

# Kinsley Jr.-Sr. High School

USD 347  
Kinsley, Kansas

## Course Code Handbook



2024-2025

## INTRODUCTION

**Dear Parents and Students:**

**One of the most important aspects of educational planning is to select courses that are challenging and relevant to the individual needs of each student. Some students who neglect to take a challenging course of study may find themselves unprepared for college or the work place. This handbook will assist you by providing important information necessary for developing an educational plan for the next school year as well as your entire high school career.**

**This planning guide provides information about the content of academic courses, scheduling, student schedules, course load, and planning for college, technical school, and the world of work. However, it has a different look than it has in the past.**

*In June of 2007, the National Center for Education Statistics (NCES) published a common secondary school course classification system for high school courses. The purposes of the Secondary School Course Classification System: School Codes for Exchange of Data (SCED) are to make it easier for school districts and states to:*

- *Maintain longitudinal student records electronically;*
- *Transmit course taking information from one student information system to another; Meet reporting requirements;*
- *Reduce the cost and burden of transcript studies; and*
- *Use course taking information in research and evaluation of student outcomes.*

*In Kansas, a committee was brought together to work on developing Kansas Course codes that would be standard across all schools in Kansas. The purpose for developing the Standard Course Codes was so that they could be used on educator licenses and employment reports; and, if Kansas makes optimum use of the codes, they can become the codes used by most or all districts on student transcripts. The standard course codes developed are a system of numerical codes that are used to describe the courses taught by licensed teachers or completed by elementary and secondary students. KSDE, May 14, 2009 by Christine Griffie.*

**In December of 2007, USD #347 complied with the Kansas Department of Revenue and our courses were coded. Therefore, this KJSHS Course Handbook reflects those codes and changes. Here is a guide to assist you in reading the new handbook:**

Identifier	Course Title	Subject Area
Computer Arts, etc. Description	Course Title	i.e., Math, Language

**Descriptor**

**The description of the KJSHS course is matching or nearly matching the state description of the mapped course.**

Course Level	Grade Level	Sequence
B-Basic	11-6 <sup>th</sup> Grade	A semester
G-General	12-7 <sup>th</sup> Grade	
E-Enriched/Advanced	13-8 <sup>th</sup> Grade	
H-Honors	14-9 <sup>th</sup> Grade	
	15-10 <sup>th</sup> Grade	
	16-11 <sup>th</sup> Grade	
	17-12 <sup>th</sup> Grade	

Targeted Program	Delivery Type	College/Career
S-Special Ed	V-Virtual	N-Not Dual Credit
E-E SL	D-Distance	D-Dual Credit (college/high school)
G-General Ed	G-General	F-CTE credit funded in an program/pathway
approved M-Migrant	M-Self-Contained (Multi-Class)	X-CTE credit not funded in an approve program/pathway
A-At-Risk	S-Self-Contained (Single Class)	C-CTE funded in an approved program/pathway and college credit

Credits	Course Approval Status	Course Approval Status Reasons/Comments
Number of credits/semester	Entered by State	Entered by State

**NOTE: \*After looking at the KJSHS course, a code and title is chosen from a list provided by the state and matched or “mapped” most closely to the state course. The information will be displayed in the area below. It will all be State filled information.**

<i>Mapped To</i>		
State Course Code	State Course Title	State Subject Area
<i>State Filled Information</i>		
State Descriptor		

**We encourage each student to review and discuss these course offerings with parents/guardians. It is very important for each student to study the different course offerings carefully and make selections according to interest and future plans. Students at Kinsley Junior-Senior High School have several options. Among those are a college- preparatory curriculum, a technical based curriculum, and a business preparatory curriculum. Enrolling in a challenging course of study now will enhance your opportunities for success in the future.**

**If you have any questions concerning enrollment or how to read this new guide, please contact our counselor or the building principal.**

**MESSAGE**

Dear Students and Parents of USD #347

This booklet was prepared by the teaching, counseling, and administrative staff at Kinsley Junior/Senior High School to assist parents and students with the enrollment and course selection process. This Educational Planning Guide describes the comprehensive course offerings and provides information about measurable standards for individual courses.

All of the courses offered at Kinsley Junior/Senior High School are listed in this handbook. A description of each subject has been written to explain the basic content of each course. The courses listed in this handbook are tentative offerings. **A course can only be offered if there is sufficient student enrollment in the class and available instructional staffing. Course offerings and the number of times a course can be offered each school year are determined by the number of students enrolled and requests from the staff.**

Before class selections are made for next year, we would recommend that both students and parents carefully read the information contained in this handbook. Special attention should be given to the requirements for graduation listed on pages nine thru eleven. It is our goal to meet the educational needs of all students and to provide them with a rigorous and comprehensive academic program.

