Chemistry, Physics, Pathophysiology or Environmental Studies.

Total Credits - 45 credits

Also required are 8 semesters of satisfactory work in Physical Education and one semester of Health.

10th Grade Course Registration Sheet

Social Studies

83		Western Cultures	(1 st Semester)	
84		Asian Cultures	(2 nd Semester)	
85		World History I	(1 st Semester)	*Can take World History 1 without World History 2
93		World History II	(2 nd Semester)	*Can take World History 2 without World History 1

Mathematics

50		Geometry	(Year Course)
99		Consumer Math	(Year Course)
51		Pre-Algebra	(Year Course)
52		Modern Algebra	(Year Course)
53		Advanced Algebra	(Year Course)

Science

68		*Biology	(Year Course)	<i>*Required</i>
72		Chemistry	(Year Course)	<i>*Instructor Approval required</i>

English

12		*English 10	(Year Course)	<i>*Required</i>
26		*Literacy Skills	(Year Course)	<i>*Instructor Approval required</i>

Foreign Language

34		Spanish 1	(Year Course)
35		Spanish 2	(Year Course)

Business

101		Introduction to Business	(Either Semester)
119		Computer Applications 1	(Either Semester)
120		Computer Applications 2	(Either Semester)
124		Computer Applications 3	(Either Semester)
102		Accounting	(Year Course)
123		Personal Finance/Investments	(2 nd Semester)
122		Technology Support Class	(Either Semester) <i>*Instructor Approval required</i>

Family and Consumer Science

130		Life Skills (Fall)	(1 st Semester)	<i>Pre-requisite Course</i>
131		Life Skills (Spring)	(2 nd Semester)	<i>Pre-requisite Course</i>
132		Advanced Foods	(1 st Semester)	
133		Textiles and Design	(2 nd Semester)	
135		Child Development	(2 nd Semester)	

Agricultural Education

145		Agricultural Education 2	(Year Course)
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Industrial Education

148		Drafting 1	(Either Semester)	<i>Pre-requisite Course</i>
151		CAD 1	(Either Semester)	
152		CAD 2	(Either Semester)	
154		Woods 1	(Either Semester)	
155		Woods 2	(1st Semester)	
156		Woods 3	(2nd Semester)	
160		Metals 1	(Either Semester)	
161		Metals 2	(2nd Semester)	

Art

175		Foundations of Art	(Year Course)	<i>Pre-requisite Course</i>
176		Creative Drawing	(1 st Semester)	
178		Sculpture	(1 st Semester)	
179		Painting	(2 nd Semester)	
181		Ceramics	(2 nd Semester)	

10th Grade Course Registration Sheet

Other

187	<input type="checkbox"/>	TAG	(Either Semester)	
186	<input type="checkbox"/>	Mock Trial	(2nd Semester)	
218	<input type="checkbox"/>	Band	(Year Course)	
223	<input type="checkbox"/>	Flag/Rifle	(1 st Semester)	
220	<input type="checkbox"/>	Mixed Chorus	(Year Course)	
206	<input type="checkbox"/>	*Physical Education	(Year Course)	<i>*Required</i>
198	<input type="checkbox"/>	Reconnecting Youth	(1st Semester)	<i>*Instructor Approval</i>

Graduation Requirements

Below are minimum requirements for graduation from G-HHS. As indicated in this curriculum guide students are encouraged to exceed minimum requirements. The number shown indicates how many semesters (credits) are required.

English -8

This includes English 9, English 10, English 11, English 12

Mathematics - 6

Includes seven options (plus combinations of courses from options below):

1. One year of Gen. Math & Pre-Algebra plus Consumer Math.
2. One year of Pre-Algebra & Mod. Algebra plus Basic Geometry.
3. One year of Pre-Algebra & Mod. Algebra plus Adv. Algebra.
4. One year each of Mod. Algebra & Adv. Algebra plus Geometry.
5. One year of Adv. Algebra & Geometry plus on math elective.
6. One year of Adv. Algebra & Geometry plus Pre-Calculus.

Social Studies - 6

Includes a year of American History during the Junior year, one semester of Economics and one semester of American Government during the Senior year, plus two semesters of social studies electives.

Science - 6

Includes a progressive sequence that includes Physical Science, Biology, Anatomy, Chemistry, Adv. Chemistry, Pathophysiology, Physics, or Environmental Studies.

Total Credits - 45 credits

Also required are 8 semesters of satisfactory work in Physical Education and one semester of Health (9th or 10th grade).

11th Grade Course Registration Sheet

Social Studies

83		Western Cultures	(1 st Semester)	
84		Asian Cultures	(2 nd Semester)	
85		World History 1	(1 st Semester)	*Can take World History 1 without World History 2
93		World History 2	(2 nd Semester)	*Can take World History 2 without World History 1
86		*American History	(Year Course)	* <i>Required</i>
88		Psychology	(1 st Semester)	* Cannot take psych./soc. during the same semester
89		Sociology	(2 nd Semester)	* Cannot take psych./soc. during the same semester

Mathematics

50		Geometry	(Year Course)
52		Modern Algebra	(Year Course)
53		Advanced Algebra	(Year Course)
54		Statistics	(2nd Semester)
55		Pre-Calculus	(Year Course)

Science

70		Anatomy	(Year Course)
71		Environmental Studies	(Year Course)
72		Chemistry	(Year Course)
73		Advanced Chemistry	(Year Course)
74		Physics	(Year Course)

English

10		English 11	(Year Course)	* <i>Required</i>
19		Journalism	(Year Course)	
26		*Literacy Skills	(Year Course)	* <i>Instructor Approval required</i>

Foreign Language

34		Spanish 1	(Year Course)
35		Spanish 2	(Year Course)
36		Spanish 3	(Year Course)

Business

102		Accounting	(Year Course)
103		Advanced Accounting	(Year Course)
105		Retail Marketing	(1 st Semester)
106		Business Law	(2 nd Semester) *Offered 2010-11 school year
119		Computer Applications 1	(Either Semester)
120		Computer Applications 2	(Either semester)
124		Computer Applications 3	(Either Semester)
123		Personal Finance/Investments	(2 nd Semester) *Offered 2011-12 school year

Family and Consumer Science

130		Life Skills (Fall)	(1 st Semester)	<i>Pre-requisite Course</i>
131		Life Skills (Spring)	(2 nd Semester)	<i>Pre-requisite Course</i>
132		Advanced Foods	(1 st Semester)	
133		Textiles and Design	(2 nd Semester)	
134		Personal & Family Relations	(1 st Semester)	
135		Child Development	(2 nd Semester)	
136		Health Occupations	(2 nd Semester)	

11th Grade Course Registration Sheet

Agricultural Education

146 [] Ag. Ed. 3 (Year Course)

Industrial Education

148 [] Drafting 1 (Either Semester) *Pre-requisite Course*
151 [] CAD 1 (Either Semester) *Instructor Approval*
152 [] CAD 2 (Either Semester) *Instructor Approval*
153 [] CAD 3 (2nd Semester) *Instructor Approval*
154 [] Woods 1 (Either Semester)
155 [] Woods 2 (1st Semester)
156 [] Woods 3 (2nd Semester)
157 [] Carpentry (Year Course) *Counts as 2 or 3 courses. Instructor Approval*
160 [] Metals 1 (Either Semester)
161 [] Metals 2 (2nd Semester)
162 [] Metals 3 (2nd Semester)
163 [] Power Mechanics (2nd Semester)
170 [] Equipment Refinishing (1st Semester)
165 [] Electricity (Year Course)

Art

175 [] Foundations of Art (Year Course) *Pre-requisite Course*
176 [] Creative Drawing (1st Semester)
177 [] Graphic Design (1st Semester)
178 [] Sculpture (1st Semester) **Offered 2010-11 school year*
179 [] Painting (2nd Semester)
181 [] Ceramics (2nd Semester)
180 [] Photography (1st Semester) **Offered 2011-12 school year*

Other

187 [] TAG (Either Semester)
186 [] Mock Trial (2nd Semester)
256 [] EBCE Jobsite (Either Semester) *Instructor Approval*
218 [] Band (Year Course)
223 [] Flag/Rifle (1st Semester)
221 [] Vocal (Year Course)
222 [] Music Theory (Either Semester)
66 [] Advanced Health (2nd Semester)
207 [] *Physical Education (Year Course) **Required*
198 [] Reconnecting Youth (Semester Course) *Instructor Approval*

12th Grade Course Registration Sheet

Social Studies

83		Western Cultures	(1 st Semester)	
84		Asian Cultures	(2 nd Semester)	
85		World History 1	(1 st Semester)	*Can take World History 1 without World History 2
93		World History 2	(2 nd Semester)	*Can take World History 2 without World History 1
87		*American Government	(1 st Semester)	* <i>Required</i>
90		*Economics	(2 nd Semester)	* <i>Required</i>
88		Psychology	(Either Semester)	* Cannot take psych./soc. during the same semester
89		Sociology	(Either Semester)	* Cannot take psych./soc. during the same semester

Mathematics

50		Geometry	(Year Course)
52		Modern Algebra	(Year Course)
53		Advanced Algebra	(Year Course)
54		Statistics	(Year Course)
55		Pre-Calculus	(Year Course)
57		Calculus	(Year Course)

Science

70		Anatomy	(Year Course)
71		Environmental Studies	(Year Course)
72		Chemistry	(Year Course)
73		Advanced Chemistry	(Year Course)
74		Physics	(Year Course)
77		Pathophysiology	(Year Course)

English

9		*English 12	(Year Course)	* <i>Required</i>
19		Journalism	(Year Course)	
21		Publications	(Year Course)	
26		*Literacy Skills	(Year Course)	* <i>Instructor Approval required</i>

Foreign Language

34		Spanish 1	(Year Course)
35		Spanish 2	(Year Course)
36		Spanish 3	(Year Course)
37		Spanish 4	(Year Course)

Business

102		Accounting	(Year Course)	
103		Advanced Accounting	(Year Course)	* <i>Instructor Approval</i>
105		Retail Marketing	(1 st Semester)	
106		Business Law	(2 nd Semester)	*Offered 2010-11 school year
119		Computer Applications 1	(Either Semester)	
120		Computer Applications 2	(Either Semester)	
124		Computer Applications 3	(Either Semester)	
123		Personal Finance/Investments	(2 nd Semester)	*Offered 2011-12 school year

12th Grade Course Registration Sheet

Family and Consumer Science

130		Life Skills (Fall)	(1 st Semester)	<i>Pre-requisite Course</i>
131		Life Skills (Spring)	(2 nd Semester)	<i>Pre-requisite Course</i>
132		Advanced Foods	(1 st Semester)	
133		Textiles and Design	(2 nd Semester)	
134		Personal & Family Relations	(1 st Semester)	
135		Child Development	(2 nd Semester)	
136		Health Occupations	(2 nd Semester)	
138		Culinary Arts	(2 nd Semester)	<i>Pre-requisite Course</i>
192		Intro to Teaching & Cadet Teaching	(Either Semester)	

Agricultural Education

147		Ag. Business	(Year Course)	
171		College Animal Science I	(1 st Semester)	<i>Instructor Approval</i>
172		Principles of Crop Production	(2 nd Semester)	<i>Instructor Approval</i>

Industrial Education

148		Drafting 1	(Either Semester)	<i>Pre-requisite Course</i>
151		CAD 1	(Either Semester)	
152		CAD 2	(Either Semester)	
153		CAD 3	(2 nd Semester)	
154		Woods 1	(Either Semester)	
155		Woods 2	(1 st Semester)	
156		Woods 3	(2 nd Semester)	
157		Carpentry & Building Trades	(Year Course)	<i>Counts as 2 or 3 courses --Instructor Approval</i>
160		Metals 1	(Either Semester)	
161		Metals 2	(2 nd Semester)	
162		Metals 3	(2 nd Semester)	
163		Power Mechanics	(2 nd Semester)	
170		Equipment Refinishing	(1 st Semester)	
165		Electricity	(Year Course)	

Art

175		Foundations of Art	(Year Course)	
176		Creative Drawing	(1 st Semester)	
177		Graphic Design	(1 st Semester)	
178		Sculpture	(1 st Semester)	<i>*Offered 2010-11 school year</i>
179		Painting	(2 nd Semester)	
181		Ceramics	(2 nd Semester)	
180		Photography	(1 st Semester)	<i>*Offered 2011-12 school year</i>

NIACC Career Link Academies

201		Automotive Service Technology (NIACC)		
202		General Machinist/Tool & Die (NIACC)		
194		Information Technology (Garner-Hayfield)		
200		Health Careers (West Hancock & Hancock County Memorial Hospital)		

Other

187		TAG	(Either Semester)	
186		Mock Trial	(2 nd Semester)	
256		EBCE Jobsite	(Either Semester)	<i>(Special Ed. Instructor Approval Required)</i>
218		Band	(Year Course)	
223		Flag/Rifle	(1 st Semester)	
221		Vocal	(Year Course)	
222		Music Theory	(Either Semester)	
191		Work Experience	(Either Semester)	
192		Into to Teaching / Cadet Teaching	(Either Semester)	
66		Advanced Health	(2 nd Semester)	
207		*Physical Education	(Year Course)	<i>*Required</i>
198		Reconnecting Youth	(1 st Semester)	<i>Instructor Approval</i>

Garner–Hayfield Extra–Curricular Activities

Baseball
Boys Basketball
Boy's Cross Country
Boys Track
Cheerleading
Class Officer
Chorus
Concert Band
Contest Speech
Cross Country
Curtain Club
DARE Role Model
Dramatics
F.C.A (Fellowship of Christian Athletes)
F.F.A. (Future Farmers of America)
FCCLA
Flag/Rifle
Football
Girls Basketball
Girls Cross Country
Girls Track
Golf
Instrumental Ensemble
Instrumental Solo
Jazz Band
Marching Band
Nat'l. Honor Society
Pep Club
Que Pasa
Softball
Student Council
Teen Advisor
Vocal Ensemble
Vocal Jazz
Vocal Solo
Volleyball
Wrestling
Yearbook Staff

SCHEDULE- MINIMUM LOAD

The school day begins at 8:20 a.m. and ends at 3:11 p.m. The school day consists of nine (9) forty-minute (40) periods of time with six days in our cycle instead of the customary five (5) days in a week. The six day schedule makes it much easier and more balanced when working with classes that meet less than on a daily basis.

- A. A minimum load schedule for a student who is **not** taking any music courses would be seven (7) academic class periods scheduled daily plus physical education.
- B. A minimum load schedule for a student who is taking **either** band or vocal music would be an additional six- (6) academic class period's scheduled daily plus physical education.
- C. A minimum load schedule for a student who is taking **both** band and vocal music would be an additional five-(5) academic class periods scheduled daily plus physical education.

ACADEMIC CREDITS:

- A. A graduating senior **must** have a minimum total of 45 credits.
- B. One credit is given for the successful completion of one semester of work in any academic course.
- C. Non-academic credit: This type of credit is given for successful completion of any of the following courses:

Band	1 credit	Physical Education	1/2 credit
Jazz Band	1/4 credit	Driver Education	1/2 credit
Vocal Music	1 credit		

GRADUATION REQUIREMENTS:

Each student is required to earn 45 credits to qualify for a high school diploma at graduation. Included in the accumulation of the 45 credits--the following specific requirements will also be in effect:

English/Language Arts: 8 credits: 2-English 9, 2-English 10, 2-English 11, 2-English 12

Mathematics: 6 credits

Each student is required to complete at least five semesters of satisfactory coursework in mathematics. Course selection for freshmen is usually based on a combination of factors, which include student's aspirations, abilities, previous course-work achievement, standardized test score results, as well as science instructor and counselor recommendations.

Below are shown some of the more popular progressions used by students to fulfill the mathematics requirements at G-HHS:

1. One year each of General Math, Pre-Algebra and Basic Geometry.
2. One year of Pre-Algebra & Mod. Algebra plus Basic Geometry.
3. One year of Pre-Algebra & Mod. Algebra plus Adv. Algebra.
4. One year each of Mod. Algebra & Adv. Algebra plus Geometry.
5. One year of Adv. Algebra & Geometry plus Statistics or Pre-Calculus

Science: 6 credits

Each student is required to complete at least six semesters of satisfactory coursework in science. Course selection for freshmen is usually based on a combination of factors, which includes student's aspirations, abilities, previous course-work achievement, standardized test score results, as well as science instructor and counselor recommendations.

The progression of science courses may vary according to the student's abilities and interests.

Below is a listing of the most common sequence by students:

Grade 9= Physical Science

Grade 10= Biology (Chemistry w/ Instructor Approval if Adv. Algebra is complete)

Grade 11=Anatomy and/or Chemistry.

Grade 12=Anatomy and/or Chemistry or Physics or Environmental Studies.

Social Studies: 6 credits

Each student is required to successfully complete two semesters (1-credit each) in American History (junior) and one semester in Government and one semester in Economics (senior) in order to earn a diploma. The other two credits may be earned in any elective high school Social Studies courses.

GENERAL RECOMMENDATIONS FOR COURSE SELECTION IN HIGH SCHOOL:

When you (the student) formulate your future plans you should have a general idea as to whether you plan additional education after graduation or you plan to enter a vocation, which will not require additional training.