The teachers, counselor, and principal at KJSHS are prepared to assist students in selecting a schedule geared to fit each student’s individual needs and interests. If we can assist you in any way with this process, please contact our counselor or the building principal. We also encourage students to visit with teachers if they have specific questions about course content, testing requirements, expectations, or any other questions about any specific course that cannot be answered by reading the materials in this handbook.

**DISTRICT MISSION STATEMENT**

The mission of U.S.D. 347 schools is to provide an equal opportunity for each student to receive a quality education, to reach his or her full potential, and to become a productive member of a diverse and changing society.

**KINSLEY JUNIOR/SENIOR HIGH SCHOOL MISSION STATEMENT**

The mission of Kinsley Junior/Senior High School is to offer a secure place where all students gain knowledge, grow in confidence, develop communication skills, and value learning for life.

## **EXIT STANDARDS FOR ALL GRADUATING STUDENTS FROM KINSLEY JUNIOR/SENIOR HIGH SCHOOL**

Kinsley Junior/Senior High School will prepare students, as life-long learners to...

- apply their academic skills
- communicate effectively
- think critically and creatively
- use computers and apply technology effectively
- maintain and enhance physical and emotional health
- participate as informed, responsible citizens
- 

### **COUNSELING SERVICES**

The counseling staff has been trained to work with young adults in academic, career, and personal counseling. Your counselor is there to help you make the best choices as you progress through school. Together, you and your counselor can explore:

- Academic strengths and limitations
- Course selections
- Post-secondary training or education
- Job and career planning
- Personal problems/peer pressure/daily conflicts
- Decision making skills

Help is available to you whenever you need it. All you need to do is stop by the Counseling Office and request to see your counselor.

### **STUDENT ASSESSMENTS**

#### **REQUIRED**

PLAN-Grade 10  
Kansas Assessment Tests Grades 6 thru 11  
Grades 6 thru 11  
  
Classroom Assessments Grades 6 thru 12  
  
Local Assessments Grades 6-12  
  
MAP Testing Grades 6-12

#### **OPTIONAL**

ASVAB-Armed Services Vocational Aptitude Battery Grades 10 thru 12  
PSAT-National Merit Grades 10 and 11  
SAT-Grades 10 thru 12  
Pre-ACT-Grade 9  
ACT-Grades 10 thru 12  
CAREERS/CHOICES-Grades 7 thru 12  
Compass Test – Grades 11 -12

Testing is an important tool for students to use in understanding their strengths and weaknesses. At KJSHS we encourage students to take assessment and testing seriously so valid and accurate test results can be obtained.

## THE SCHEDULING PROCESS

The program of studies at Kinsley Junior/Senior High School has been developed to give students a wide variety of learning experiences in both depth and breadth. The grade level placement of each course is listed in the course description. The scheduling process is the shared responsibility of students, parents, teachers and our counselor. All contribute ideas and information which result in effective educational programs for students. Since the student's educational programs have implications for post-high school education and career choice, careful planning is required. Parents assist students in the selection process by discussing alternatives with them and by helping students analyze their individual interests, needs and goals.

Involvement of parents provides students with the support, encouragement, and knowledge needed for this important step in educational planning.

## THE IMPORTANCE OF COURSE SELECTION

If students give careful thought to their future, they will realize that course selection is a means to an end, not an end in itself. They are encouraged to seek information as needed from parents, teacher, the counselor, and others in order to make sound choices. Personal conferences can be scheduled with teachers or the counselor by calling the school office.

USD 347 has College and Career pathways for students to choose from to gain knowledge in those fields of study and/or career, if they choose to participate. We offer 10 of the 16 Career Clusters approved by the state of Kansas. These pathways organize academic and occupational knowledge and skills into a coherent course sequence and identify pathways from secondary schools to two- and four-year colleges, graduate schools, and the workplace. Students learn in school about what they can do in the future. This connection to future goals motivates students to work harder and enroll in more rigorous courses.

Based on students' course selections and staff recommendations, appropriate courses will be scheduled. **Low enrollment courses MAY be deleted from the final course schedule.** Students should choose alternate courses carefully.

Students should review the college admission guidelines addressed in this handbook when selecting courses. A tentative four-year high school plan will be very helpful in your planning.

## SCHEDULE CHANGES

During the spring of each year, the master schedule is developed as a result of student requests and staff recommendations for courses. Considerable effort is invested to insure the best possible schedule for every student at that time.

During the first five (5) days of each semester, a course may be added or dropped for the following types of reasons only:

1. FAILURE OF A REQUIRED SUBJECT
2. OTHER REASONS: RESCHEDULING BECAUSE OF SUMMER SCHOOL OR CORRESPONDENCE CREDIT EARNED.
3. INAPPROPRIATE/INCORRECT ENROLLMENT

Once a course begins, the student has until the end of the first full week of school to make a request for a course change. After those dates only teacher requested changes will be considered. Unless initiated by the school, all dropped classes after these dates will result in an "F" being placed on the student's transcript. All class changes are subject to the approval of the principal and all teachers involved as well as the parents of the student. No changes will be made after the stated dates without special circumstances and the approval of the principal. Students should not expect to receive full credit for a particular course without completing all of the assignments involved and without taking the final examination for the course.

The following criteria will be applied to requested class changes:

1. The change will not overload the size of the existing class.
2. The change will not significantly deplete the enrollment numbers in an established course.
3. The change results in a reasonable program of study in terms of the established curriculum.
4. The change allows the student to more capably fulfill a proposed field of study.
5. The change has the approval of the parents, the teachers involved, and the principal.

## **EARLY RELEASE**

To allow students greater flexibility, the Kinsley-Offerle School District USD #347 will offer senior students the opportunity to pursue a wider variety of options during the last semester of their senior year. This will allow students to enroll in college classes previously unavailable to them due to scheduling constraints associated with meshing the college and KJSHS schedules or students could be released to work, earning more money for future educational experiences or endeavors. Students who chose this option may not be eligible for athletics or activities sponsored by the KSHSAA since they require a student to be enrolled in a minimum of five classes for participation in extra-curricular activities.

The following guidelines for participation in the early release program are as follows:

1. Only seniors who have enough credits to graduate with their class may elect to participate in this program.
2. All students who desire to participate in the senior early release program must have their applications approved by the counselor, principal, and parent. The principal will have the final say in the level of participation that the student may be involved in.
3. Applications must be completed and returned to the guidance office during the fall semester of the student's senior year by November 15. Student must also be current on all financial obligations.
4. Courses taken at KJSHS during the second semester must be consecutive hours.
5. Students may not enroll in Work Study and participate in this program during second semester. (There would be no need for this concurrent enrollment.)
6. Student may still participate in normal school functions if eligible such as prom, senior trip, and graduation ceremonies.
7. Student may not hang around school if participating without principal's approval. For example: Student may be enrolled in 1<sup>st</sup> and 2<sup>nd</sup> hour and then their early release starts. 3<sup>rd</sup> hour through 8<sup>th</sup> hour, the student will need to leave the premises and only enter through the KJSHS office much like a visitor to the building would.

## **COLLEGE CREDIT/DUAL CREDIT**

Seniors who have a B average (3.0 GPA) and meet college enrollment policies may take English Composition 1 and 2, Chemistry with our teachers in house, College Algebra, Trigonometry, Creative Writing through SKI-CAN and DCCC Technical Education Program classes for both high school and college credit. Students wanting dual credit should work with their counselor in completing necessary enrollment forms and applications and submit a college transcript upon completion of the class. Tuition and other related costs are the student's responsibility.

## **DODGE CITY COMMUNITY COLLEGE TECHNICAL EDUCATION**

Students may elect to participate in the DCCC Technical Education programs in Dodge City. The students will be transported to Dodge City for morning classes. Students participating in the DCCC Technical Education programs will be required to hold and maintain at least a C average (2.0 GPA) throughout the entire time in which they are enrolled. Students enrolled in the DCCC Technical Education programs must remain eligible according to local weekly eligibility report in order to continue attending class in Dodge City. If at any time a student becomes ineligible or falls below a 2.0 GPA the student will not be allowed to attend courses at DCCC and a schedule change will become necessary. Tuition and other related costs are the student's responsibility.

## **SUMMER SCHOOL**

Summer School classes will be required for those High School students determined to be in need in order to be advanced to the next grade level or to meet graduation requirements. State statute allows schools to require students to attend summer school. The summer school program will begin the Tuesday following Memorial Day, will run for two (9) days. Students will work on materials provided by the instructor.

Driver's Education class will be offered at Kinsley Junior/Senior High School to those students who have been promoted from the eighth grade and will be fourteen (14) years of age by July 31<sup>st</sup> of that same year. This course is generally offered during the month of June and includes classroom and driving instruction.

See your counselor and/or principal for further information regarding night school, internet courses, alternative and correspondence courses.

## **CREDIT RECOVERY PROGRAM**

If a student re-takes a class that they have previously failed, the "F" will remain on the transcript. The new grade is also entered on the transcript and a new GPA is figured using only the new grade. This includes classes taken outside of our district and dual credit courses taken in USD 347. Currently, the computer based program offered at KJSHS is *Odyssey* with a variety of classes that can be taken to fulfill those requirements of graduation and has been successfully coded with the State of Kansas. Also, offered is a correspondence course known as PASS. Both of these programs can only be approved for enrollment by administration with recommendation by teacher, counselor, at-risk coordinator, and/or administration.

### **DRIVER'S EDUCATION**

Driver's Education class will be offered at Kinsley Junior/Senior High School during the school day for those students who have been promoted from the eighth grade and will be fourteen (14) years of age by the first day of school.