Most G-HHS graduates pursue one of the four choices listed below:

1. **Seek Employment:** If this is your goal, your #1 goal in high school should be to work to make yourself more employable. This involves developing good work habits--even in areas that are not of major interest. This also means developing character references and other assets for your permanent record that will be helpful in applying for employment. Enrolling in "resume skills courses" is vital.
 2. **Enter the Armed Forces:** You need to decide what skills or background you high school courses can provide to improve your chances of getting the assignment you most prefer. **Notice:** The current state of the economy has made it possible for the Armed Forces to be much more selective in whom they wish to enlist. The option of dropping out of school and joining the armed forces is seldom available! Our military organizations have expressed their preference to enlist high school graduates.
 3. **Enroll in one or two-year Vocational Programs:** (Mechanical, technical, nursing, cosmetology, business, apprenticeship, etc.) You should include those courses and experiences in high school, which will make you better prepared to pursue the program you, have selected. The economy has had a definite impact in this area too. Many students who previously would have left high school for items #1 or #2 above are now entering this area...Competition is tougher than ever in all fields. Do what you can to be prepared!
 4. **Enroll in four-year College Program:** (Pursuing a Bachelor of Arts or Bachelor of Science degree-whether beginning at a 4-year school or in a 2-year school and transferring to a 4-year school to finish). You should determine and include both those courses, which are required, and those recommended for the area you intend to pursue as your major field.
- * College requirements are usually higher than minimum high school graduation requirements (two semesters of writing courses, six semesters of sequential math, two semesters of Chemistry, etc.). Students planning to enter college should check the catalog of the college they are considering and make note of any specific requirements needed.

Course Changes:

Wholesale course changes are strongly discouraged at G-HHS. Students have a great deal of latitude of making revisions prior to the opening of each semester. Students will be given a total of three school days into the semester to make any "drop" or "add" changes on their schedule. The "add" deadline is three days--the "drop" deadline (for a eighth course) is five days. The intent is that students will spend some time making serious decisions in advance regarding course selection rather than just signing up for "any old thing" and then making wholesale changes after the semester begins. Going more than three days into a new course and having students changing schedules causes inconvenience for other students and the teachers. Helping "schedule changers" to catch-up means taking away instruction and planning time from the people who scheduled correctly in the first place. Our first responsibility is to the students who seriously plan their schedules.

The Counselor and a representative from the Principal's Office must approve course changes. This will insure staff members involved will have input in providing assistance for the student.

Prerequisites: All prerequisites below require the student to earn passing grade before enrolling in the advanced level course(s).

- 1) Life Skills-Fall is required to take Advanced Foods and Life Skills-Spring is required to take Textiles and Design.
- 2) Two semesters of Foundations of Art is required to enroll in any studio art class.
- 3) One semester of Drafting I is required before enrolling in any other Industrial Arts class. Students with a strong interest in Industrial Arts should check with Mr. Haag, Mr. Baumgard, or Mr. Short to be sure of other prerequisites in the Industrial Arts department as course offerings expand. (Notice: Students and parents should be aware that we are experiencing a heavy demand in the Industrial Arts area. Course limits in the number of students are necessary because of machinery available, safety, etc. The policy in this department is that when classes must be limited, past performance in prerequisite courses is the first criteria utilized to determine being included on the course roster.)
- 4) There are other obvious prerequisites involving certain other courses. Be sure to check the course descriptions in the next section of this curriculum guide. Feel free to contact Mr. Haag for clarification.

SUMMARY

Students and parents should be aware that we are in a particularly competitive time period because of economic factors. It is no longer true that a person who is willing to work can find a job any time...there are many willing workers who are currently unemployed. It is also well known that many of the most attractive occupations presently demand a technical-oriented education as opposed to a four-year degree education. It is important for both parents and our students to work together on realistic goals with their future planning. Students are reminded that any course which expands their knowledge or increases their skills is likely to prove to be of value to them further-down-the-road. No course should be considered to be "just something to take". Each course choice should be based on a solid decision.

Course Revisions and New Offerings

There are a few course revisions that are listed and other revisions that may be enacted before the fall. In instances where further course revisions are instituted students and parents will be informed by school announcements, email, bulletins, and correspondence home.

FOREIGN LANGUAGE

GRADE

9	10	11	12	Course Name	Course Length	Semester Offered	Credits	Prerequisite
X	X	X	X	Spanish 1	1 Year	Fall-Spring	2	None
	X	X	X	Spanish 2	1 Year	Fall-Spring	2	Spanish 1
		X	X	Spanish 3	1 Year	Fall-Spring	2	Spanish 2
			X	Spanish 4	1 Year	Fall-Spring	2	Spanish 3

The study of a foreign language is highly recommended for college-bound students and can greatly benefit all other students, especially in the areas of English, Social Studies, Science, Business, and Music. Several colleges have foreign language requirements, so check your college catalog or consult your counselor to find out if the college of your choice requires a foreign language. Foreign language requirements at the three regent state universities: Iowa, ISU, and UNI

UNI -- To graduate:

- You will need one year of foreign language. This can be satisfied by:
 - * 2 years of high school foreign language (C- or better in the last course taken) or
 - * 1 year of high school + one semester of college.

University of Iowa:

- For Admission = 2 years of high school
- To graduate = 4 years of high school or 4th semester of college for liberal arts college.
(B.A., B.S., B.F.A., B.L.S., and B.M.)

Iowa State University:

Liberal Arts and Sciences College -- To graduate:

- You will need 1 year of foreign language. This can be satisfied by:
 - * 3 years of high school or
 - * 2 years of high school and take proficiency test (must have 2.00 GPA)

College of Human Sciences (Early Childhood Education -- To graduate:

- You will need :
 - * 3 years of high school or
 - * 1 year of college-level foreign language

College of Engineering -- For Admission:

- You will need:

* 2 years of high school foreign language

FOREIGN LANGUAGE

COURSE: **Spanish I**
COURSE LENGTH: One Year (1 credit per semester)
COURSE TYPE: Elective
PREREQUISITES: None
GRADE AVAILABILITY: 9 -12
COURSE DESCRIPTION:

In this course, Spanish is introduced incorporating activities that emphasize the skills of reading, writing and speaking the language. Culture of Spanish-speaking countries is also studied. A passable grade first semester is required to continue into second semester.

COURSE: **Spanish 2**
COURSE LENGTH: One Year (1 credit per semester)
COURSE TYPE: Elective
PREREQUISITES: Spanish 1
GRADE AVAILABILITY: 10, 11, and 12
COURSE DESCRIPTION:

This course is open to all students who have successfully completed Spanish 1. This course involves a continuation and elaboration of the basics learned in Spanish 1. The students are involved in speaking, reading and writing activities. Culture is also continued. A passable grade first semester is required to continue into second semester.

COURSE: **Spanish 3**
COURSE LENGTH: One Year (1 credit per semester)
COURSE TYPE: Elective
PREREQUISITES: Spanish 1 and 2
GRADE AVAILABILITY: 11, 12
COURSE DESCRIPTION:

This course is open to all students who have successfully completed two years of Spanish. This course focuses on communication projects, both oral and written. This class is a project-oriented class. Spanish 3 continues the study of the language elaborating on the concepts learned in Spanish 1 and Spanish 2. Culture is also continued. A passable grade first semester is required to continue into second semester.

COURSE: **Spanish 4**
COURSE LENGTH: One Year (1 credit per semester)
COURSE TYPE: Elective
PREREQUISITES: Spanish 1, 2 and 3
GRADE AVAILABILITY: 12
COURSE DESCRIPTION:

This course is for students who have successfully completed three years of Spanish. It continues the project-oriented activities from Spanish 3 and group work is emphasized. Increased awareness of the use of Spanish and our culture and other cultures is studied. A passable grade first semester is required to continue into second semester.

Spanish Standards and Benchmarks

1. Students engage in conversation, provide and obtain information, express feelings and emotions and exchange information.
 - A. Express likes and dislikes
 - B. Use appropriate language for greetings, leave takings and other common interactions.
 - C. Uses appropriate vocabulary.
 - D. Know various linguistic elements and compare to native language
2. Students understand and interpret written and spoken language on a variety of topics.
 - A. Understand oral or written conversations
 - B. Understand spoken or written announcements on familiar topics/personal interest
 - C. Identifies people/projects based on oral or written description
 - D. Read written stories or literature appropriate at their level
3. Students present information, concepts and ideas
 - A. Write short informal notes that describe
 - B. Present oral reports on familiar topics
 - C. Write reports with appropriate grammar
4. Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
 - A. Know cultural traditions and celebrations
 - B. Present information orally or in writing on cultural topics appropriate at this level
5. The student develops abilities that would enhance career opportunities
 - A. Identify career opportunities that require a second language
 - B. Research careers where a second language and culture knowledge is needed
6. The student uses technology to communicate in Spanish:
 - A. Demonstrate the ability to do word processing using correct grammar and vocabulary
 - B. Demonstrate the ability to put together a presentation using research techniques and presentation software like PowerPoint.
 - C. Demonstrate ability to present material using the various technological media available.

LANGUAGE ARTS

GRADE

9	10	11	12	Course Name	Course Length	Semester Offered	Credits	Prerequisite
X				English 9	1 Year	Fall-Spring	2	None
	X			English 10	1 Year	Fall-Spring	2	English 9
		X		English 11	1 Year	Fall-Spring	2	English 9 & 10
			X	English 12	1 Year	Fall-Spring	2	English 9,10 & 11
		X	X	Journalism	1 Year	Fall-Spring	2	None
			X	Publications	1 Year	Fall-Spring	2	Journalism
			X	Independent Study	1 or 2 Semesters	Fall or Spring	1	None
X	X	X	X	Literacy Skills	1 Year	Fall-Spring	2	Instructor Approval Required

LANGUAGE ARTS

COURSE: **English 9**

COURSE LENGTH: One Year

COURSE TYPE: Required

PREREQUISITES: None

GRADE AVAILABILITY: 9

COURSE DESCRIPTION:

English 9 is a blend of literature and language. Students will read a variety of literary and informational selections (including *Romeo and Juliet*) geared to help reinforce and develop the skills needed to be a good reader. Additionally, the language part of the course helps students master language skills while supporting their writing development. Vocabulary units and speeches are interspersed throughout the year.

COURSE: **English 10**

COURSE LENGTH: One Year

COURSE TYPE: Required

PREREQUISITES: English 9

GRADE AVAILABILITY: 10

COURSE DESCRIPTION:

English 10 is a comprehensive course that builds upon previously introduced areas of English. The course examines various types of literature (short story, essays, and drama) as well as grammar and composition. The literature study is aimed at deeper understanding and application to life; the grammar and composition portion is aimed at more accurate self-expression for practical uses. Formulating sound opinions and expressing them is emphasized in all aspects of this course. A formal position/research paper as well as speeches will be completed in this class. Vocabulary units are interspersed throughout the year.

COURSE: **English 11**

COURSE LENGTH: One Year

COURSE TYPE: Required

PREREQUISITES: English 9 and English 10

GRADE AVAILABILITY: 10

COURSE DESCRIPTION:

English 11 includes a skills-centered study of American literature (literary and informational text) and writing (technical and academic). The literature is a diverse collection of classical and contemporary selections and includes *Of Mice and Men* and another novel. Writers Workbench is used to analyze and improve writing, and typical problems in written communication are reviewed. Vocabulary units and speeches are interspersed throughout the year.

COURSE: **English 12**

COURSE LENGTH: One Year

COURSE TYPE: Required

PREREQUISITES: None

GRADE AVAILABILITY: 9, 10, 11

COURSE DESCRIPTION:

English 12 continues the study of literature and writing, this time using a diverse collection of world literature. Students will read a variety of literary and informational selections, both classical and contemporary, among them *Macbeth*, *To Kill a Mockingbird*, and an additional novel. A research interview project and research paper are among the writing assignments, and students will continue to use Writers Workbench to analyze and improve their writing. Vocabulary units and speeches are interspersed throughout the year.

COURSE: **Literacy Skills**
COURSE LENGTH: One Year
COURSE TYPE: Elective
PREREQUISITES: Instructor Approval Only
GRADE AVAILABILITY: 9, 10, 11, and 12

COURSE DESCRIPTION:

This course is designed to improve reading skills with an emphasis on improving reading comprehension, fluency, and vocabulary development. Students are required to have a book that they are reading independently at all times. We will be examining various short stories that will be read aloud in class. Student progress is monitored through: bi-weekly reading comprehension probes, weekly vocabulary quizzes consisting of words taken from the short stories and their own independent reading, and book talks.

COURSE: **Journalism**
COURSE LENGTH: One Year
COURSE TYPE: Elective
PREREQUISITES: None
GRADE AVAILABILITY: 11, 12

COURSE DESCRIPTION:

This course is designed to teach the student how to analyze and write different parts of the newspaper. Areas included are organization and characteristics of a regular news story, sports stories, interviews, feature stories, editorials, columns, and broadcast journalism. This course offers one English credit toward graduation. Second semester this class works on the school newspaper and the yearbook. Students are responsible for stories to be published in the school page. The writing areas of journalism will be reviewed and practiced. Students will be required to prepare copy, conduct interviews and surveys, gather news (newspaper), and write copy and captions and design pages (yearbook). This is a co-curricular class; students are responsible for meeting publication deadlines and should be willing to put in the time needed to do so.

COURSE: **Publications**
COURSE LENGTH: One Year
COURSE TYPE: Elective
PREREQUISITES: Journalism
GRADE AVAILABILITY: 12

COURSE DESCRIPTION:

This class is open to students who have already taken Journalism. This class works on the newspaper and yearbook. This is a co-curricular class; students are responsible for meeting publication deadlines and should be willing to put in the time needed to do so.

COURSE: **Independent Study**
COURSE LENGTH: One or two semesters
COURSE TYPE: Elective
PREREQUISITES: None
GRADE AVAILABILITY: 11, 12

COURSE DESCRIPTION:

This is a course designed to provide the opportunity for advanced English students to choose an area of interest for further study. This could tie-in with other subject areas. Possible ideas include independent reading, investigation of an author and his works, comparison of authors, creative writing, literature of 19th Century Russia and influences of its culture (could be done with other countries). Independent Study topics are expected to go beyond what is offered in existing courses that the student has completed. Student must have permission of an instructor in the department who will work with him/her. Projects are to be selected by the student and approved by the instructor before the semester begins.

Language Arts Standards and Benchmarks

Grades 9-12 Reading Standards and Benchmarks

1. Students will demonstrate competence in the general skills and strategies of the reading process.
 - Students will read to decode.
 - Students will read to establish comprehension.
 - Students will read to realize context.
 - Students will read to develop interpretations.
 - Students will read to integrate for synthesis.
 - Students will read to critique for evaluation.
 - Students will develop and expand vocabulary.
2. Students will demonstrate competence in the general skills and strategies for reading a variety of literary texts.
 - Students will read to decode.
 - Students will read to establish comprehension.
 - Students will read to realize context.
 - Students will read to develop interpretations.
 - Students will read to integrate for synthesis.
 - Students will read to critique for evaluation.
 - Students will develop and expand vocabulary.
3. Students will demonstrate competence in the general skills and strategies for reading a variety of informational texts.
 - Students will read to decode.
 - Students will read to establish comprehension.
 - Students will read to realize context.
 - Students will read to develop interpretations.
 - Students will read to integrate for synthesis.
 - Students will read to critique for evaluation.
 - Students will develop and expand vocabulary.
4. Students will demonstrate competence in speaking and listening as tools for learning.
 - Students will use developmentally appropriate discussion techniques.
 - Students will use developmentally appropriate listening skills.
 - Students will use developmentally appropriate techniques in oral presentations.

Grades 9-12 Writing Standards and Benchmarks

1. Students will demonstrate competence in the general skills and strategies of the writing process.
 - Students will use developmentally appropriate ideas.
 - Students will use developmentally appropriate organization.
 - Students will use developmentally appropriate voice.
 - Students will use developmentally appropriate word choice.
 - Students will use developmentally appropriate sentence fluency.
 - Students will use developmentally appropriate conventions.
2. Students will write with a command of grammatical and mechanical conventions.
 - Students will identify parts of speech.
 - Students will practice developmentally appropriate spelling.
 - Students will demonstrate developmentally appropriate competence in their use of punctuation, capitalization, and usage.
3. Students will effectively gather and use information for research purposes.
 - Students will access and use basic reference materials

MATHEMATICS

GRADE

9	10	11	12	Course Name	Course Length	Semester Offered	Credits	Prerequisite
X				General Math	1 Year	Fall-Spring	2	None
X	X			Consumer Math	1 Year	Fall-Spring	2	None
X	X			Pre-Algebra	1 Year	Fall-Spring	2	None
X	X	X	X	Modern Algebra	1 Year	Fall-Spring	2	None
X	X	X	X	Advanced Algebra	1 Year	Fall-Spring	2	Mod. Algebra
	X	X	X	Geometry	1 Year	Fall-Spring	2	Adv. Algebra
		X	X	Statistics	1 Semester	Spring	1	Adv. Algebra
		X	X	Pre-Calculus	1 Year	Fall-Spring	2	Geometry
			X	Calculus	1 Year	Fall-Spring	2	Pre-Calculus
	X	X	X	Basic Geometry	1 Year	Fall-Spring	2	Pre-Alg

*Mathematics at Garner-Hayfield High School includes several options to meet the needs of all students. The first mathematics course you take at Garner-Hayfield High School is contingent upon what you have taken as an eighth grader and the success / lack of success you experienced in that course. Your mathematics instructors are very willing to help you make this determination and offer any advice as to the correct course selection. Below are several “math tracks” a student can follow plus there are several combinations if you elect to take two courses concurrently...commonly referred to as “doubling up.” Any student wishing to “double up” **must have** instructor approval to do so. The most common courses to “double up” on and take at the same time are Advanced Algebra and Geometry. The prerequisite for each of these courses is Modern Algebra. Due to the mathematical differences and prerequisite requirements, Advanced Algebra and Geometry are the two most logical courses to attempt to accomplish “doubling up” for strong mathematics students at Garner-Hayfield High School.*

If you are in Modern Algebra as an 8th grader:

8th grade	Modern Algebra
9th grade	Advanced Algebra
10th grade	Geometry
11th grade	Pre-Calculus
12th grade	Calculus/Statistics

If you are in 8th grade Pre-Algebra, you have several options to choose from:

OPTION 1

8th grade	Pre-Algebra
9th grade	Modern Algebra
10th grade	Advanced Algebra
11th grade	Geometry
12th grade	Pre-Calculus/Statistics

OPTION 2

8th grade	Pre-Algebra
9th grade	Pre-Algebra
10th grade	Modern Algebra
11th grade	Advanced Algebra/Consumer Math/Basic Geometry
12th grade	Geometry/Consumer Math/Basic Geometry

OPTION 3

8th grade	Pre-Algebra
9th grade	General Math
10th grade	Pre-Algebra
11th grade	Modern Algebra/Consumer Math/Basic Geometry
12th grade	Advanced Algebra/Consumer Math/Basic Geometry

MATHEMATICS

COURSE: **General Mathematics**

COURSE LENGTH: One Year

COURSE TYPE: Elective

PREREQUISITES: None

GRADE AVAILABILITY: 9

COURSE DESCRIPTION:

General Math gives students a review of basic mathematical skills. Emphasis is on a survey of general mathematics and also provides experiences with mathematical activities of everyday life. These activities include practice in computation with whole numbers, common fractions, decimals and percentage.