### **GENERAL EDUCATION DIPLOMA INFORMATION**

Information from the Kansas State Department of Education indicates that in the very near future, all high schools in Kansas must provide a performance based credit opportunity for students in their respective high school. The following proposal was reviewed by the staff and approved by the U.S.D. 347 Board of Education and has been in effect with the beginning of the 2006-2007 school year:

### **PERFORMANCE BASED CREDIT OPPORTUNITY**

The opportunity to "test out" of a course will be available to students in grades nine through twelve. Eighth grade students will have access to this opportunity in the spring prior to entering high school.

- A request to "test out" needs to be made in writing by the student and his/her parent or guardian and approved by the principal, counselor and teacher or teachers in the respective academic department or departments.
- Any new student to Kinsley High School who wishes to be considered for the "testing out" opportunity must make a formal request within the first five days of a semester.
- Following approval, the assessment will be taken by no earlier than May 1<sup>st</sup> and by no later than May 15<sup>th</sup> of the year preceding the next school year for a year-long course or a first semester course. A request to "test out" of a second semester class only would need to be approved and the assessment taken by no earlier than December 1<sup>st</sup> and no later than December 15<sup>th</sup> prior to the start of the second semester.
- There is a formal written application the student must complete in order to be considered for "testing out." In the application process, the student must present evidence of why they desire to be considered for "testing out," and why they believe they will be successful on the assessment.
- Courses that a student would be allowed to attempt to "test out" of are as follows:
  - Algebra 1
  - American History
  - American Government
  - Biology
  - Civics
  - Design
  - Drawing 1
  - General Business
  - General Science
  - Geometry
  - English 9
  - English 10
  - English 11
  - Pre-Algebra
  - Sociology
  - Spanish 1
  - Technical English/English 12
  - World History
- Requirements for successful completion of the "testing out" process are as follows:
  - \*Student is allowed to take the comprehensive and/or laboratory examination once per course listing.
  - \*A student has the right to request the syllabus for the course in advance to determine the nature of the content covered.
  - \*Students must receive a 90% or above grade on the comprehensive and/or laboratory examination.
  - \*The comprehensive examination will be created by the appropriate staff members and will be a combination of multiple choice/essay/problem based questions and/or laboratory/shop activities to ensure that the students' knowledge demonstrate the safe and proper use of supplies and equipment that is covered in the laboratory/shop curriculum as well as a mastery of the course content. The comprehensive examination will represent materials covered as if the student had been present and had actively and successfully participated in the year-long or semester course.

Test questions will be based on course, district and state standards. Maximum amount of time allowed to take an examination will

be three (3) hours and will be supervised by either a teacher, counselor and/or principal. The comprehensive examination will be graded by at least two individuals from a subject field. If there are not two individuals available, the counselor or principal will assist in the grading.

If the student successfully completes the comprehensive examination with a 90% or above grade, the student will be awarded an A on his/her official transcript with either one (1) unit or one-half (1/2) unit of credit and will then be allowed to enroll in another course in the same academic area at a higher level or another course in a different academic field. Successful completion of the assessment will be indicated on the student's official transcript.

The maximum number of credits any student may possibly earn through the "testing out" process is three (3) in a four-year period of time.

### **WORLD OF WORK PREPARATION**

Today, approximately 54.3% of our nation's citizens do not earn college degrees and a high school diploma is no longer the ticket to a good paying job. All students must seriously consider the idea that a person's education should include at least 14 years of formal training. This would include high school plus a minimum of two additional years at either a technical school or community college and the commitment to lifelong learning. Labor economists have repeatedly pointed out that in this century about 68% of all new jobs will require some form of some postsecondary education. The job market of tomorrow will also require employees to be able to solve technical problems, make decisions, and share ideas with others. More than ever before, it is important that individuals acquire and demonstrate competence in workplace skills regardless of their post-secondary choices. For these reasons, Kinsley High School offers several courses that integrate and involve the use of computers and other forms of technology for our students. We highly encourage students to consider taking these courses when possible.

## FOUR YEAR EDUCATIONAL PLAN

This planning sheet is to assist you in developing an effective and appropriate sequencing of courses through your high school years. In order to accomplish this task, you must familiarize yourself with your graduation requirements and the time frame in which they occur. While you are developing your plan, involve your parent/guardian and your counselor for their input and advice.

### FRESHMAN

1. Biology
2. Pre-Algebra or Algebra I
3. US History or Sociology/Current Social Events
4. English 9
5. PE/Health
6. \_\_\_\_\_
7. \_\_\_\_\_

---

Alternate Course

### SOPOHOMORE

1. English 10
2. Algebra 1 or Geometry
3. US History or Sociology/Current Social Event
4. Science Class
5. Fine Arts Class
6. \_\_\_\_\_
7. \_\_\_\_\_

---

Alternate Course

### JUNIOR

1. English 11
2. American History
3. Science Class
4. Robotics or Python Programming
5. Practical Arts Class
6. \_\_\_\_\_
7. \_\_\_\_\_

---

Alternate Course

### SENIOR

1. Tech English or Comp I & Comp II
2. Gov & Public Admin and Government
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

---

Alternate Course

**PRE-ENROLLMENT**

**NAME** \_\_\_\_\_

**6<sup>TH</sup> GRADE**

**REQUIRED CLASSES**

**(8)**

**Computer Applications**

**English 6**

**Math 6**

**Music/PE 6**

**Science 6**

**Social Studies 6**

**W.I.N. (What I Need)**

**Coyote Connections**

**Alternative Learning Classes: (By Administrative Approval)**

**ESL**

**Modified Courses**

**PRE-ENROLLMENT 7<sup>TH</sup> GRADE**

**NAME** \_\_\_\_\_

**REQUIRED CLASSES (7)**

**English 7**

**Math 7**

**P.E. 7-8**

**Science 7**

**Social Studies 7**

**W.I.N. (What I Need)**

**Coyote Connections**

Must pass  
English and  
Math classes in  
7<sup>th</sup> grade to  
proceed to 8<sup>th</sup>  
grade.

**ELECTIVES (Check 2)**

**Career and Life Planning**

**JH Band (Year Long)**

**JH Choir (Year Long)**

**Intro to Engineering (Year Long)**

**Or**

**ELECTIVES (Check 4)**

**Business Essentials**

**(semester)**

**Industrial Arts (semester)**

**Intro to Drawing (semester)**

**Drama (semester)**

**Alternative Learning Classes: (By Administrative Approval)**

**ESL (by Approval)**

**Modified Courses**

**PRE-ENROLLMENT  
8<sup>TH</sup> GRADE**

NAME \_\_\_\_\_

**REQUIRED COURSES (7)**

**English 8**

**Environmental Science**

**Math 8 (or Algebra I if approved the principal)**

**Intro to Government**

**P.E 7-8**

**W.I.N. (What I Need)**

**Coyote Connections**

Must pass  
English and  
Math classes in  
8<sup>th</sup> grade to  
proceed to 9<sup>th</sup>  
grade.

**ELECTIVES**

**(Check 2)**

**JH Band (Year Long)**

**JH Choir (Year Long)**

**Intro to Engineering (Year Long)**

**Career and Life Planning (Year  
Long)**

**Or**

**(Check 4)**

**Business Essentials**

**(semester)**

**Industrial Arts (semester)**

**Intro to Drawing (semester)**

**Drama (semester)**

**Alternative Learning Classes: (By Administrative Approval Only)**

**ESL (by approval)**

**Modified Courses**

**PRE-ENROLLMENT  
FRESHMAN YEAR**

NAME \_\_\_\_\_

**REQUIRED COURSES (5):**

- X        English 9
- X        Health/Physical Education
- X        Math  
            \_\_\_\_\_ Pre-Algebra  
            \_\_\_\_\_ Algebra I, (as determined by MAP Scores, State Assessment score & Math 8 grades.)  
            \_\_\_\_\_ Geometry (if passed Algebra I)
- X        Science  
            \_\_\_\_\_ Earth and Space Science  
            \_\_\_\_\_ Biology (as determined by MAP Scores, State Assessment score & Science 8 grades.)
- X        \_\_\_\_\_ Sociology/Current Social Events  
            \_\_\_\_\_ Speech (1/2 credit)

**ELECTIVES (1): (choose from list below)**

- \_\_\_\_\_ Elective #1 \_\_\_\_\_
- \_\_\_\_\_ Alternate Choice #1 \_\_\_\_\_

**Computer Science – 1 credit needed to graduate**

- Robotics  
Python Programming  
Graphic Design

**Practical Arts – 1 credit needed to graduate**

- Accounting  
Business Economics/Consumer & Personal Finance  
Entrepreneurship/Principles of Economics  
Banking & Finance/Investing  
Woodworking Principles  
Furniture & Cabinet Making  
Advanced Materials  
Welding Processes 1, 2, 3  
Carpentry 1  
Photo Imaging

**Digital Media Technology**

- Photo Imaging  
21<sup>st</sup> Century Journalism

**Alternative Learning Classes: (By Administrative Recommendation Only)**

- ESL or Modified Courses

Guiding Questions –  
If you do not know what you want to do when you grow up...

- Should I get my fine arts requirement taken care of?
- Do I want to go to college?
- Do I want to go to DCCC during high school for a technical education where I can get hands-on education?
- Do my choices in my electives reflect my strengths and talents?