COURSE: **Consumer Mathematics**

COURSE LENGTH: One Year

COURSE TYPE: Elective

PREREQUISITES: General Math and Instructor Approval

GRADE AVAILABILITY: 9, 10, 11, and 12

COURSE DESCRIPTION:

This course is designed for students who have a basic grasp of math computation and want to learn to apply these skills to consumer situations.

First semester topics include earning money, buying food, shopping for clothes, managing a household, buying and maintaining a car, and working with food.

Second semester topics include improving your home, traveling, budgeting, banking and investing and taxes.

COURSE: **Pre-Algebra**

COURSE LENGTH: One Year

COURSE TYPE: Elective

PREREQUISITES: None

GRADE AVAILABILITY: 9, 10

COURSE DESCRIPTION:

This is a one-year course designed to help students make the transition from mathematics to algebra. The following topics will be covered during the first semester:

Understanding variables, solving one-variable equations, working with integers, using formulas, working with polynomials, and factoring.

Second semester topics will include:

Graphing linear equations, functions and functional notation, systems of equations, fractional & decimal equations, working with exponents, square roots and quadratic equations.

COURSE: **Basic Geometry**

COURSE LENGTH: One Year

COURSE TYPE: Elective

PREREQUISITES: Pre-Algebra

GRADE AVAILABILITY: 10, 11, 12

COURSE DESCRIPTION:

This course is designed for those students wanting to take a geometry course but have not had Advanced Algebra. The following topics will be covered: Lines, segments, angles, triangles, quadrilaterals, and circles; Concepts of parallelism, perpendicularity, congruence, similarity, and proportion; Perimeter area, and volume of plane and solid figures; Pythagorean theorem, and construction. Other possible enhancement topics: Trigonometric ratios, transformations, coordinate geometry, and deductive proofs.

COURSE: **Modern Algebra (Algebra 1)**
COURSE LENGTH: One Year
COURSE TYPE: Elective
PREREQUISITES: None
GRADE AVAILABILITY: 9, 10, 11 or 12

COURSE DESCRIPTION:

During the year in algebra, addition, subtraction, division and multiplication of integers and literal terms are stressed. Graphs, formulas, linear equations, fractions, and factoring are important topics. Constants, variables, monomials, exponents, coefficients, binomials, trinomials, and polynomials are terms that are learned. Modern Algebra is strongly recommended for students aspiring to pursue those programs laden with theory-oriented mathematical knowledge: engineers, surveyors, navigators, architects, etc.

COURSE: **Advanced Algebra (Algebra 2)**
COURSE LENGTH: One Year
COURSE TYPE: Elective
PREREQUISITES: Modern Algebra
GRADE AVAILABILITY: 9, 10, 11, and 12

COURSE DESCRIPTION:

This course represents the second year of the college-bound math sequence and gives a more in-depth study of this important segment of mathematics. It is a college preparation course for all students intending to attend college. Special emphasis is placed on the techniques of problem solving, besides the usual techniques of handling such topics as exponents, quadratics, systems of equations, irrational and complex numbers, and graphs. Trigonometry treats the trigonometric functions as functions of real numbers. Both right and oblique triangles are studied as well as the laws of sines and cosines.

COURSE: **Geometry**
COURSE LENGTH: One Year
COURSE TYPE: Elective
PREREQUISITES: Advanced Algebra
GRADE AVAILABILITY: 10, 11, and 12

COURSE DESCRIPTION:

Geometry is the branch of mathematics that deals with lines, points, angles, polygons, circles and other geometric figures. Many of the ideas about these geometric figures are proved true; some are proved to be false. Geometry is training in simple logic and good thinking habits. Appreciation of geometric design and application of true geometric ideas are essential parts of the course. Geometry is strongly recommended for students planning to pursue college and especially for aspiring engineers, surveyors, foresters, artists, navigators, architects, mechanics, etc.

COURSE: **Statistics**
COURSE LENGTH: One Year
COURSE TYPE: Elective
PREREQUISITES: Advanced Algebra
GRADE AVAILABILITY: 11, 12

COURSE DESCRIPTION:

This is a course designed for those students wanting math beyond Advanced Algebra but not planning to take Calculus in college. It is geared more toward the students who are going into one of the Social Science fields, or into education. It continues to build on the foundation of Advanced Algebra. Below is a listing of the major topics for Statistics: Descriptive Statistics, Numerical Data Analysis, Probability, Discrete Probability Distributions, Normal Distribution. Sampling, Estimation, Hypothesis Testing.

COURSE: **Pre-Calculus**
COURSE LENGTH: One Year
COURSE TYPE: Elective
PREREQUISITES: Geometry, Advanced Algebra
GRADE AVAILABILITY: 11, 12

COURSE DESCRIPTION:

This is a course designed for those students needing a fourth year of math and expecting to take Calculus in their first year of college. It is built upon the foundations built in Geometry and Advanced Algebra. The first semester will cover: Coordinate Geometry, Polynomials, Inequalities, Functions & Exponential & Logarithmic Functions. The second semester will cover: Triangle-based Trigonometry, Circle-based Trigonometry, Advanced Graphing, Conic Sections, Determinants, Series and Sequences. If time allows: Polar Coordinates and Complex Numbers.

COURSE: **Calculus**
COURSE LENGTH: One Year
COURSE TYPE: Elective
PREREQUISITES: Pre-Calculus
GRADE AVAILABILITY: 12

COURSE DESCRIPTION:

This course is designed for those students who are planning on taking Calculus in the 1st year of college. The course will introduce the student to terminology and methodology of calculus without going to deeply into theory. The following topics will be covered: Pre-Calculus review, Functions and Graphs, Limits and Continuity, Differentiation, Applications of Differentiation and possibly Integration.

Mathematics Standards & Benchmarks

STANDARD #1: Students will use mathematics to solve problems and communicate mathematical ideas.

- 9-12 Evaluate algebraic expressions
- 9-12 Solve for the given variable
- 9-12 Use a variety of strategies to solve real-world problems
 - Evaluate algebraic expressions.
PA/A/AA - Uses substitution within linear or nonlinear expressions with 2 variables.
 - Solve for the given variable.
PA/A/AA - Solves nonlinear and systems of equations.
 - Uses a variety of strategies to solve real-world problems.
PA/A/AA - Solves problems by writing and solving all types of equations including systems of equations.

STANDARD #2: Students will use measurement skills.

- 9-12 Understands that formulas exist for calculating the perimeters, areas and volumes of regular shapes and recognizes these formulas
 - Understands that formulas exist for calculating the perimeters, areas and volumes off regular shapes and recognizes these formulas.
- * A-Uses area and perimeter formulas to write equations to solve problems
AA- Uses area, perimeter and volume formulas to write equations to solve problems.

STANDARD #3: Students will use reasoning skills, mental mathematics, and estimation

- 9-12 Use deductive reasoning to make a valid conclusion
- 9-12 Use divisibility rules and the ability to multiply and divide by powers of 10
- 9-12 Use rounding and estimation
 - Use deductive reasoning to make a valid conclusion.
G - Write deductive proofs
 - Use divisibility rules and the ability to multiply and divide by powers of 10.
PA/A/AA/PC/C - Scientific notation, Factoring polynomials, GCF
 - Use rounding and estimation.
PA/A/AA/G/PC/C/ST- Check reasonableness of answers and trigonometric problems

STANDARD #4: Students will perform mathematical operations and see relationships among numbers

- 9-12 Solve linear equations and inequalities
- 9-12 Solve proportions
- 9-12 Simplify rational expressions
- 9-12 Simplify problems using order of operations
 - Solve linear equations and inequalities
PA/A/AA/PC/C - Construct linear mathematical models out of real world data
 - Solve proportions
PA/A/AA/PC/C - To solve percentage and rational algebraic equations, similar triangle and segments being divided proportionally
 - Simplify rational expressions.
PA/A/AA/PC/C - Add, subtract, multiply divide, and reduce algebraic fractions and state limitations on the domain
 - Simplify problems using order of operations.
PA/A/AA/G/PC/C - Simplify numerical and algebraic expressions using order of operations

STANDARD #5: Students will demonstrate a development of spatial sense

- 9-12 Identify plane geometric figures by name
- 9-12 Classify triangles by sides or angles
- 9-12 Identify and compute the angle relationships of parallel lines
 - Identify plane geometric figures by name.
G/PC/C - Identify polygons, regular polygons and 3D shapes in solving for lengths, areas, and volumes
 - Classify triangles by sides or angles.
G - Use the proper name for a triangle based on its sides and angles
 - Identify and compute the angle relationships of parallel lines.
PA/A/AA/G/PC/C - Understand and apply corresponding, alternate interior, same-side interior angles and relationships between parallel and the slope of a line

STANDARD #6: Students will collect and analyze data

9-12 Collect and apply information from a graph

9-12 Calculate the mean, median and range

9-12 Analyze bar graphs

- Collect and apply information from a graph
ST - Collect data(ex M&M 's) and create computer generated bar and line graphs; ojgeve, box and whisker and stem and leaf graphs
- Calculate the mean, median, and range.
ST - Use data from a frequency distribution to calculate measures of central tendency and variability
- Analyze bar graphs.
ST - Understand scale, range and intervals on a bar graph

STANDARD #7: Students will use patterns and relationships to solve problems

9-12 Use the Pythagorean relationship to solve problems

9-12 Understand functional notation

- Use the Pythagorean relationship to solve problem
A/AA/G/PC/C - Use Pythagorean theorem and properties of special right triangles to solve mathematical and real world problems
- Understand functional notation.
A/AA/PC/C - Understands appropriate terminology and notation used to define functions and their properties (ex. domain and range)

SCIENCE

GRADE

9	10	11	12	Course Name	Course Length	Semester Offered	Credits	Prerequisite
X				Physical Science	1 Year	Fall-Spring	2	None
	X			Biology	1 Year	Fall-Spring	2	None
	X	X	X	Chemistry	1 Year	Fall-Spring	2	Advanced Algebra
		X	X	Advanced Chemistry	1 Year	Fall-Spring	2	Chemistry
		X	X	Physics	1 Year	Fall-Spring	2	Advanced Algebra
			X	Independent Science Survey	1 Semester	Either	1	Adv. Chemistry or Physics or Anatomy
		X	X	Anatomy	1 Year	Fall-Spring	2	Biology
		X	X	Environmental Studies	1 Year	Fall-Spring	2	None
			X	Pathophysiology	1 Year	Fall-Spring	2	Biology, Chemistry, Anatomy

SCIENCE

COURSE: **Physical Science**

COURSE LENGTH: One Year

COURSE TYPE: Required

PREREQUISITES: None

GRADE AVAILABILITY: 9

COURSE DESCRIPTION:

This course is offered to all freshmen and is required for graduation from GHHS. The course is an introductory course into the areas of chemistry and physics. The fall semester concentrates on introductory chemistry with the study of matter, its composition and properties. The spring semester concentrates on introductory physics, dealing with motion, energy and waves.

COURSE: **Biology**

COURSE LENGTH: One Year

COURSE TYPE: Required

PREREQUISITES: None

GRADE AVAILABILITY: 10

COURSE DESCRIPTION:

This course involves the study of living organisms. The topics include cell biology, genetics, biodiversity, an introduction to animals, invertebrates to mammals, and human body systems. Lab activities and science related careers are included.

COURSE: **Chemistry**

COURSE LENGTH: One Year

COURSE TYPE: Elective

PREREQUISITES: Advanced Algebra

GRADE AVAILABILITY: 10, 11, and 12

COURSE DESCRIPTION:

Chemistry is the study of matter, its composition and interactions. This course will stress areas in which a college bound student should be prepared as well as giving valuable chemical background to a student who is just interested in science. The class is recommended for juniors and seniors but is open to select sophomores. The first semester concentrates on theory related to the structure of matter, the periodic table and chemical reactions. The second semester is more mathematical in nature, concentrating on the mole concept, stoichiometry, heat relationships and the chemistry of gases.

COURSE: **Advanced Chemistry**

COURSE LENGTH: One Year

COURSE TYPE: Elective

PREREQUISITES: Chemistry

GRADE AVAILABILITY: 11, 12

This course is strongly recommended for college bound students who will be pursuing a science-related field such as health, engineering or pharmacy. Advanced topics include solution chemistry, equilibrium and acid-base chemistry during the first semester. Second semester topics concentrate on oxidation-reduction, electrochemistry, thermodynamics, nuclear chemistry and an introduction to organic chemistry.

COURSE: **Physics**

COURSE LENGTH: One Year

COURSE TYPE: Elective

PREREQUISITES: Advanced Algebra

GRADE AVAILABILITY: 11, 12

COURSE DESCRIPTION:

Physics is a physical science related course. It stresses experience in the study of motion, heat, energy, force, light, electricity, thermodynamics, and nuclear physics. Students enrolling in this course should have strong advanced algebra skills.

COURSE: Independent Science Survey

COURSE LENGTH: One Semester

COURSE TYPE: Elective

PREREQUISITES: Chemistry or Physics or Anatomy

GRADE AVAILABILITY: 12

COURSE DESCRIPTION:

An advanced individualized science course to be fitted to the student(s) own needs. Students to formulate their own course of study with instructor approval (plan must be submitted).

COURSE: Anatomy

COURSE LENGTH: One Year

COURSE TYPE: Elective

PREREQUISITES: Biology

GRADE AVAILABILITY: 11, 12

COURSE DESCRIPTION:

This course involves the study of structure and function of the human body. Dissection and lab activities and other activities will be utilized to enhance better understanding of the human body. This course will require additional periods of preparation.

COURSE: Environmental Studies

COURSE LENGTH: One Year

COURSE TYPE: Elective

PREREQUISITES: None

GRADE AVAILABILITY: 11, 12

COURSE DESCRIPTION:

Environmental science will identify and study problems in the environment. We will examine our environment from different perspectives: using chemical, biological, sociological, and historical viewpoints. It also explores how society and individuals affect the environment.

COURSE: Pathophysiology

COURSE LENGTH: One Year

COURSE TYPE: Elective

PREREQUISITES: Biology, Chemistry, Anatomy

GRADE AVAILABILITY: 12

COURSE DESCRIPTION:

This course, intended for those interested in pursuing a career in health care, is a comprehensive approach to the diseases of the human body. Lectures, labs, projects, and guest speakers will be utilized to explore the Etiology, Pathology, Signs/Symptoms, Diagnosis, and Treatment of the disease states that affect the human body. Diseases will be discussed according to body system; Integumentary System, Skeletal System, Muscular System, Nervous System, Endocrine System, Cardiovascular System, Digestive System, Respiratory System, Urinary System, and Reproductive System.

Science Standards and Benchmarks

Standard 2. Understand the basic concepts and principles of the Life Sciences

Level IV (Grades 9-12)

- Knows the structure and function of cell parts and how they interact.
 - B - Knows cells have particular structures that underlie their functions.
 - B - Knows cell functions involve chemical reaction.
 - B - Knows where cells store and use information to guide and regulate their functions.
 - B - Knows how cells can differentiate and form complete multicellular organism.
- Knows the molecular basis of heredity.
 - B - Knows that in all organisms, the instructions for specifying the characteristics of the organisms are carried in DNA.
 - B - Knows most of the cells in a human contain two copies of each of 22 different chromosomes. In addition there is a pair of chromosomes that determine sex.
- Understands the dynamic equilibrium of ecosystems, including interactions among living and nonliving components. (Interdependence of organisms.)
 - B - Understands atoms and molecules on earth cycle among the living and nonliving components of the biosphere.
 - B - Understands ways that organisms both cooperate and compete in ecosystems.
- Knows and apply energy relationships in living organisms. (Matter, energy, and organization in living systems)
 - B - Knows how energy for life primarily derives from the sun.
 - B - Knows chemical bonds of food molecules contain energy.
 - EnS - Knows that organisms both cooperate and compete in ecosystems.
 - EnS - Knows that humans are increasingly modifying ecosystems

Standard 3. Understand the basic concepts and principles of the Physical Science

Level IV (Grades 9-12)

- Knows that matter has characteristics which are related to its composition and structure
 - P - Knows that electromagnetic forces acting within and between atoms are vastly stronger than the gravitational forces acting between them.
- Understands that energy appears in different forms and can move or change
 - P - Knows that light interacts with matter by transmission, absorption; in order to see an object light from that object must enter the eye
 - P - Knows that energy can be transferred by collisions or waves and is converted from one form to another; it can never be created or destroyed; so the total energy in the universe is constant
 - P - Understands the relationship between heat and temperature.
 - P - Identifies all energy as either kinetic or potential and can be transformed.
 - P - Knows that waves (including sound waves on water) and light waves carry energy and can interact with matter

P - Knows the sun's energy arrives as light with a range of wavelengths consisting mainly of visible light with significant amounts of infrared and ultraviolet radiation

P - Knows that energy tends to move spontaneously from hotter to cooler objects by conduction, convection or radiation until both objects contain the same amount of heat.