**Fine Arts – 1 credit is needed to graduate**

- Graphic Design Fundamentals  
Graphic Designs  
Principles of Illustration  
Choir  
Band  
Forensics – 1/2 credit

**Foreign Language**

- Spanish 1  
Spanish 2

**Required Classes (4):**

- X         English 10
- X         Math
  - \_\_\_\_\_Algebra I
  - \_\_\_\_\_Geometry (if passed Algebra I)
  - \_\_\_\_\_Algebra II (if passed Geometry)
- X         Science
  - \_\_\_\_\_Chemistry (if passed Biology & Algebra II)
  - \_\_\_\_\_A & P or Human Body Systems (if passed Biology)
- X         \_\_\_\_\_Government & Public Administration
  - \_\_\_\_\_Sociology/Current Social Events

Guiding Questions –

- Am I still on track to graduate?
- Do I have my fine arts requirement taken care of?
- Do I want to go to college?
- Do I want to go to DCCC next year for a technical education where I can get hands-on education?
- Do my choices reflect my strengths and talents?
- Do I have a path or road map that I am following?

**ELECTIVES (2): (choose from list below)**

- \_\_\_\_\_ Elective #1 \_\_\_\_\_
- \_\_\_\_\_ Elective #2 \_\_\_\_\_
- \_\_\_\_\_ Alternate Choice \_\_\_\_\_

**Classes I will need to retake:**

(Failed Courses will reduce elective opportunities.)

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Computer Science – 1 credit needed to graduate**

- Robotics
- Python Programming
- Graphic Design

**Practical Arts – 1 credit needed to graduate**

- Accounting
- Consumer & Personal Finance
- Entrepreneurship/Principles of Economics
- Banking & Finance/Investing
- Woodworking Principles
- Furniture & Cabinet Making
- Welding Processes 1, 2
- Welding Processes 1, 2
- Carpentry 1, 2
- Photo Imaging
- Digital Media Design
- 21<sup>st</sup> Century Journalism

**Electives**

- Media Publication
- Anatomy & Physiology
- Human Body Systems
- Medical Terminology/Phlebotomy

**Fine Arts – 1 credit is needed to graduate**

- Graphic Design Fundamentals
- Graphic Designs
- Principles of Illustration
- Choir
- Band
- Forensics – 1/2 credit

**Foreign Language**

- Spanish 1
- Spanish 2

**General**

- Weight Lifting
- Advanced PE
- Recreation Sports

**Alternative Learning Classes: (By Administrative Recommendation Only)**

- ESL or Modified Courses



**Required Classes (1):**

- X   English 11
- X   US History  
Economics  
Government & Public Administration
- X   Math
  - \_\_\_\_\_ Geometry
  - \_\_\_\_\_ Algebra II (if passed Geometry)
  - \_\_\_\_\_ Trigonometry (if passed Algebra II)
- X   Science
  - \_\_\_\_\_ Chemistry
  - \_\_\_\_\_ A&P
  - \_\_\_\_\_ Advanced Biology
  - \_\_\_\_\_ Physics (if passed Chemistry)
- X   Computer Science – 1 credit needed to graduate
  - \_\_\_\_\_ Robotics
  - \_\_\_\_\_ Python Programming
  - \_\_\_\_\_ Graphic Design

Guiding Questions –

- Am I still on track to graduate?
- Do I have my fine arts requirement taken care of?
- Do I want to go to college?
- Do I want to go to DCCC for a technical education where I can get hands-on education?
- Do my choices reflect my strengths and talents?
- Do I have a path or road map that I am following?
- What do I plan to do after high school?
- Do I want to utilize the early release program next year?

**ELECTIVES (3): (choose from list)**

\_\_\_\_\_ Elective #1 \_\_\_\_\_

\_\_\_\_\_ Alternate Choice \_\_\_\_\_

**Classes I failed and will need to retake:**

(Failed courses will reduce elective opportunities)

\_\_\_\_\_

\_\_\_\_\_

**Practical Arts – 1 credit needed to graduate**

- Accounting
- Consumer & Personal Finance
- Entrepreneurship/Principles of Economics
- Banking & Finance/Investing
- Woodworking Principles
- Furniture & Cabinet Making
- Welding Processes 1, 2, 3
- Welding Processes 1, 2, 3
- Carpentry 1, 2, 3
- Photo Imaging
- Digital Media Design
- 21<sup>st</sup> Century Journalism
- Electives**
- Media Publication
- Anatomy & Physiology
- Human Body Systems
- Medical Terminology/Phlebotomy

**Fine Arts – 1 credit is needed to graduate**

- Graphic Design Fundamentals
- Graphic Designs
- Principles of Illustration
- Choir
- Band
- Forensics – ½ credit

**Foreign Language**

- Spanish 1
- Spanish 2

**General**

- Weight Lifting
- Advanced PE
- Recreation Sports

**Alternative Learning Classes: (By Administrative Recommendation Only)**

ESL or Modified Courses



**Required Classes: (2)**

  X   Government & Public Administration/Government

\_\_\_\_\_ Composition 1 and 2 (available for dual college credit);

**OR**

\_\_\_\_\_ Technical English (English 12)

**Must have 3 credits of the following:**

- English
- Math
- Science
- Social Science

**Must have taken one Computer Science class to graduate:**

- Robotics
- Python Programming
- Graphic Design

**Must have taken one Fine Arts class to graduate:**

- Graphic Design Fundamentals
- Graphic Design
- Principles of Illustration
- Choir
- Band

**Must have taken one Practical Arts class to graduate:  
Any Pathway Class**

## Guiding Questions

- Am I still on track to graduate?
- Do I have my fine arts requirement taken care of?
- Do I want to go to college?
- Do I want to go to DCCC for a technical education where I can get hands-on education? This year?
- Do my choices reflect my strengths and talents?
- Do I have a path or road map that I am following?
- What do I plan to do after high school (next year)?
- Do I want to utilize the early release program at Semester?

**ELECTIVES (2): (choose from list below)**

\_\_\_\_\_ Elective #1 \_\_\_\_\_

\_\_\_\_\_ Elective #3 \_\_\_\_\_

\_\_\_\_\_ Elective #4 \_\_\_\_\_

\_\_\_\_\_ Elective #5 \_\_\_\_\_

**Classes I failed and will need to retake:**

(Failed Courses will reduce elective opportunities)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Kansas Board of Regents

Completion of the Kansas Scholars Curriculum is one of the requirements Kansas residents must meet in order to receive State Scholar designation. This occurs during the senior year of high school.

### **What are the other requirements to become a State Scholar?**

- Students must have taken the ACT between April of the sophomore year and December of the senior year,.
- Students must be a Kansas resident.
- Students must have their curriculum and 7th semester GPA certified on the official roster by the high school counselor, registrar, or similar official.

## Kansas Scholars Curriculum

### **English** - 4 years

One unit to be taken each year. Must include substantial recurrent practice in writing extensive and structured papers, extensive reading of significant literature, and significant experience in speaking and listening.

### **Mathematics** - 4 years

Algebra I, Algebra II, Geometry, and one unit of advanced mathematics-- suggested courses include: Analytic Geometry, Trigonometry, Advanced Algebra, Probability and Statistics, Functions or Calculus. Completion of Algebra I in 8th grade is acceptable; the student would then only need three years of math in high school.

**Science** - 3 years One year each in Biology, Chemistry, and Physics, each of which include an average of one laboratory period a week. Applied/technical courses may not substitute for a unit of natural science credit.

### **Social Studies** - 3 years

One unit of U.S. History; minimum of one-half unit of U.S. Government and minimum of one-half unit selected from: World History, World Geography or International Relations; and one unit selected from: Psychology, Economics, U.S. Government, U.S. History, Current Social Issues, Sociology, Anthropology, and Race and Ethnic Group Relations. Half unit courses may be combined to make this a whole unit.

### **World Language** - 2 years

Two years of one language. Latin and Sign Language are accepted.



## GRADUATION REQUIREMENTS

The Board of Education after reviewing information provided by the district administrators and the curriculum committee established graduation requirements applicable to all students at Kinsley High School. The information provided to the board of education also included input from the teachers. It should be noted that prior graduation requirements were different for each class and did not provide for effective implementation of the Quality Performance Accreditation – known as QPA – requirements of the Kansas law. The current graduation requirements are as follows:

Students are required to have earned 24 ½ units of credit to graduate. Each student shall complete the following course requirements as part of the total graduation credits.

### UNITS OF ENGLISH

English 9

English 10

English 11

and 1 Unit Selected from the following (if offered)

- ½ Unit Technical English I
- ½ Unit Technical English II
- ½ Unit of Composition I (required dual enrollment & fees)
- ½ Unit of Composition II (required dual enrollment & fees)
- ½ Unit of Speech
- ½ Unit of Forensics
- ½ Unit of Journalism
- ½ Unit of Public Speaking

### UNITS OF SOCIAL SCIENCE

US History

Government & Public Administration/Government

and 1 Unit Selected from the following

- ½ unit of Economics
- ½ unit of Current Social Issues
- ½ unit of Sociology
- ½ Unit of World History
- ½ Unit of World Geography

### UNITS OF SCIENCE

Earth Space Science

Biology or AP Biology

and 1 Unit Selected from the following (if offered)

- 1 unit of Anatomy & Physiology/Human Body Systems
- 1 unit of Chemistry
- 1 unit of Environmental Science
- 1 unit of Physics

### UNITS OF MATHEMATICS

Algebra 1

Geometry

and 1 unit Selected from the following (if offered)

- 1 unit of Pre-Algebra
- 1 unit of Algebra II
- 1 unit of Trigonometry
- 1 unit of Intermediate College Algebra
- 1 unit of Pre-Calculus
- 1 unit of Calculus