- Understands and apply the relationships between force and motion

P,PS - Can describe an object's motion graphically

P - Knows that the motion of an object is always judged with respect to some reference point

P - Knows that if more than one force acts on an object, their effect is determined using vectors

P,PS - Knows that an unbalanced force causes a change in motion

P - Knows and applies Newton's laws of motion; gravitation

P - Understands the concepts and applications of two-dimensional motion

P - Applies vector concepts to motion, force, momentum, and acceleration

P - Knows that electrical force is a universal force that exists between any two charged objects; understands the properties of charged objects

Standard 4: Understands the nature of scientific knowledge and inquiry.

Level IV (Grades 9-12)

- Understands the application and evaluation processes of scientific investigation.

B,PS - Ask questions and state hypotheses, using prior knowledge to help guide students' development.

B,P - Create and critique a written plan of action for a scientific investigation.

P - Know that scientific investigations involve asking and answering a question and comparing the answer to what scientists already know about the world.

B,P - Select and use appropriate technologies to gather process, and analyze data and to report information related to an investigation.

B - Identify major sources of error or uncertainty within an investigation.

P - Understand that in science it is helpful to work with a team and share findings with others.

B = Biology

C = Chemistry

EnS = Environmental Science

P = Physics

PS = Physical Science

SOCIAL SCIENCE

GRADE

9	10	11	12	Course Name	Course Length	Semester Offered	Credits	Prerequisite
	X	X	X	Western Cultures	1 Semester	Fall	1	None
	X	X	X	Asian Cultures	1 Semester	Spring	1	None
	X	X	X	World History I	1 Semester	Fall	1	None
	X	X	X	World History II	1 Semester	Spring	1	None
			X	American Government	1 Semester	Fall	1	None
			X	Economics	1 Semester	Spring	1	None
		X	X	Psychology	1 Semester	Fall	1	None
		X	X	Sociology	1 Semester	Spring	1	None

SOCIAL SCIENCE

COURSE: **Western Cultures**

COURSE LENGTH: One Semester (Fall)

COURSE TYPE: Elective

PREREQUISITES: None

GRADE AVAILABILITY: 10, 11, and 12

COURSE DESCRIPTION:

In this class we will examine both physical and human geography of the countries that make up the western hemisphere along with the European continent. We focus on the physical geography, human geography, economic system, government, history, and the state of the region today, for every region that we cover. Current events will be incorporated along with the geographical background of each area, the teaching of maps, charts, and graphs along with the basic fundamentals of geography.

COURSE: **Asian Cultures**

COURSE LENGTH: One Semester (Spring)

COURSE TYPE: Elective

PREREQUISITES: None

GRADE AVAILABILITY: 10, 11, and 12

COURSE DESCRIPTION:

In this class we will examine both physical and human geography of the countries that make up the eastern hemisphere. We focus on the physical geography, human geography, economic system, government, history, and the state of the region today, for every region that we cover. Current events will be incorporated along with the geographical background of each area, the teaching of maps, charts, and graphs along with the basic fundamentals of geography.

COURSE: **World History I & II**

COURSE LENGTH: One Semester (Fall and/or Spring)

COURSE TYPE: Elective

PREREQUISITES: None.

GRADE AVAILABILITY: 10, 11, and 12

COURSE DESCRIPTION:

World History starts with a look at Ancient History and how we examine and find clues to reveal the events of the past. We move chronologically through time looking at the Greek and Roman Empires, the Middle Ages, the Renaissance and Reformation, the Enlightenment, and the Age of Nationalism.

COURSE: **American History**

COURSE LENGTH: One Year

COURSE TYPE: Required

PREREQUISITES: None

GRADE AVAILABILITY: 11

COURSE DESCRIPTION:

American History starts with a brief unit over American History up through the Civil War and Reconstruction. This beginning unit is a review of information learned in 8th grade American History. From there we will examine such topics as the Gilded Age, Immigration, World Wars I and II, the Great Depression, the “Roaring Twenties”, the Civil Rights Movement, the Korean war, the Vietnam War, the Counterculture, Watergate, and other important time periods in our nation’s history.

COURSE: **American Government**

COURSE LENGTH: One Semester (Fall)

COURSE TYPE: Required

PREREQUISITES: None

GRADE AVAILABILITY: 12

COURSE DESCRIPTION:

American Government is intended to be an up-to-date view of the structure of the government at the National, State and Local levels. The major focus is upon the federal legal system and the division of power down to the local level.

COURSE: **Economics**
COURSE LENGTH: One Semester (Spring)
COURSE TYPE: Required
PREREQUISITES: None
GRADE AVAILABILITY: 12

COURSE DESCRIPTION:

The purpose of this course is to relate personal economic decision making to the whole economy. Specific objectives will be met to help you understand our economic system and the essentials for participation as a citizen.

COURSE: **Psychology**
COURSE LENGTH: One Semester (Fall)
COURSE TYPE: Elective
PREREQUISITES: None
GRADE AVAILABILITY: 11, 12

COURSE DESCRIPTION:

Psychology will look at behavior from a scientific viewpoint attempting to understand behavior of the human species.

COURSE: **Sociology**
COURSE LENGTH: One Semester (Spring)
COURSE TYPE: Elective
PREREQUISITES: None.
GRADE AVAILABILITY: 11, 12

COURSE DESCRIPTION:

Sociology offers to the student an opportunity to gain an understanding of culture, race, religion, family, and other group organizations in society. Society will be examined in cross-cultural perspective among primitive, traditional, and modern societies.

Social Studies Standards and Benchmarks

1. Historical Perspective

Students use knowledge of the past to construct meaningful understanding of our diverse cultural heritage and to inform their civic judgments.

A. Time and Chronology

Students will be able to sequence chronologically eras throughout history in an attempt to examine relationships and to explain cause and effects

B. Comprehending the Past

Students will understand narratives about major eras throughout history by identifying the people involved, describing the setting, and sequencing the events

C. Analyzing and Interpreting the Past

Students will reconstruct the past by comparing interpretations written by others from a variety of perspectives and creating narratives from evidence

D. Judging Decisions from the Past

Students will evaluate key decisions made at critical turning points in history by assessing their implications and long-term consequences

2. Geographic Perspective

Students will use knowledge of spatial patterns on earth to understand processes that shape human environments and to make decisions about society

A. Diversity of People, Places, and Cultures

Students will describe, compare, and explain locations and characteristics of places, cultures, and settlements

B. Human and Environment Interaction

Students will describe, compare, and explain the locations and characteristics of ecosystems, resources, human adaptation, environmental impact, and the interrelationships between them

C. Location, Movement, and Connections

Students will describe, compare, and explain the locations and characteristics of economic activities, trade, political activities, migration, information flow, and the interrelationships between them

D. Regions, Patterns, and Processes

Students will describe and compare characteristics of ecosystems, states, regions, countries, major world religions, and patterns and explain the processes that created them.

E. Global Issues and Events

Students will describe and explain the causes, consequences, and geographic context of major global issues and events.

3. Civic Perspective

Students will use knowledge of American government and politics to make informed decisions about governing their communities

A. Purposes of Government

Students will identify the purposes of national, state, and local governments in the United States, describe how citizens organize government to accomplish their purposes and assess their effectiveness

B. Ideals of American Democracy

Students will explain the meaning and origin of the ideas, including the core democratic values expressed in the Declaration of Independence, the Constitution, and other foundational documents of the United States

C. Democracy in Action

Students will describe the political and legal process created to make decisions, seek consensus, and resolve conflicts in a free society

D. American Government and Politics

Students will explain how American governmental institutions at the local, state, and federal levels provide for the limitation and sharing of power and how the nation's political system provides for the exercise of power

E. American Government and World Affairs

Students will understand how the world is organized politically, the formation of American foreign policy, and the roles the United States plays in the international arena.

4. Economic Perspective

Students will use knowledge of the production, distribution, and consumption of goods and services to make personal and societal decisions about the use of scarce resources

- A. **Individual and Household Choices**
Students will describe and demonstrate how the economic forces of scarcity and choice affect the management of personal financial resources, shape consumer decisions regarding the purchase, use, and disposal of goods and services, and affect the economic well-being of individuals and society
- B. **Business Choices**
Students will explain and demonstrate how businesses confront scarcity and choice when organizing, producing, and using resources, and when supplying the marketplace
- C. **Role of Government**
Students will describe how government decisions on taxation, spending, public goods, and regulation impact what is produced, how it is produced, and who receives the benefits of production
- D. **Economic Systems**
Students will explain how a free market economic system works, as well as other economic systems, to coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.
- E. **Trade**
Students will describe how trade generates economic development and interdependence and analyze the resulting challenges and benefits for individuals, producers, and government.

5. Inquiry

Students will use methods of social science investigation to answer questions about society

- A. **Information Processing**
Students will acquire information from books, maps, newspapers, data sets, and other sources, organize and present the information in maps, graphs, charts, and time lines, interpret the meaning and significance of information, and use a variety of electronic technologies to assist in accessing and managing information
- B. **Conducting Investigations**
Students will conduct investigations by formulating a clear statement of a question, gathering and organizing information from a variety of sources, analyzing and interpreting information, formulations and testing hypotheses, reporting results both orally and in writing, and making use of appropriate technology

6. Public Discourse and Decision Making

Students will analyze public issues and construct and express thoughtful positions on these issues

- A. **Identifying and Analyzing Issues**
Students will state an issue clearly as a question of public policy, trace the origin of the issue, analyze various perspectives people bring to the issue, and evaluate possible ways to resolve the issue
- B. **Group Discussion**
Students will engage their peers in constructive conversation about matters of public concern by clarifying issues, considering opposing views, applying democratic values, anticipating consequences, and working toward making decisions.
- C. **Persuasive Writing**
Students will compose coherent written essays that express a position on a public issue and justify the position with reasoned arguments

7. Citizen Involvement

Students will act constructively to further the public good

- A. **Responsible Personal Conduct**
Students will consider the effects of an individual's actions on other people, how one acts in accordance with the rule of law, and how one acts in a virtuous and ethically responsible way as a member of society.

BUSINESS EDUCATION

GRADE

9	10	11	12	Course Name	Course Length	Semester Offered	Credits	Prerequisite
X	X	X	X	Introduction to Business	1 Semester	Either	1	None
		X	X	Retail Marketing	1 Semester	Fall	1	None
	X	X	X	Business Law	1 Semester	Spring	1	None
	X	X	X	Accounting	1 Year	Fall-Spring	2	None
		X	X	Advanced Accounting	1 Year	Fall-Spring	2	Accounting
	X	X	X	Personal Finance/ Investments	1 Semester	Spring	1	None
X	X	X	X	Computer Applications 1	1 Semester	Either	1	None
X	X	X	X	Computer Applications 2	1 Semester	Either	1	Computer Applications 1
	X	X	X	Computer Applications 3	1 Semester	Either	1	Computer Applications 1 & 2
	X	X	X	Computer Applications 4	1 Semester	Either	1	Computer Applications 1, 2 & 3
		X	X	Technology Support Class	1 Semester	Either	1	Computer Applications 1, 2 & 3

BUSINESS EDUCATION

COURSE: **Introduction to Business**

COURSE LENGTH: One Semester (Either)

COURSE TYPE: Elective

PREREQUISITES: None

GRADE AVAILABILITY: 9, 10

COURSE DESCRIPTION:

Introduction to Business is a course that will give the student a basic understanding of today's business world. It will give better understanding of the nature of business transactions, how business is organized and managed, and the kinds of workers needed to be successful in business. The student will be given help in understanding how to use service banks, insurance and how it protects an individual, consumer rights and responsibilities. The class will also give students hands-on experience with managing and reconciling checkbooks in the everyday world.

COURSE: **Retail Marketing/Garner Custom Graphics**

COURSE LENGTH: One Semester (Fall)

COURSE TYPE: Elective

PREREQUISITES: None

GRADE AVAILABILITY: 10-12

COURSE DESCRIPTION:

Retail Marketing will focus on the field of marketing/merchandising from a business management point-of-view. It will explore various careers, large and small store operations, control and organization, promotion and selling techniques merchandise planning and other related topics. The class will implement these entrepreneurial skills in real life by being the marketing team for Garner Custom Graphics & Engraving.

COURSE: **Business Law**

COURSE LENGTH: One Semester (Spring)

COURSE TYPE: Elective

PREREQUISITES: None

GRADE AVAILABILITY: 10, 11, 12

COURSE DESCRIPTION:

Business Law is the study of laws that affect the student both in and out of school. Business Law will include units on understanding law, law enforcement, contracts, using credit and insurances. Law is necessary for people to live and work together. This is a one-semester class open to juniors and seniors.

COURSE: **Accounting**

COURSE LENGTH: One Year

COURSE TYPE: Elective

PREREQUISITES: None

GRADE AVAILABILITY: 10-12

COURSE DESCRIPTION:

Accounting I is a course in which a student will learn basic accounting principles and procedures. Application activities and simulations will be used to demonstrate their knowledge of the accounting cycle. Second semester accounting uses the principles and procedures learned in Accounting I and applies them to larger business situations.

COURSE: **Advanced Accounting**
COURSE LENGTH: One Year
COURSE TYPE: Elective
PREREQUISITES: Accounting
GRADE AVAILABILITY: 11, 12
COURSE DESCRIPTION:

This course will continue to use the accounting principles and procedures learned in Accounting 1 and then apply that knowledge using computerized accounting and business simulations.

COURSE: **Personal Finance/Investments**
COURSE LENGTH: One Semester (Spring)
COURSE TYPE: Elective
PREREQUISITES: None
GRADE AVAILABILITY: 10, 11, 12
COURSE DESCRIPTION:

Personal Finance will offer the student an insight into managing their own money. This course will include learning about investments, stocks and bonds, insurance, and budgeting.

COURSE: **Computer Applications I**
COURSE LENGTH: One Semester (Either)
COURSE TYPE: Elective
PREREQUISITES: None
GRADE AVAILABILITY: 9-12
COURSE DESCRIPTION:

This is a course for the student who wants to learn about computers and their uses in today's society. Includes word processing, proper formatting, spreadsheets, and databases.

COURSE: **Computer Applications 2**
COURSE LENGTH: One Semester (Either)
COURSE TYPE: Elective
PREREQUISITES: Computer Applications I
GRADE AVAILABILITY: 9-12
COURSE DESCRIPTION:

This course is for the student who wants to develop his/her computer software skills to a higher level. Areas of emphasis includes various software including Power Point, desktop publishing, computer access drafting, basic HTML coding, and Beginning Web design.

COURSE: **Computer Applications 3**
COURSE LENGTH: One Semester (Either)
COURSE TYPE: Elective
PREREQUISITES: Computer Applications I and 2
GRADE AVAILABILITY: 10-12
COURSE DESCRIPTION:

This is a one-semester course designed for the student who wants to learn more advanced use of software and hardware. This will take web development to the next level using Adobe Dreamweaver, Flash, Fireworks, and adding digital media to create dynamic projects.

COURSE:	Technology Support Class
COURSE LENGTH:	One Semester (Either)
COURSE TYPE:	Elective
PREREQUISITES:	Computer Applications 1, 2, 3, and 4
GRADE AVAILABILITY:	Teacher Approval Only
<u>COURSE DESCRIPTION:</u>	

This is a one-semester class designed for the student who is hungry for technology. Students will have hands-on experience with troubleshooting computers, setting up hardware, installing software, connecting to the network, and completing lab assignments. Instructor approval required.

Business Education Standards and Benchmarks

Demonstrate knowledge of how to create, access, and utilize information through technology

- A. Understand basic fundamentals of computer operation
- B. Use effective technology to process and interpret information

Understand and apply skills in the study of financial management

- A. Understand the various steps of the accounting cycle and explain the purpose of each step
- B. Understand the principles of check writing and reconciling
- C. Understand the risk management factors involved in running a business
- D. Develop procedures for managing finances, planning for expenses, and saving
- E. Understand the role of investments for future planning

Understand business concepts relating to economic systems

- A. Analyze the role of supply and demand in the U.S. economy
- B. Discuss the role of government in each of the economic systems
- C. Explain the economy measuring devices such as: gross national product, unemployment, and inflation

Understand the nature of the laws affecting business

- A. Understand the different aspects of civil versus criminal law
- B. Analyze the relationship between ethics and law
- C. Explain the legal rules that apply to personal and real property

VOCATIONAL AGRICULTURE

GRADE

9	10	11	12	Course Name	Course Length	Semester Offered	Credits	Prerequisite
X				Agriculture Education 1	1 Year	Fall -Spring	2	None
	X			Agriculture Education 2	1 Year	Fall -Spring	2	None
		X		Agriculture Education 3	1 Year	Fall -Spring	2	Agriculture Education 1 or 2
			X	Agriculture Business	1 Year	Fall-Spring	2	Agriculture Ed. 1, 2 or 3
			X	College Animal Science I & Principles of Crop Production	1 Semester	Fall-Spring	1	Agriculture 1 & 2 and Instructor approval

VOCATIONAL AGRICULTURE

COURSE: Agriculture Education 1

COURSE LENGTH: One Year

COURSE TYPE: Elective

PREREQUISITES: None

GRADE AVAILABILITY: 9

COURSE DESCRIPTION:

The requirements for this course is to become an active FFA member, have a Supervised Occupational Experience Program or Productive Project, or plans for one by the end of the semester and to maintain a Record Book for the S.O.E. Course content is as follows: orientation and relationships of agriculture and agricultural business occupations. Developing leadership through the activities of the FFA, leadership contests, judging contests, and parliamentary procedure. An introduction to supervised farming projects; on-farm and off-farm occupations and learning experiences. Showing and demonstrating the importance of good records and the ability to select good quality livestock. A beginning course in animal nutrition, feeds, and feeding. Swine, beef, dairy, and sheep production and livestock judging. Introductions to shop, shop safety and again power mechanics. Carpentry and wood construction; required projects as well as individual projects. Mini units in horse production, poultry production and career opportunities in Agriculture.

COURSE: Agriculture Education 2

COURSE LENGTH: One Year

COURSE TYPE: Elective

PREREQUISITES: None

GRADE AVAILABILITY: 10

COURSE DESCRIPTION:

The requirements for this course are to become an active FFA member, maintain a S.O.E. program or productive project and complete a record book for the S.O.E. Course content is as follows: instruction in the FFA organization, leadership responsibilities, proficiency awards, committee work, state and national activities, maintaining supervised farming programs, record keeping, ag. Math, weed identification and control, soil identification and management, soil judging, water management, soil fertility and fertilization, soil testing, fertilizer use and recommendation, plant growth and photosynthesis; corn, soybean, small grains, oats, and forage crop production; horticulture, gardens, and home landscaping; parliamentary procedure instruction, group discussion, public and extemporaneous speaking and leadership qualities; metals shop: arc welding, wire, and carbon arc; oxy-acetylene welding-brazing, fusion, etc.

COURSE: Agriculture Education 3

COURSE LENGTH: One Year

COURSE TYPE: Elective

PREREQUISITES: Agriculture 1 or 2

GRADE AVAILABILITY: 11

COURSE DESCRIPTION:

The requirements for this course are to be an active FFA member and maintain a S.O.E. Course content is as follows: advanced FFA instruction, maintaining supervised farming programs, livestock judging and selection; animal genetics, breeding and reproduction, artificial insemination techniques, meat science identification, selection, management, nutrition, and judging; farm management-records and analysis, marketing, problems of cropping systems, and livestock systems; forestry production-renovation and construction of farm shelterbelt and field windbreak.

COURSE: Agriculture Business

COURSE LENGTH: One Year

COURSE TYPE: Elective

PREREQUISITES: Agriculture Education 1 or 2 or 3

GRADE AVAILABILITY: 12

COURSE DESCRIPTION:

This semester course is designed to emphasize agricultural business management. Students will have hands-on experience with computers and concentrate on the areas of business organization, record keeping and analysis, marketing, credits and finance and taxes.

COURSE:

Animal Science I & Principles of Crop Production

COURSE LENGTH:

Fall Semester

COURSE TYPE:

Elective

PREREQUISITES:

Agriculture Education 1 & 2 and Instructor Approval

GRADE AVAILABILITY:

12

COURSE DESCRIPTION:

This animal science class is a dual credit class in which the students will receive high school credit and three college credits in animal science. This course is designed to provide students with a general overview of the livestock industry. It identifies ways in which domestic animals serves a basic needs of humans for food, fiber, shelter, protection, fuel and emotional well-being. Students will develop an understanding of and be able to apply the basic principles of animal selection, breeding, genetics, feeding, health, and husbandry practices. As a student, you will become familiar with the economics and social issues that confront the livestock industry.

AGRICULTURE STANDARDS

1. Students will learn about the operations and economic impact of agricultural business in a world economy.
2. Students will develop a broad understanding of basic agriculture knowledge and skills, career opportunities, and understand the connection/relationship between agriculture and society.
3. Students will demonstrate an understanding of the scientific principles involved in the production and processing of food, fiber, and the horticulture industry.
4. Students will demonstrate the ability to access information, synthesize, and use information for the technological improvement of the food, fiber, and natural resources enterprises.
5. Students will demonstrate an understanding of basic mechanical processes and the safety rules involved with them.

FAMILY AND CONSUMER SCIENCE

GRADE

9	10	11	12	Course Name	Course Length	Semester Offered	Credits	Prerequisite
X	X	X	X	Life Skills 1 Fall	1 Semester	Fall	1	None
X	X	X	X	Life Skills 2 Spring	1 Semester	Spring	1	None
	X	X	X	Textiles and Design	1 Semester	Spring	1	Life Skills 2
	X	X	X	Advanced Foods	1 Semester	Fall	1	Life Skills 1
			X	Culinary Arts	1 Semester	Spring	1	Advanced Foods
	X	X	X	Personal Family Relations	1 Semester	Fall	1	None
	X	X	X	Child Development	1 Semester	Spring	1	None
			X	Intro to Teaching	Either Semester	Fall-Spring	1 - 2	Psychology and Child Development

FAMILY AND CONSUMER SCIENCE

COURSE:

Life Skills 1

COURSE LENGTH:

One Semester (Fall)

COURSE TYPE:

Elective

PREREQUISITES: None
GRADE AVAILABILITY: 9, 10, 11, and 12

COURSE DESCRIPTION:

Life Skills 1 is a study of management skills, relationships, and nutrition, food preparation, consumer issues, working with others and developing oneself. Activities will emphasize nutrition and food preparation integrated with consumer and personal skills. Life Skills 1 is a prerequisite for Advanced Foods.

COURSE: **Life Skills 2**
COURSE LENGTH: One Semester (Spring)
COURSE TYPE: Elective
PREREQUISITES: None
GRADE AVAILABILITY: 9, 10, 11, and 12

COURSE DESCRIPTION:

Are you ready for a makeover? Life Skills 2 gives you the skills to use elements and principles of design to help you select clothing, to enhance your looks, or makeover your room. Learn sewing skills to make a pair of lounge pants and possibly a pillow for the room that you design in your room makeover project. Learn about fabrics and their care. Life Skills 2 is a prerequisite for Textiles and Design.

COURSE: **Textiles and Design**
COURSE LENGTH: One Semester (Spring)
COURSE TYPE: Elective
PREREQUISITES: Life Skills 2
GRADE AVAILABILITY: 10, 11, and 12

COURSE DESCRIPTION:

This course is designed for students who have interests in the fields of clothing or interior design, textile merchandising (home interiors or fashion retail), or construction (sewing). Students will complete individual projects in design or construction. Students will practice both sewing and computer aided designs by completing individual projects.

COURSE: **Advanced Foods**
COURSE LENGTH: One Semester (Fall)
COURSE TYPE: Elective
PREREQUISITES: Life Skills 1
GRADE AVAILABILITY: 10, 11, and 12

COURSE DESCRIPTION:

Learn to plan, prepare and serve foods for families and friends. Students will apply an understanding of nutrition and practice food preparation. Food preparation will include cooking on the grill, buying and preparing meat, frying, baking, making and decorating cakes and cookies, bread, homemade pies, candy, salads, vegetables, etc. Students will plan and prepare menus for family meals, and special events following dietary guidelines. Students will compare products to assist in making improved food selections.

COURSE: **Culinary Arts**
COURSE LENGTH: 1 Semester (Spring)
COURSE TYPE: Elective
PREREQUISITES: Advanced Foods
GRADE AVAILABILITY: 12

COURSE DESCRIPTION:

Limited to 12 seniors who have satisfactorily completed Advanced Foods. Culinary Arts is a lab based class for students to plan, purchase, prepare and present foods for personal and public events. Students will learn hospitality skills, etiquette, food presentation, and entrepreneurial skills related to the restaurant industry as they plan and prepare foods.

COURSE: **Personal and Family Relationships**

COURSE LENGTH: One Semester (Fall)

COURSE TYPE: Elective

PREREQUISITES: None

GRADE AVAILABILITY: 10,11, 12

COURSE DESCRIPTION:

Personal Family Relations is designed to encourage personal growth and strong relationships. Emphasis is on personal, family and, social relationships. Topics include understanding oneself, positive communication skills, developing relationships, friends, dating, love and infatuation, family crisis and personal loss.

COURSE: **Child Development**

COURSE LENGTH: One Semester (Spring)

COURSE TYPE: Elective

PREREQUISITES: None

GRADE AVAILABILITY: 10, 11, 12

COURSE DESCRIPTION:

Child Development is the study of human growth and development from conception to school age. This course helps students understand how children grow and change, what children need at each stage of development, guidance techniques, and to know what makes an individual the person they are. This is an important foundation for students interested in teaching, medical careers, or any career which puts one in contact with children. Students practice child care with infant simulators, observe early childhood programs and host a play day as a part of this course.

COURSE: **Intro to Teaching/Cadet Teaching**

COURSE LENGTH: One Semester (Either)

COURSE TYPE: Elective

PREREQUISITES: None

GRADE AVAILABILITY: 12

COURSE DESCRIPTION:

This course allows a student to get an introduction to the teaching profession and many of the dynamics involved in becoming a teacher. This program is designed to provide "on-site" learning opportunities for those students who have a desire to go into the education profession or related field. Hands-on experience working with teachers and students will be a major component of this course. Participation in this program requires approval and cooperation with a supervising teacher.

Family and Consumer Sciences Standards and Benchmarks

Standard #1: Knows fundamental concepts and practices that maintain and promote Individual Well-Being.

Level 9-12

Understands basic skills and strategies for maintaining individual well being.

#23 Knows basic skills necessary to promote physical, emotional, social and mental health.

#30 Knows strategies for developing a positive self-concept.

#26 Knows procedures for prevention and control of sexually transmitted disease.

#25 #33 Knows behaviors that are safe, risky, or harmful to self and others.

#24 Understands personal safety and survival techniques.

Understands strategies for planning and problem solving

#1-7L Knows how to set goals and develop action plans

#39 ,Develop planning, goal setting and decision making skills.

#41 Develop problem solving techniques

Develops skills for understanding personal relationship styles.

#1-13L Understands leadership and assertive behaviors

#42 Identify ways to deal with peer pressure.

#65 Understands male and female sexuality

#43, 36 Knows strategies for prevention and management of harmful relationships

Standard #2: Understands fundamental concepts and practices that maintain and promote healthy Parenting and Family Relationships

Develops skill for building personal relationships

#31 Demonstrates alternative ways of effective communication #32 Understands how to build healthy interpersonal relationships #43 Describe ways to strengthen family relationships

Develops skills for managing family issues and concerns. and crises

#39 Knows how to identify values, set goals, and develop action plans for the family

#34, Identify ways to balance work, family and individuals needs

#41, 37, 12, 40 Understands how to apply decision-making, problem-solving and conflict resolution techniques to prevent/resolve family issues and crises.

#46 Knows various healthy child care options

Standard #3 Knows fundamental concepts and practices about growth, development, and care of Children

Understands principles relating to reproduction. birth. prenatal care and development.

#66 Analyze contraception and family planning methods.

#65 Understands processes of conception, prenatal development and birth #67 Understands health concerns and needs at various stages of prenatal and postnatal development.

#68 Understands additional risks of teen pregnancy and parenting

Understands principles relating to child development, care and guidance.

#69,44,40,27,73 Knows strategies to guide the physical, social, emotional and intellectual development of children

#70 Selects toys, equipment, food and materials appropriate for the developmental stage of a child.

#72 Can select and use appropriate child guidance techniques.

#75 Identify characteristics of a safe environment for a child

#46 Examine various child care options

Standard #4: Understands essential concepts and practices about Food and Nutrition

Level 9-12

Understands the relationship between nutrition and health throughout life.

#13 Analyze nutritional needs and select foods for good health throughout life.

#19 Analyze fad diets and eating disorders

Understands how food preparation methods and food handling practices affect the safety and nutritional quality of foods.

#17 Utilize basic kitchen skills in food preparation and storage.

#18 Apply the principles of sanitation and safety when working with food and equipment

Knows how to plan purchase, prepare and serve food.

#14 Prepare foods from the food guide pyramid

#15 Plan menus, prepare shopping list and purchase food #16 Plan, prepare serve and evaluate a meal.

#13 Know factors that influence food choices

#20 Identify various cultural and regional cuisines

Understands the reliability of various sources of information related to foods and nutrition.

#21 Locate and/or utilize food and nutrition resources. (ex. food labels, diet plans, dietary supplements, etc.)

Standard #5: Knows fundamental concepts and practices about Textiles and Clothing

Level 9-12

Understands the relationship between design, appearance, and planning in making clothing choices.

#53 Recognize the relationship between appearance and self-concept #54 Plan a wardrobe and prepare a clothing budget.

#56 Identify elements and principles of clothing design

Understands basic sewing construction techniques

#57 Demonstrate use and care for sewing machines and equipment

#58 Follows procedures to construct and evaluate a sewn product

#59 Demonstrate repair, alteration and recycling methods.

Understands concepts related to fibers, fabrics, care and storage.

#55 Identify fabrics, fabric construction, finishes and care.

#60 Knows how to clean and care for clothing and fabrics,

Recognizes and locates resources for consumer assistance

#62 Evaluate textile purchases for construction, cost and care.

#63 Locates and/or utilizes textile and clothing labeling and other resources for assistance.

Standard #6: Knows essential concepts and practices about Housing and Home Management

level 9-12

Examines and Evaluates housing alternatives

#1 Understands trends in housing

#3 Evaluates housing alternatives (ie. floor plans, structure, maintenance, safety, energy, lifestyles, and populations with special needs)

#5 Knows how to select and maintain housing and home furnishings

#2, 9 Understands basic financial and legal aspects of housing alternatives

Understands principles of design in selection and design of living space.

#4 Examine design elements and principles.

#4 Understands how to use the design elements and principles in structure, function and decoration of a home.

Knows essential concepts and practices about Housing and Home Management

#8, 10, 11 Knows how to organize and care for living space to promote sanitation, safety, and security.

Standard #7 Understands fundamental practices of managing personal resources and making consumer decisions.

Knows skills for managing personal finances.

#48 Understands procedures in planning for expenses, saving and managing finances.

Knows skills for being a responsible consumer

#49 Identify consumer rights and responsibilities

#50 Evaluate advertising, warranties, contracts, and quality of goods and Equipment

#52 Locate consumer education resources for assistance

Standard #8 Understand career options in the area of Family and Consumer Science

Explore career options

Identify, evaluate and process available career opportunities and trends

INDUSTRIAL TECHNOLOGY EDUCATION

GRADE

9	10	11	12	Course Name	Course Length	Semester Offered	Credits	Prerequisite
X	X	X	X	Drafting 1	1 Semester	Fall-Spring	1	None
X	X	X	X	CAD 1	1 Semester	Fall-Spring	1	Drafting 1
		X	X	CAD 2	1 Semester	Fall-Spring	1	CAD 1

X	X	X	X	Woods 1	1 Semester	Fall-Spring	1	Drafting 1
	X	X	X	Woods 2	1 Semester	Fall -Spring	1	Woods 1
	X	X	X	Woods 3	1 Semester	Spring	1	Woods 2
			X	Carpentry & Building Trades	1 Year	Fall -Spring	2 or 3 per semester	Woods 2
	X	X	X	Metals 1	1 Semester	Fall	1	Drafting 1
	X	X	X	Metals 2	1 Semester	Fall-Spring	1	Metals 1
		X	X	Metals 3	1 Semester	Spring	1	Metals 2
		X	X	Automotive 1 Power Mechanics	1 Semester	Spring	1	Drafting 1 recommended
		X	X	Automotive 2 Equipment Refinishing	1 Semester	Fall	1	Metals 1
		X	X	Electricity	1 Year	Fall-Spring	2	Drafting 1

INDUSTRIAL TECHNOLOGY EDUCATION

COURSE: **Drafting 1**
COURSE LENGTH: One Semester
COURSE TYPE: Elective
PREREQUISITES: None
GRADE AVAILABILITY: 9,10,11,12
COURSE DESCRIPTION:

Drafting I provides instruction in basic drafting, Solid Works, and the use of the plasma cam. This course has been designed to make drafting meaningful and challenging to the student. In drafting, the student will spend time on: drafting equipment, vocabulary terms, careers (real-world examples), lettering, sketching techniques, dimensioning, multi-view and isometric drawings, auxiliary views, one and two-point perspective drawings and pattern layouts. Also, through the course of the semester the student will be exposed to our CAD program (Solid Works) in which the student will create detailed 3-D images, and the plasma cam (a process that entails the use of downloading images off the internet, to converting the image, and

finalizing by viewing it being cut out on steel through the aide of our technology of our plasma cam machine in our shop.

COURSE: CAD 1 (Computer Aided Drafting & Design)

COURSE LENGTH: One Semester

COURSE TYPE: Elective

PREREQUISITES: Drafting 1

GRADE AVAILABILITY: 11, 12

COURSE DESCRIPTION:

This class is geared for students ranging from freshman to seniors. With the experience of drafting, students will be able to maximize their proficiency in this course. Students will become familiar with using a variety of tools, techniques, and procedures as they relate to various functions in Solid Works. A student will be expected to perform simple “Solid Works” programs to a higher level such as cabinetry and car design.

COURSE: CAD 2 (Computer Aided Drafting & Design)

COURSE LENGTH: One Semester

COURSE TYPE: Elective

PREREQUISITES: CAD I

GRADE AVAILABILITY: 11, 12

COURSE DESCRIPTION:

Throughout the course, the student will be expected to think at a higher level pertaining to items such as assembly of parts. Another key area will be related to the design of the school house for the following school year using “Chief Architect” program.

COURSE: Woods 1

COURSE LENGTH: One Semester (Spring)

COURSE TYPE: Elective

PREREQUISITES: Drafting 1

GRADE AVAILABILITY: 9-12

COURSE DESCRIPTION:

Woods I is designed to assist the student in learning the fundamentals of working safely and efficiently with hand tools and power tools. In addition, the student will be acquainted with the different types of woods and their uses such as joints. Required projects as well as student-selected projects will be made..

COURSE: Woods 2

COURSE LENGTH: One Semester (Fall)

COURSE TYPE: Elective

PREREQUISITES: Woods I

GRADE AVAILABILITY: 10-12

COURSE DESCRIPTION:

Woods II will cover the area of machine woodworking. Time will be spent on machine operations and safety, furniture design and construction, joinery, and finishing. Required exercises and student-selected projects will be made - maximum 12 per section.

COURSE: Woods 3

COURSE LENGTH: One Semester (Spring)

COURSE TYPE: Elective

PREREQUISITES: Woods 2

GRADE AVAILABILITY: 10, 11, and 12

COURSE DESCRIPTION:

This course is open to sophomores through seniors. Time will be spent studying the special areas of woodturning, faceplate and spindle, and laminating. A project will be required in each area, in addition the student may do one or more projects of his/her own choice - maximum 12 per section.

COURSE: Carpentry & Building Trades

COURSE LENGTH: One Year

COURSE TYPE: Elective

PREREQUISITES: Woods 1 (Cad I is recommended)

GRADE AVAILABILITY: 11, 12

COURSE DESCRIPTION:

Carpentry and Building Trades will cover units in flat concrete work, installation, floor, wall & roof framing, plumbing, heating, electrical, drywall installation & finish, painting, trim installation, cabinet installation. Time will be spent on site with occasional classroom sessions. This course meets multiple periods (two, three or four consecutive periods=block). The number of periods involved depends on student's overall course selection. One credit is awarded for passing grade earned per each period attended each day throughout each semester. Registration requires the instructor's approval. Maximum of 8 students per section (total of 16).

COURSE: **Metals 1**
COURSE LENGTH: One Semester (Fall)
COURSE TYPE: Elective
PREREQUISITES: Drafting 1
GRADE AVAILABILITY: 10-12

COURSE DESCRIPTION:

Students will learn the safe use of hand tools used in metalworking. Time will be spent studying safety, hand tools, forging, heat treatment, arc welding (stick arc and wire welder), oxy-acetylene welding, cutting and brazing. There will be required exercises in each area. One or two local plant tours will be scheduled throughout the semester to allow students to see local opportunities in the metal working field.

COURSE: **Metals 2**
COURSE LENGTH: One Semester (Spring)
COURSE TYPE: Elective
PREREQUISITES: Metals I
GRADE AVAILABILITY: 10-12

COURSE DESCRIPTION:

Students will study the various machines used in the metal shop. Time will be spent on the safe and efficient operation of these machines. Areas to be covered will be sheet metal, foundry, machine work on both the metal lathe and the vertical milling machine. Basic metal exercises and selected projects will be done. Students will have some choice of individual projects that will be completed during the semester. One or two local plant tours will be scheduled throughout the semester to allow students to see local opportunities in the metal working field..

COURSE: **Metals 3**
COURSE LENGTH: One Semester (Spring)
COURSE TYPE: Elective
PREREQUISITES: Metals 2
GRADE AVAILABILITY: 11, 12

COURSE DESCRIPTION:

This course is designed to give students long-term projects in the metal working field. Students will be using the lathe and milling machine, as well as learning about precision measurement and reading a print. Students will be expected to have individual projects or work with a partner to complete a project. Two to three local plant tours will be scheduled throughout the semester to allow students to see local opportunities in the metal working field.

COURSE: **Power Mechanics**
COURSE LENGTH: One Semester (Spring)
COURSE TYPE: Elective
PREREQUISITES: Drafting 1
GRADE AVAILABILITY: 11, 12 (Recommended for Juniors planning to take NIACC Automotive Academy.)

COURSE DESCRIPTION:

This course will provide approximately nine weeks of study on gas engines. The function, tear-down and rebuilding procedures will be covered. Students work in groups of two always with the same partner in each section. The second nine weeks consists of auto tune-up, trouble shooting, maintenance and winterizing. Basic automobile care will be covered. This course is open to senior boys and girls and also juniors who have been approved to participate in the NIACC ACADEMY program. We cover overhauling, parts, functions, disassembly and assembly, brakes, alternators, starters, carburetors, lubrication and more. Projects for the semester will be to rebuild a car, tractor or truck (2 or 3 students per group) and to have it running upon completion of the semester.

COURSE:	Equipment Refinishing
COURSE LENGTH:	One Semester (Fall)
COURSE TYPE:	Elective
PREREQUISITES:	Automotive 1, Metals 1
GRADE AVAILABILITY:	11, 12 (Recommended for Juniors planning to take NIACC Automotive Academy.)

COURSE DESCRIPTION:

This course will provide students with general knowledge of auto body. The students will cover units in body shop operation, auto body shop safety practices, and they will have time to either work on their own or schools projects. The students will learn about surface preparation on different materials. They will learn about refinishing materials, they will learn how to apply different finishing materials. We will also have the unit on custom painting and body designs. We will discuss different careers opportunities in the auto body field.

COURSE:	Electricity
COURSE LENGTH:	One Year
COURSE TYPE:	Elective
PREREQUISITES:	Drafting
GRADE AVAILABILITY:	11-12

COURSE DESCRIPTION:

This course will consist of work in the following areas: electrical careers, terms, electrical plans, electrical tools and safety, residential wiring, units of electrical measurement, sources of EMF, circuits and power. Laboratory experience will include working with electrical test equipment and house wiring lab kits. A good math background is helpful. The main lab work will be the wiring of the carpentry house each year.

INDUSTRIAL TECHNOLOGY STANDARDS AND BENCHMARKS

Standard 1:

Understand and uses basic drafting techniques

Benchmarks:

- Students will demonstrate the uses of the various manual drafting tools as they complete their required drawings.
- Students will demonstrate the correct command requirements needed by the computer to supply the needed entities to correctly draw the needed objects.
- Students will know the various standards relating to line weight, centering, dimensioning, lettering and accuracy found in an industrial drawing.
- Students will identify various methods of representing objects on paper.

Standard 2:

Use computer and peripheral devices to aid in the documentation for design projects

Benchmarks:

- Students will demonstrate the correct command requirements needed by the computer to supply the needed entities to correctly draw the needed objects.
- Students will demonstrate their understanding of the requirements of an industrial drawing.

Standard 3:

Apply technical drawing skills to actual projects

Benchmarks:

- Students will use basic planning steps in the design of a single family residence.
- Students will base house design on family size
- Students will develop the plan from a sketch to an accurate drawing.
- Students will produce a complete set of plans as directed, for this residence.
 - Student will draw all floor plans.
 - Student will draw elevations of the house.
 - Student will supply all needed details of the bath, kitchen, etc.
 - Student will include a plot plan

Standard 4:

Understand the basic safety and safety operating procedures necessary for the construction project

Benchmarks:

- Explain appropriate first aid interventions.
- Inspect work area and equipment for safe working environment.
- Comply with shop and equipment safety rules.

Standard 5:

Understand the basic background knowledge required for entry into the construction industry

Benchmarks:

- Know the proper courses need for success in the construction industry, and the different fields of study and occupational direction in the construction industry.

Standard 6:

Understanding the basic sequence of procedures necessary for a construction project

Benchmarks:

- Having the ability to create a bill of materials and properly explain the dimension of lumber. Must be able to cut materials to specific dimensions and shape.

Standard 7:

Understand the processes and activities that must be complete to prepare a site for construction

Benchmarks:

- Explain how to prepare a building site to include the following: setting evaluation, and understand lot setbacks and building and city codes pertaining to locating a building on a lot.

Standard 8:

Use the appropriate equipment for the particular situation

Benchmarks:

- Have the ability to select the correct tool to rip wood and crosscut wood.
- Know the correct drill and type of bit to drill wood and concrete.

Standard 9:

Apply basic electrical techniques

Benchmarks:

- Wire and diagram the following switching arrangements: a 3-way switching on one light, single pole switch on one light, single pole switch on two lights, and a duplex receptacle
- Identify types and sizes of wire, wire coverings.

CREATIVE & FINE ARTS

GRADE

9	10	11	12	Course Name	Course Length	Semester Offered	Credits	Prerequisite
X	X	X	X	Foundations of Art	1 Year	Fall-Spring	2	None
	X	X	X	Creative Drawing	1 Semester	Fall	1	Foundations of Art
	X	X	X	Ceramics	1 Semester	Spring	1	Foundations of Art or a Senior

	X	X	X	Painting	1 Semester	Spring	1	Creative Drawing
	X	X	X	Sculpture	1 Semester	Fall	1	Foundations of Art
		X	X	Graphic Design	1 Semester	Fall	1	Foundations of Art

CREATIVE & FINE ARTS

COURSE:

Foundations of Art

COURSE LENGTH:

One Year (Foundations of Art I and II)

COURSE TYPE:

Elective

PREREQUISITES:

None

GRADE AVAILABILITY:

9-12

COURSE DESCRIPTION:

This course is a two semester course that provides the best learning when taken in sequence. The first semester involves basic introduction to the elements and principles of design while exploring different types of media. The second semester involves use of media while exploring art history and careers in the arts. This course is open to all students without prerequisite.

COURSE:

Creative Drawing

COURSE LENGTH:

One Semester (Fall)

COURSE TYPE:

Elective

PREREQUISITES: Foundations of Art

GRADE AVAILABILITY: 10-12

COURSE DESCRIPTION:

This first semester course is available to students who have successfully completed both semesters of Foundations of Art. Learn the psychology of drawing using the right side of your brain. Find out what drawing methods work best for you while exploring contour, still life, figures, and perspective drawing. Creative Drawing II is offered only with instructor's approval.

COURSE:

Ceramics

COURSE LENGTH: One Semester (Spring)

COURSE TYPE: Elective

PREREQUISITES: Foundations of Art (except for graduating seniors)

GRADE AVAILABILITY: 10-12

COURSE DESCRIPTION:

This second semester course involves the study of clay and its properties. Students will learn hand building methods such as pinch, coil, drape, and slab construction. Students will also experience throwing pottery on the wheel and the use of an extruder. Students will learn and choose from various methods of applying color. Ceramics II is offered only with instructor's approval.

COURSE:

Painting

COURSE LENGTH: One Semester (Spring)

COURSE TYPE: Elective

PREREQUISITES: Foundations of Art and Creative Drawing

GRADE AVAILABILITY: 10-12

COURSE DESCRIPTION:

This second semester course requires Creative Drawing as a prerequisite. Painting is explored as a means of communication while students learn about the media of watercolor, acrylic, and pastel painting. Color theory is covered as well as different media tricks and techniques.

COURSE:

Graphic Design

COURSE LENGTH: One Semester (Fall)

COURSE TYPE: Elective

PREREQUISITES: Foundations of Art

GRADE AVAILABILITY: 11-12

COURSE DESCRIPTION:

This first semester course will concentrate on the fast growing field of commercial art. It requires Foundations of Art as a prerequisite. Students will work with Adobe Photoshop CS2 to create the type of art that we are bombarded with in our everyday lives.

COURSE:

Sculpture (Every other year: Available Fall 2010)

COURSE LENGTH: One Semester (Fall)

COURSE TYPE: Elective

PREREQUISITES: Foundations of Art

GRADE AVAILABILITY: 10-12

COURSE DESCRIPTION:

The first semester course requires Foundations of Art as a prerequisite. Sculpture explores the concepts of form and balance while creating three dimensional works of art. A variety of media will be explored including clay, wire, wood, paper mache', plaster, and found objects. Students will learn about various sculptors and their work.

COURSE:

Photography (Every other year: Available Fall 2011)

COURSE LENGTH: One Semester (Fall)

COURSE TYPE: Elective

PREREQUISITES: Foundations of Art

GRADE AVAILABILITY: 12

COURSE DESCRIPTION:

The first semester course will cover how cameras work and how to produce better pictures using photographic elements of composition. The development of photography and how it has affected our history will also be covered. Students must have access to a digital camera to use. There will also be expenses in developing and printing color images.

Visual Arts Standards & Benchmarks

Grade 9 - 12

Media and Manipulation

Standard 1. Understands and applies materials, techniques, and processes.

Benchmarks

1. Uses two-dimensional and three-dimensional media, techniques, and processes to communicate an idea or concept based on research, the environment, personal experience, observation, or imagination.
 - * Creates works of visual art that demonstrate an understanding of how their ideas relate to media, techniques, and processes
 - * Solves visual problems independently through research, environmental awareness, and personal experiences
2. Uses tools, media, techniques, and processes proficiently, knowledgeably, and in a safe and responsible manner.
 - * Applies media, techniques, and processes correctly
 - * Knows how to use media and tools safely and responsibly
3. Uses effective control of media, techniques, and tools when communicating an idea in both two-dimensional and three-dimensional works of art.
 - * Applies media, techniques and tools with sufficient skill
 - * Applies media and processes so that intentions are carried out in artworks

Creativity and Communication

Standard 2. Understands and explores a range of subject matter, symbols and ideas while using the elements and principles of design to create art.

Benchmarks

1. Applies various subjects, symbols, and ideas in works of art.
 - * Knows the origins of specific images and ideas and why they are of value in their artwork and in the works of others
 - * Applies subjects, symbols, and ideas in their artworks and uses the skills gained to solve problems in daily life
2. Knows how the elements and principles of design can be used to solve specific visual art problems.
 - * Demonstrates the use of elements and principles of design in artwork
 - * Evaluates the effectiveness of artworks in terms of the elements and principles of design
3. Understands that works of art can communicate an idea and elicit a variety of responses through the use of selected media, techniques, and processes.
 - * Selects and adapts media and techniques suited to their personal style
 - * Demonstrates multiple solutions to artistic problems and makes appropriate selections of ideas from many possibilities.

History and Culture

Standard 3. Understands the visual arts in relation to history and culture.

1. Understands how social, cultural, ecological, economic, religious, and political conditions influence the function, meaning, and execution of works of art.
 - * Knows that artists are influenced by available media, the work of other artists, historical events, and society.
 - * Knows cross-cultural commonalities in the visual world
2. Understands how recognized artists recorded, affected, or influenced change in a historical, cultural, or religious context.
 - * Knows and identifies the work of individual artists, as well as works representing different styles and periods

Reflection

Standard 4. Understands and reflects upon the characteristics and merits of one's own artwork and the artwork of others.

1. Understands and determines the differences between the artist's intent and public interpretation.
 - * Identifies the intentions of those creating artworks
 - * Knows the difference between the intentions of artists in the creation of original works and the intentions of those who appropriate and parody those works
2. Understands critical and aesthetic statements in terms of historical reference while researching works of art.
 - * Analyzes how specific works are created and how they relate to historical and cultural context
 - * Responds to own artwork and the art of others in oral and written form

Applications to Life

Standard 5. Understands connections between visual arts, other disciplines and the real world.

1. Knows and makes connections between visual arts and other disciplines.
2. Understands and identifies the skills that artists use in various careers to promote creativity, fluency, flexibility, and elaboration within the arts and across life.
 - * Knows about various careers related to the visual arts
 - * Compares the materials, technologies, media, and processes of the visual arts with those of other disciplines
3. Knows how to communicate with the public, the consumer, and the artistic community about aesthetic questions, entertainment, resources, and choices in education.
 - * Knows and participates in community-based art experiences as an artist or observer
 - * Knows and understands the roles of museums, cultural centers, and exhibition spaces

VOCAL MUSIC

GRADE

9	10	11	12	Course Name	Course Length	Semester Offered	Credits	Prerequisite
X	X	X	X	Vocal Music	1 Year	Fall -Spring	½ per semester	None

VOCAL MUSIC

COURSE:	Vocal Music
COURSE LENGTH:	One Year
COURSE TYPE:	Elective
PREREQUISITES:	None
GRADE AVAILABILITY:	9-12

COURSE DESCRIPTION:

The G-HHS Vocal Music program is divided into two large performing groups: Concert Choir (includes juniors and seniors and meets daily) and Mixed Chorus (includes freshmen and sophomores and meets daily). Students in these groups are required to attend lessons and various concerts during the year.

In addition, there is an extra-curricular, select group. Impulse, a Vocal Jazz Choir, meets before school and performs at various concerts and added programs and contests. Special auditions are conducted to identify participants. (Students enrolled in Mixed or Concert Choir).

In the fall, a big emphasis is put on All-State auditions. Seven mixed quartets may audition from any school. If students are selected, they spend a weekend in Ames rehearsing and performing in the honor choir. The music used in the audition is extremely difficult. Those students who are willing to spend many hours on the music are encouraged to audition.

In the spring, a large amount of the work centers on preparation for solo/ensemble contests. Many small ensembles and soloists compete in this event with rehearsals arranged before and after school.

Several students will be selected throughout the year to attend various choir festivals. This gives students a chance to hear other singers and performing groups from various colleges and high schools. Students also have the opportunity to sing with other vocalists in a mass choir and have other choral director's work with them. Every four years there is a trip planned.

Standards and Benchmarks for Vocal Music

1. Sings, alone and with others, a varied repertoire of music, using correct posture and singing technique.

Grades 9-12

Sings a varied repertoire of vocal literature with expression and technical accuracy at a moderate level of difficulty (e.g., attention to phrasing and interpretation, various meters and rhythms in a variety of keys)

- sings vocal exercises
- sings songs

Sings music written in four or more parts, with and without accompaniment

- sings choral songs

uses ensemble skills (e.g., balance, intonation, rhythmic unity)

- sings vocal exercises
- sings songs

2. Reads and notates music.

Grades 9-12

Reads a vocal score of up to four staves

- understands and performs within choral music

Reads music that contains moderate technical demands, expanded ranges and varied interpretative requirements

- understands and performs within choral music

3. Knows and applies appropriate criteria to music and musical performances.

Grades 9-12

Understands the technical vocabulary of music (e.g., Italian terms, form, harmony, tempo markings)

- recognizes and understands the usage of Italian terms

Knows specific criteria that affect the quality and effectiveness of musical performances, compositions, arrangements and improvisations

- reads and performs with expression and musicality
- sings with proper support and tone
- sings with proper tone quality, diction, rhythm, and intonation

4. Understands the relationship between music and history and culture

Grades 9-12

Knows sources of American and International music genres

- aurally identifies styles of music
- can aurally identify musician of those genres
- is aware of music in movies and television

INSTRUMENTAL MUSIC

GRADE

9	10	11	12	Course Name	Course Length	Semester Offered	Credits	Prerequisite
X	X	X	X	Instrumental Music	1 Year	Fall -Spring	½ per semester	None

INSTRUMENTAL MUSIC

COURSE: **Instrumental Music**
Concert Band, Marching Band, Class Jazz, Pep Band

COURSE LENGTH: One Year
COURSE TYPE: Elective
CREDIT: ½ credit per semester completed
GRADE AVAILABILITY: 9-12

PREREQUISITES: Membership in the instrumental music department, concert band, and marching band. Members study and perform with instruments traditionally used in marching and concert band literature. Attendance at all practices and performances is mandatory

COURSE DESCRIPTION:

The instrumental music department consists of various performing groups formed from the members of the concert band and marching band, utilizing traditional concert band instruments.

During the fall season, the **marching band** holds a minimum of three required practices before the beginning of the first quarter of classes. Attendance is required at one morning rehearsal each week at 7:00 a.m. during the entire marching season. The marching band requires attendance at each home football game performance and at two marching festivals/competitions.

At the conclusion of the marching season, **concert band** begins and meets daily throughout each six day cycle performing with traditional concert band instruments. Sectionals are held one day per cycle. The concert band offers four concerts per year as well as performing in the state large group contest. Membership in the concert band also includes opportunities to perform a solo and/or perform in a small ensemble at the state music contest.

Class Jazz is offered during the school year to all concert band members and performs with traditional concert band instruments. Class Jazz meets every other day and alternates with either the students PE or study hall schedule. Class Jazz studies improvisation, swing, and Latin styles of music. Class Jazz will perform at concerts and various community events throughout the school year.

Each year a **pep band** is formed from the membership of the concert band using traditional marching and concert band instruments. The pep band performs at a stated minimum number of home basketball games.

Every four years an **instrumental music trip** is planned. Students and parents are encouraged to plan financially for this travel opportunity.

Instrumental Music Standards and Benchmarks

Grades 9-12

- 1. Performs an instrument alone and with others, a varied repertoire of music.**
 - Performs on an instrument accurately and independently, alone and in small and large ensembles, with correct posture, playing position and breath support.
 - 9-12 a. Cares for and maintains instrument
 - b. Uses proper instrument position, posture and breath support
 - c. Participates and prepares individual lesson material
 - d. Participates in the presentation of a solo or small ensemble
 - e. Participates in a large ensemble
 - f. Participates in state sanctioned events
 - Performs with expression and technical accuracy (on a string, wind, percussion, or other classroom instrument) a repertoire of instrumental literature that includes appropriate ranges and changes of tempo, key and meter
 - 9-12 Player performs pieces with space expanded dynamics, stylistic contrast, and phrasing, with more and varied uses of technical skills.

- Performs music representing diverse genres and cultures with expression appropriate for the work being performed.

9-12 Performs more complex ethnic, folk, eastern and western pieces from various eras of music.

- Uses ensemble skills (e.g., balance, intonation, rhythmic unity) when performing as part of a group

2. Reads and notates music

- Reads whole, half, quarter, eighth, sixteenth and dotted notes and rests in 2/3, 3/4 4/4, 6/8, 3/8 4/8 and alla breve (2/2) meter signatures.

9-12 Performs notes and rests from whole to sixteenth, as well as embellishments, in meters of 2/4, 3/4, 4/4, 2/2, 3/8,

- Sight reads simple melodies in appropriate clef

9-12 Plays a melodic or rhythmic line of music that is identifiable on first reading, alone and in an ensemble, employing dynamics, tempos and ranges.

- Demonstrates and identifies notation, symbols for pitch, rhythm, dynamics (e.g. piano, forte, crescendo, diminuendo), tempo, articulation (e.g. accents, legato, staccato, marcato) and expression (e.g. phrasing)

9-12 Demonstrates and identifies notation, symbols and descriptive terms used in a musical performance.

3. Listens to, analyzes and describes music.

- Describe specific music events, in a given aura (example, using appropriate terminology.)

5-12 a. Demonstrates higher-order thinking skills such as concentration on all factors required to perform the instrument correctly, listening to and analyzing own and group's performance and determining appropriate action to correct identified errors.

b. Demonstrates a basic understanding of music history as it relates to his/her performance such as knowledge and ability to auditorily identify music of the various civilizations and exposure to music of major composers.

4. Evaluates music and musical performances

Verbally discusses and critiques music and musical performances based on the quality of the musical elements presented and interprets ballots used in adjudication of state sanctioned contests.

Explains the musical qualities a piece uses to evoke feelings and emotions by comparing it to similar or exemplary models.

- a. Identifies dynamics, tempo, and stylistic contrasts presented in a musical performance.
- b. Compares recordings of self and peer related groups to those of professionals.

HEALTH AND PHYSICAL EDUCATION

GRADE

9	10	11	12	Course Name	Course Length	Semester Offered	Credits	Prerequisite
X				Health	1 Semester	Fall or Spring	1	None

		X	X	Health Occupations	1 Semester	Fall or Spring	1	Health
		X	X	Advanced Health	1 Semester	Spring	1	Health
X	X	X	X	Physical Education	1 Year	Fall-Spring	1/2 Per Semester	None

HEALTH & PHYSICAL EDUCATION

COURSE:

Health

COURSE LENGTH:

One Semester (Either)

COURSE TYPE:

Required

PREREQUISITES:

None

GRADE AVAILABILITY:

9

COURSE DESCRIPTION:

Each student will successfully complete one semester of health during the freshman year. The course consists of health units including wellness improvement, body image issues, nutrition, emotional health, social health and relationships, diseases, drugs, consumer health and CPR/first aid. Students will become aware of current trends in health as they pertain to themselves, their community, country and the world. It is the intent of the course to give a knowledge base on health issues to enable them each to make wise, healthy decisions.

COURSE: **Health Occupations**
COURSE LENGTH: One Semester (Spring)
COURSE TYPE: Elective
PREREQUISITES: Health
GRADE AVAILABILITY: 11, 12

COURSE DESCRIPTION:

This course will introduce students to the wide variety of health careers available in North Iowa and allow students to learn more about the duties and responsibilities of each career. This course includes work-base learning experiences in the form of field trips, or job shadowing. In addition the student will learn/demonstrate/perform information and skills basic to all health occupations.

COURSE: **Advanced Health**
COURSE LENGTH: One Semester (Spring)
COURSE TYPE: Elective
PREREQUISITES: Health
GRADE AVAILABILITY: 11, 12

COURSE DESCRIPTION:

This course consists of in-depth health issues that surround our society today. This course must have at least 8 students enrolled to be offered.

COURSE: **Physical Education**
COURSE LENGTH: One Year
COURSE TYPE: Required
PREREQUISITES: None
GRADE AVAILABILITY: 9-12

COURSE DESCRIPTION:

The philosophy of physical education is to target all students and offer to them a wide variety of activities and various types of exercise. This will enable them to find a type that they will do for their lifetime exercise. Throughout the physical education classes, the students work to increase their personal level of fitness. This combination gives them the opportunity to exercise for their present health as well as plan for their future well being and fitness. Freshman/sophomore classes meet on days 1-3-5 and juniors/senior classes meet on 2-4-6. A wide range of units are offered including things such as aerobic conditioning, badminton, basketball, cardiovascular games, flag football, ultimate football, personal fitness and conditioning, volleyball, soccer, softball, and weight training. Mini lessons are also taught to expose them to many forms of exercise. Examples of these are Army physical training, Pilates, tumbling, agility training, cardio kick box and others. Each year there is a unit involving teamwork, sportsmanship, and positive communication. An example of this is a Survivor unit in which teammates work together to master challenges. This gives the students the opportunity to build character skills in a social setting. All students will be required to achieve a "C" or better on a quiz over a newsletter given to them in physical education. Fitness Testing will be done three to four times per year to monitor the student's personal fitness level.

Physical Education K-12 Standards, Benchmarks and Indicators

1. Demonstrates competency in many movement forms and applies those concepts and principles to the learning and development of motor skills

Level IV (9-12)

- A. Demonstrate proficiency in a few movement forms
 - Demonstrates advanced movement patterns in Team and Individual activities.
 - Demonstrates cooperative behavior in competitive and non-competitive situations.
- B. Knows and understand applicable scientifically based information regarding movement performance

- Understands how sport psychology affects the performance of physical activities (The affects of anxiety on performance)
 - Understands the physiological principles governing fitness maintenance and improvement (overload principle, law of specificity)
- C. Uses skills in complex rather than modified versions of physical activities (more players, different rules, and new strategies)
- Demonstrates the ability to adapt to the use of more players or participants.
 - Demonstrates the ability to adapt to the use of modified rules and strategies.

2. Exhibits a physically active lifestyle and maintains a health-enhancing level of physical fitness

Level IV (9-12)

- A. Have the skills, knowledge, interest and desire to maintain an active lifestyle throughout their life
- Accepts personal responsibility for a healthy lifestyle.
- B. Understand how activity patterns change throughout life and have some strategies to deal with those changes
- Analyzes a variety of ways to engage in physical activity that would promote personal fitness goals.
 - Sets personal goals of activity and works toward their achievement.
- C. Demonstrate the skill, knowledge and desire to monitor and adjust activity levels to meet personal fitness needs
- Accurately assesses and evaluates personal health fitness status relative to fitness standards.
- D. Design a personal fitness program
- Demonstrates the ability to design a personal fitness program based on an accurately assessed fitness profile, and is able to overcome barriers that inhibit participation in the program, independent of the teacher.

3. Demonstrates responsible personal and social behavior and respects diversity

Level IV (9-12)

- A. Accept responsibility for taking a leadership role in order to accomplish a group goal
- Works cooperatively with a group to achieve group goals in competitive as well as cooperative settings.
 - Acts independently of peer pressure.
 - Accepts the role of leader or follower appropriate for the accomplishment of team goals.
- B. Anticipate potentially dangerous consequences of participation in certain physical activities
- Anticipates the potential health and safety consequences and outcomes of participation in physical activity.
 - Makes the choice, when confronted, to avoid behavior that is potentially harmful to self or others.
- C. Understands the concept of “sportsmanship” and the importance of responsible behavior while participating in physical activities
- Keeps the importance of winning and losing in perspective.

4. Understands that physical activity provides opportunities for enjoyment, challenges, self expression, and social interaction

Level IV (9-12)

- A. Enjoy regular participation in physical activity
- Identifies several activities that he/she enjoys participating in.
 - Has a positive self concept about his/her role as a participant.
- B. Recognize that physical activity can provide opportunities for social interaction
- Feels competent and is willing to learn new activities.
 - Understands the importance of cooperation within competition.
- C. Recognize the positive feelings that result from physical activity participation alone and with others

- Understand and senses the feelings of personal satisfaction and wellness that result from participation in physical activities.

Garner Hayfield 7-9 Health Standards and Benchmarks

- Standard 1 Has the skills, knowledge and understanding to maintain and promote physical health
- 7-8-9 Defines wellness, it's components and interrelationship of those components.
 - 9 Knows essential concepts and practices concerning injury prevention and safety.
 - 9 Can effectively demonstrate the skills needed in emergency situations.
 - 7-8-9 Understands essential concepts about nutrition and diet.
 - 9 Has knowledge and skills to avoid the implications of negative body image messages.
 - 7-8-9 Knows how to maintain and promote personal health and care of our bodies.
 - 7-8-9 Knows essential concepts about the prevention and control of disease.
 - 7-9 Understands aspects, effects, and dangers of substance use and abuse.
 - 7 Understands the fundamental concepts of growth and development.
 - 7-8-9 Knows and applies the needs of exercise for the human body.
 - 7-8-9 Understands the implications that choices can have on one's physical health.
- Standard 2 Has the skills to maintain mental and emotional health.
- 7-8-9 Develop an awareness of one's self strengths and weaknesses, values, standards and character attributes.
 - 9 Identify causes, symptoms and treatment of various mental health problems
 - 7-8-9 Understands the implications that choices can have on one's mental and emotional health.
- Standard 3 Has the skills needed to maintain and foster positive social health.
- 7-9 Describe ways to respect and appreciate individual similarities and differences.
 - 7 Demonstrates a variety of communication skills.
 - 7-8-9 Identifies skills necessary for healthful and responsible relationships.
 - 7-8-9 Identifies negative relationships aspects and abuse.
 - 7-8-9 Knows the implications and consequences of choices in dating relationships.
 - 7-8-9 Understands the implications that choices can have on one's physical health.
- Standard 4 Can demonstrate and use the skills to access availability of consumer and community health services, products and information including technology.
- 7-8-9 Knows the availability and effective use of consumer and community health services, products, and information
 - 8 Understands the process of utilizing consumer and community health services.

Revised by Dyan Childress & Marion Greiman October 2008

SPECIAL PROGRAMS

GRADE

9	10	11	12	Course Name	Course Length	Semester Offered	Credits	Prerequisite
X	X	X	X	TAG	1 Semester	Fall or Spring	1	Previous TAG Qualifications or Teacher Approval
X	X	X	X	Mock Trial	1 Semester	Spring	1	None
		X	X	EBCE Jobsite	1 Semester	Fall or Spring	1	None
X	X	X	X	Community Living	1 Semester	Fall-Spring	1	None
			X	Student Work/Intern Programs	1 Year	Fall-Spring	None	None
X	X	X	X	Driver Education	6 Weeks	Summer	1/2 non-academic	Driving Permit
			X	NIACC Career Link Programs	1 Year	Fall-Spring	Varies	None
	X	X	X	Career Exploration	1 Semester	Fall or Spring	Varies	None
X	X	X	X	Reconnecting Youth	1 Semester	Fall or Spring	1	None

SPECIAL PROGRAMS

COURSE:

COURSE LENGTH:

COURSE TYPE:

PREREQUISITES:

GRADE AVAILABILITY:

COURSE DESCRIPTION:

The high school class will consist primarily of self-directed long- and short-term projects generated from student interests, needs, skills, and passions. Students will be required to keep daily progress notes, share out at midterm, and do a final write up and presentation during the course of each quarter.

T.A.G. (Talented & Gifted)

One Year

Elective

Qualify at elementary or middle school levels for T.A.G. or is in talent reservoir to qualify.

9-12

COURSE:

COURSE LENGTH:

COURSE TYPE:

PREREQUISITES:

GRADE AVAILABILITY:

COURSE DESCRIPTION:

Students will learn how our adversarial system of justice operates by preparing for and conducting a mock trial at a regional competition. While preparing for competition, students will develop many skills that will be useful throughout their lives. These skills include persuasive public speaking, critical and analytical thinking, strategic and tactical planning, self-discipline, team collaboration, the use of computer organization and presentation software, active listening, critical reading, and brainstorming. Each team is composed of at least eight and no more than ten members. There are eight roles on each side of the case (four attorneys, three witnesses and one timekeeper) and each team must perform both sides of the case.

Mock Trial

One Semester (Spring)

Elective

None

9, 10, 11, 12

COURSE: Community Living

COURSE LENGTH: One Semester

COURSE TYPE: Elective

PREREQUISITES: None

GRADE AVAILABILITY: 9, 10, 11, 12

COURSE DESCRIPTION:

This program is available to identified students who have met eligibility criteria. Community Living courses place a special emphasis on the student's relationship to the surrounding community. Instruction varies with the students and their needs and IEP's; however, these courses provide the skills necessary for independent functioning within the surrounding environment. Course topics may include available community resources and how to access them; emergency skills; and independent living strategies.

COURSE: Career Exploration

COURSE LENGTH: One Semester (Either)

COURSE TYPE: Elective

PREREQUISITES: None

GRADE AVAILABILITY: 9-12

COURSE DESCRIPTION:

This program is available to identified students who have met eligibility criteria. The intent of this program is to provide learning opportunities about a certain career area that matches interests and aptitudes of the student involved by having the student go to a workplace on a regularly scheduled basis to gain first-hand information. Job skill activities are assigned.

COURSE: Student Work Release/Internship Program

COURSE LENGTH: One Year

COURSE TYPE: Elective

PREREQUISITES: None

GRADE AVAILABILITY: 12

COURSE DESCRIPTION:

The Work-Release Program is designed to combine part-time school work and part-time job experience enabling students to become more occupationally adequate in preparation for post-high school careers. Work Release is primarily intended for those students who will be terminating their education upon completion of high school, but does not exclude the student interested in additional vocational or technical programs. The general objectives will be as follows: To develop the basic academic skills necessary in functional daily living. To acquire practical background expected of adult citizens; To achieve self-acceptance and a sense of dependability within the community; To develop qualities of personality, character, and work habits necessary for employment; and To explore the world of work and develop economic usefulness. In order to participate, the student must have approval, in writing from the student's parents, approval of the employer stating the type of work involved, and approval of faculty and administration of the Garner-Hayfield Community School District. Additional guidelines shall be established by the superintendent in cooperation with the board of education.

COURSE: Driver Education

COURSE LENGTH: 6 Weeks (Mon. Wed. Fri.)

COURSE TYPE: Required

PREREQUISITES: At least 14 years old. Have a driving permit

GRADE AVAILABILITY: 9-12

COURSE DESCRIPTION:

Driver education deals with three basic parts:

- 1) Development of skills essential to the driving task in today's world through supervised driving situations.
- 2) Development of knowledge essential to the driving task through structured lecture material dealing with **both** retention (carry-over) and non-retention value.
- 3) Development of positive driving habits, attitudes and appreciations through controlled driving situations (or experiences) and structured lecture material. The state requires that the student successfully complete 30 or more hours of classroom work; with six or more of actual behind the wheel training. Successful completion of Drivers Education (classroom and behind-the-wheel training) is a prerequisite for a license in the State of Iowa **prior** to the age of 16. Enrollment may be restricted to 70 students with oldest birth date. Instruction is administered in late spring and early summer.

COURSE: **Reconnecting Youth**

COURSE LENGTH: 1 Semester

COURSE TYPE: Elective

PREREQUISITES: None

GRADE AVAILABILITY: 9-12

COURSE DESCRIPTION:

Reconnecting Youth (RY) incorporates life skills development in self-esteem enhancement, decision-making, personal control, and interpersonal communication. It combines four key elements into the daily class: Group support and caring to enhance feelings of acceptance and belonging; life skills training to enhance protective factors and greater resiliency; monitoring of program goals to help establish and maintain personal control; and school bonding/social activities to foster healthy choices in friends and activities. Reconnecting Youth is a model-based prevention program recognized by the Department of Education and the U.S. Department of Health and Human Services as a “model program that has demonstrated effectiveness.” It is taught by a specially trained teacher who excels in working with this age group. This class is fun and challenging: students are allowed to share his/her ideas and participate in fun activities that are designed to enhance their existing skills. Students are eligible to enroll for RY through invitation only. Furthermore, parents or guardian consents are also necessary if invited.

COURSE: **GHHS/NIACC Cooperative Career Link Academy Programs**

COURSE LENGTH: One Year

COURSE TYPE: Elective

PREREQUISITES: Drawing Boards contain many recommendations

GRADE AVAILABILITY: 12

COURSE DESCRIPTION:

G-HHS has made a commitment to provide some unique opportunities for our senior students to earn specialized training and college credit by enrolling in Academy programs sponsored by G-HHS and NIACC.

At this time, there are four programs available: Information Technology Academy (Garner), Health Careers Academy (Britt), Automotive Technology Academy (NIACC), and General Machinist/Tool & Die Program (NIACC).

Participating students attend the appropriate center in the morning and their “home” school in the afternoon. Students planning to pursue any of these programs are encouraged to collect information as sophomores and tailor their high school courses, so they meet necessary requirements for respective programs. Individuals needing additional information are encouraged to contact either the high school principal or high school counselor.

Additional information about the NIACC Career Link Academies is on the following pages.

Career Link: A Jump Start on College and the Future

Career Link is a program which allows qualified students to earn a year of college career program credit while still in high school. This is made possible through a close cooperative relationship between Garner-Hayfield High School and North Iowa Area Community College.

All tuition and textbook costs are paid through a combination of high school, NIACC, and state incentive funds. There is no cost to the student, except for transportation, and in some programs, tools. In some cases, the student can complete the first year of an associate degree career program by the end of his/her senior year.

Detailed course descriptions are available in the high school guidance office. The general catalog and student handbook from NIACC is also available on-line at www.niacc.edu.

Career Link Programs

Automotive Technology Academy – NIACC Campus

Health Careers Academy - West Hancock High School & Hancock County Memorial Hospital

Information Technology Academy – Garner-Hayfield High School

Tool and Die Technology Program - NIACC Campus

Program Benefits:

The Career Link program has numerous advantages for students, not the least of which is the fact that they are prepared to enter the work force with skills that make them highly employable.

Students also:

- Save one year's time and one year's tuition/book costs.
- Receive dual credit for completed course work.
- Experience college success while still in high school.
- Ease transition to college.
- Enhance self-esteem and self-confidence.
- Develop career focus and strengthen skills.
- Achieve academic and personal goals.
- Get a head start on college and a career.

Making It Work:

Normally, Career Link is started during the sophomore or junior year when students take required high school preparatory courses. Students also complete "articulated" classes, which are taught by their high school teachers. In other words, certain high school classes cover similar material as introductory college ones. If at least a "B" average is maintained in the high school course, it takes the place of the college one, thereby saving time and money.

During the senior year, students spend mornings taking college classes, and in the afternoons they attend classes at G-HHS to fulfill graduation requirements.

Fran DeGroote, NIACC School Partnership Coordinator, works with Jim Haag, G-HHS counselor, to maintain a close watch on student progress. NIACC instructors provide them with regular written progress reports on each student.

Automotive Technology Academy

Location: NIACC - Mason City Campus

- School Partners: Clear Lake, Forest City, Garner-Hayfield, Hampton-Dumont, Lake Mills, Sheffield-Chapin/Meservey-Thornton, West Fork and Woden-Crystal Lake-Titonka
- Year Established: 1996

Program Description:

Automotive Service Technology is a 4-½ semester associate in applied science (AAS) degree program. The program is ASE/NATEF Master Certified. All eight instructional areas meet industry and educational standards as identified by Automotive Service Excellence and evaluated by the National Automotive Technicians Education Foundation:

Engine Repair
Automatic Transmission/Transaxle
Manual Drive Train and Axles
Suspension and Steering Brakes
Electrical/Electronic Systems
Heating and Air Conditioning
Engine Performance

Automotive Program Goal:

To prepare individuals for employment in the automotive service industry by:

- Maintaining an environment that is conducive to learning.
- Offering curriculum that reflects current industry requirements.
- Delivering classroom instruction that encourages analytical thinking.
- Providing laboratory experience that utilizes technical and problem-solving skills.
- Promoting workmanship that meets or exceeds industry standards.

Students who graduate with a one-year NIACC Automotive Service diploma will be qualified to work at general repair shops and under-car specialty shops. Students who complete the second year of the program to earn an associate degree will be qualified to work at dealerships and independent repair shops that handle engine performance problems and perform repair work on complex computer controlled systems. Other related job opportunities include: automotive parts sales, service writer/advisor, service manager, independent automotive shop owner, fleet service, and automotive industry equipment and service representatives.

AAS Degree Requirements: Completion of curriculum, with an average grade point of 2.00 (C).

Students who earn an AAS Degree have the opportunity to transfer to the University of Northern Iowa as a junior in the General Industry and Technology major as a result of an articulation agreement that UNI signed with NIACC in 1998.

Employment Outlook:

Job opportunities for automotive service technicians and mechanics are expected to be very good for persons who complete automotive training, as employers report difficulty in finding workers with the right skills. Person with good diagnostic and problem-solving abilities, and whose training includes basic electronic and computer courses, should have the best opportunities. Employment of automotive service technicians and mechanics is expected to increase as fast as the average through the year 2014. Over the 2004-14 period, demand for technicians will grow as the number of vehicles in operations increases, reflecting continued growth in the number of multi-car families. (U.S. Bureau of Labor Statistics 2007)

Automotive Technology Student Profile:

- solid math and science foundation
- good communication skills, especially ability to listen and to explain procedures
- ability and desire to update learning as technology changes
- ability to read and analyze large amounts of data needed to repair complex vehicle systems
- excellent reasoning skills
- desire to work with hands and head in diagnosis and repair
- ability to spell and write clearly

Senior Year Courses Taught at the Automotive Technology Academy include:

- Automotive Shop Safety
- Introduction to Automotive Technology
- Brake Systems
- Electrical Systems I
- Suspension and Steering
- Engine Repair
- Manual Drive Train & Axles
- Electronic Concepts

**** Both male and female students are encouraged to participate in this program. ****

Students interested in this program should contact their high school counselor, NIACC School Partnership Coordinator Fran DeGroot (1-888-466-4222, ext 4164), or the NIACC Industrial Division (1-888-466-4222, ext. 4405).

Health Careers Academy

Location: Hancock County Memorial Hospital and West Hancock High School
Partners: Forest City, Garner-Hayfield, West Hancock, W-CL-T
Capacity: 26 students
Year Established: 1999

Program Description:

The Health Careers Academy provides students hands-on skill training in health care, plus general education classes required for many careers in the health care field.

What equipment will I use?

The clinical laboratory classroom at the Hancock County Memorial Hospital is equipped with hospital beds and bedding, wheelchairs, walkers, crutches, hand washing supplies, thermometers, blood pressure cuffs, gait belts, hospital gowns, personal care equipment, and patient gurneys. The West Hancock High School air-conditioned Career Link Academy classroom contains student computers, overhead and computer projectors, internet access, and a medical reference library. Classes are held at a fully-equipped hospital lab at Hancock County Memorial Hospital in Britt and a classroom at West Hancock High School. Students attend the Academy in the morning each day and return to their local high schools for afternoon classes.

College instructors teach the following college classes:

- Nurse Aide Theory & Clinical Lab - become a **Certified Nurse Assistant (CNA)**
- Medical Terminology I
- Developmental Psychology*
- Introduction to Psychology*
- Composition & Speech I & II*
- Clinical Procedures I & Lab

Courses above with an asterisk (*) readily transfer to most 4-year colleges and universities.

After high school graduation, students may continue their studies on the main NIACC campus to complete the following health care programs:

- Practical Nursing
- Associate Degree Nursing (Registered Nurse)
- Medical Laboratory Technician
- Medical Assistant
- Physical Therapist Assistant

Students may also elect to transfer to a four-year college or university.

Health Care Professional Profile:

- caring, empathetic
- emotionally stable
- courteous, pleasant demeanor
- manual dexterity and visual acuity
- excellent listening and communication skills

Employment Outlook:

Health care careers are among the fastest-growing in the nation. Of the top 25 fastest-growing careers, the following health careers are listed:

- Medical records technicians
- Occupational therapy assistants
- Cardiovascular technologists
- Physical therapy assistants
- Respiratory therapists
- Surgical technologists
- Psychiatric technicians
- Emergency medical technicians
- Licensed practical nurses
- Registered nurses
- Radiation therapists

Grading Requirements:

For NIACC's Licensed Practical Nurse program, students must attain a "C" grade in all nursing courses and at least a "C-" in related required courses. An overall 2.00 GPA in the prescribed curriculum and a minimum overall cumulative college grade point average of 2.00 is required for graduation from this program.

If a student wishes to seek application to NIACC's Associate Degree Nursing (RN) program, a cumulative GPA of 2.5 in the nursing courses must be attained, as well as a "C" grade in all support courses required for the Associate Degree Nursing program.

Please refer to the NIACC catalog for specific entrance requirements.

Both male and female students are encouraged to participate in this Academy program.

Students interested in this program should contact their high school counselor or NIACC School Partnership Coordinator Fran DeGroote (1-888-466-4222, ext 4164).

Information Technology Career Link Academy

Location: Garner-Hayfield High School
School Partners: Clear Lake, Forest City, Garner-Hayfield, West Hancock, W-CL-T
Capacity: 20 students
Year Established: 1999

Program Description:

Within the Information Technology program, students will take a combination of classes in:

First Semester:

Composition & Speech I (4 s.h.) Class consists of improvement of skills in reading, writing, speaking, and listening, with an emphasis on expository methods of development and personal experience as supporting material. Students must meet minimum competency requirements in writing and speaking to receive a grade of C or higher.

Home/Office Computer Management (3 s.h.) Have a computer that needs some help? Learn how to install memory, upgrade Windows, and scan for viruses. This hands-course will teach you how to connect computers and share files, bring pictures onto your computer, hook up that scanner and printer, and create a home computer network.

Digital Photography (3 s.h.)

Digital photography has rapidly become a critical part of journalism, graphic design, web-site design, and fine art. This course covers the anatomy of the digital camera and what features to look for before you buy, how to compose quality photos in a digital environment, adjusting/modifying photos on the computer using Adobe Photoshop, and preparing photos for use in printed materials and on the Internet.

Second Semester:

Web Development I (3 s.h.) This course covers comprehensively the latest version of HTML. Students will learn good coding practices and be introduced to web development tools and FTP programs. Students will also be introduced to CSS, image management, browser, helper, applications, and basic JavaScript.

Home/Office Network Management (4 s.h.) The goal of this course is to introduce students to fundamental networking concepts and technologies. The course provides a hands-on introduction to networking and the Internet using tools and hardware commonly found in the home and small business environment. Students will develop the skills necessary to plan and implement small networks across a range of applications.

Composition & Speech II (4 s.h.) Students must have earned a C or higher grade in Composition & Speech I before enrolling in Composition & Speech II. This course is a continuation of Composition & Speech I, with an emphasis on argumentative and persuasive writing and speaking, on research methods, and on language.

Successful completion of this program should prepare students to pursue a variety of computer

Successful completion of this program should prepare students to pursue a variety of computer related professions. Students could also choose to transfer into a four-year degree program at most colleges or universities.

Facility Description:

The Information Systems Technology Academy contains 25 computers. There are computers for students to use for installing different operating systems and software programs, and additional networking equipment such as hubs, switches, patch panels, cable installation equipment, and servers to allow students a maximum hands-on experience.

Employment Outlook:

The increasing use of technology in the workplace is projected to lead to faster than average growth in this occupation. Due to employment increases and because of the high demand for technical workers, prospects should be excellent for qualified job candidates. Employment of computer and information systems managers is expected to grow 16 percent over the 2006-16 decade, which is faster than the average of all occupations. **Occupational Handbook 2008-09.**

Information Technology Student Profile:

- X basic computer skills: word processing, spreadsheet, database
- X desire to work in a demanding and exciting technology field
- X love of lifelong learning
- X ability and enjoyment of solving problems; daily work deals with problems
- X solid math foundation and good logical thinking skills
- X good verbal and written communication skills

** Both male and female students are encouraged to participate in this program. **

Students interested in this program should contact their high school counselor or NIACC School Partnership Coordinator Fran DeGroote (1-888-466-4222, ext 4164

General Machinist/Tool & Die Program

Location: NIACC Mason City Campus
Year Established: 1997

Program Description:

The General Machinist program is designed to provide in-depth study and considerable hands-on skills in the machining processing of a variety of metals. Students will become proficient in the operation of manual mills, lathes, grinders, drills, and saws as they complete increasingly complex projects while holding tight tolerances. Additional work in blueprint reading, heat-treating, and computer-controlled (CNC) machining will be required to complete the General Machinist diploma program. Program graduates have the option to continue into the Tool & Die Associate Degree program or begin employment in an area machine shop or manufacturing facility producing a wide variety of machined parts.

The Tool & Die program is a continuation of the General Machinist diploma program and builds upon the previous studies with an in-depth study of high-precision industrial dies and die components, progressive dies, and plastics industry molds. A portion of the program is devoted to producing computer-aided manufacturing (CAM) software to generate CNC machine language. Students will operate computer-numeric controlled (CNC) machine tools to produce many of their second year projects. Program graduates will be prepared to work in the "tool room" of area manufacturers or to work for a specialty tool and die shop producing dies and molds for a large variety of production machines in our area.

Through an articulation agreement with the University of Northern Iowa, students may go on to pursue a four-year industrial technology degree.

Facility Description:

The NIACC Murphy Manufacturing Technology Center is a 20,000 square foot, \$2.5 million state-of-the-art facility that houses a Computer-Aided Design Lab; Computer Numeric Control Lab; Wiedemann CNC Turret Punch Press; Electronic Discharge Machining equipment; CNC Machining Centers and Turning Centers; new Machining Lab with modern mills, lathes, grinders, saws, and drills; two computer labs housing 36 Pentium-based computers featuring the latest design software; and 17 welding stations.

Job Outlook:

Despite relatively slow employment growth, job opportunities for machinists should continue to be good. The number of workers obtaining the skills and knowledge necessary to fill machinist jobs is expected to be less than the number of job openings arising each year from the need to replace experienced machinists who transfer or retire, and from job growth.

Excellent job opportunities are expected for tool and die makers. Employers in certain parts of the country report difficulty attracting qualified applicants. As firms invest in new equipment, modify production techniques, and implement project design changes more rapidly, they will continue to rely heavily on skilled tool and die makers for retooling. (U.S. Department of Labor – Bureau of Labor Statistics)

Manufacturing Technology Student Profile:

- ❖ a good foundation in mathematics, science, and problem solving
- ❖ a desire to work with computers and new technology
- ❖ a willingness to be responsible
- ❖ a desire to use your brain and your hands
- ❖ a high degree of precision and "pride of workmanship"
- ❖ an urge to make anything from Corvettes to snowboards
- ❖ an enthusiasm for using high-powered machines

Senior Year Classes Taught in the Murphy Manufacturing Technology Program:

Applied Math I & II	CNC Fundamentals
Machine Trade Print Reading I & II	Machine Theory and Operations I & II

**** Both male and female students are encouraged to participate in this program. ****

Students interested in this program should contact their high school counselor, NIACC School Partnership Coordinator Fran DeGroot (1-888-466-4222, ext 4164), or the NIACC Industrial Division (1-888-466-4222, ext. 4405)