**1/2 UNIT OF FINANCIAL LITERACY (beginning with the Freshman class of 2028)**

**1 UNIT OF STEM ELECTIVE (beginning with the Freshman class of 2028)**

- Graphic Design
- Python Programming
- Robotics
- Advanced Math
- Advanced CTE and Advanced Technology

**1/2 UNIT OF FINANCIAL LITERACY (beginning with the Freshman class of 2028)**

**1 UNIT OF PHYSICAL EDUCATION INCLUDING ½ UNIT OF HEALTH**



**1 UNIT OF FINE ARTS (examples below, if offered)**

- Visual Arts
- Band
- Vocal
- Forensics

**8 ½ UNITS OF ELECTIVES (please refer to Course Catalog for complete listing of courses)**

**7 ½ UNITS OF IPS ELECTIVES with Emphasis on CTE/Pathways (beginning with the Freshman class of 2028)**

- Bio Chemistry
- Business
- Construction
- Digital Media
- FACS
- Government
- Graphic Design
- Health Science
- Manufacturing

In addition to meeting the total graduation credits, each senior must complete a post-secondary exit presentation. They will present to a panel composed of KJSHS staff members within their final week of school. This expectation counts towards a post-secondary asset for each student and takes effect beginning with the Class of 2025.

**Postsecondary Assets**

Students will complete two or more postsecondary assets from either of the two following categories, aligned with their Individual Plan of Study

**Academic Assets**

- ACT Composite Score of 21 or Higher
- WorkKeys Level Silver or Higher
- State Assessment Scores of 3 or 4 for Math, ELA, Science (demonstrating college readiness)
- ASVAB (Per Requirements of Military Branch Selected)
- 9+ College Hours
- Completing Board of Regent Curriculum
- International Baccalaureate Exam (4+)
- Advanced Placement (3+)

**Career & Real World Assets**

- Two or More High School Athletics/Activities
- 90% Attendance in High School
- Workplace learning experience directly related to student’s IPS
- Youth apprenticeships
- 40 or More Community Service Hours
- Client-Centered Projects
- Industry-Recognized Certifications
- Seal of Biliteracy
- CTE Scholar
- Eagle Scout or Gold Scout
- 4-H Kansas Key Award
- JROTC

**College Prep/Tech Prep**

The Board of Education has approved the designation of various courses as being either college preparatory, tech preparatory or business preparatory. Please note that each designation recommends a foundation of course work in mathematics, science, social science and the language arts. Courses within each preparatory designation are intended to be challenging and require considerable effort for successful completion. It is perfectly acceptable for students within a preparatory designation to take courses in another preparatory designation. For instance, a student attempting to prepare for college may want some technology and business courses to enhance his/her abilities.

Similarly, a tech-prep student may want a strong science background. Students and parents are encouraged to use these designations as guides and planning tools and to also discuss educational goals with teachers, the principal or the counselor.



## **Elective Courses**

Elective courses are intended to develop the skills and interests of students. These are important classes, which broaden the high school curriculum. Students are required to put forth necessary effort in elective courses just as they are in preparatory courses and graduation requirement courses. The administrator and guidance counselor will work to encourage a student not to over-enroll in elective courses.

## **Course Description General Information**

Course descriptions are developed by the teacher, the principal and the guidance counselor. The course description should outline the content of the class and should fairly apprise the student of what will be required for the successful completion of the course. Some course descriptions may indicate pre-requisites. However, such qualifications may be waived by the principal, the superintendent, or the Board of Education in individual cases.

Unified School District #347 attempts to maintain a strong academic curriculum as well as a curriculum, which is broad enough to meet current educational themes. Such an undertaking by a small school district is difficult and expensive. The district cannot afford to do everything or to be everything to everybody. We appreciate your understanding and cooperation in meeting the needs of our Kinsley Junior High and High School students.

## **College Admission Requirement - Dear Student:**

*You will soon be making decisions about what courses to take during high school. It may seem a little early to think about your plans after high school graduation, but if you are considering attending one of the state's six Regents universities, you should begin preparing now.*

*To help you prepare for your journey after graduation, the Kansas Board of Regents has identified a set of courses that will help you succeed, whether you choose to enter a Regents university, your local community or technical college or continue your education in another state.*

*We encourage you to map your journey through high school by talking about your goals with your school counselor and your parents. Planning ahead assures you are heading in the right direction.*

*As you weigh your options for the future, consider the lines from Robert Frost's verse, "Two roads diverged in a woods, and I took the one less traveled, and that has made all the difference."*

*While it's difficult to see exactly where any road in life will lead you, planning and preparation makes your journey easier. Staying in school and challenging yourself to receive a good education is one of the most valuable choices you will make. Set your course for a successful future.*

## **Planning Ahead –**

Since the fall semester of 2001, students applying to any of the six Kansas Regents universities were required to meet certain admissions criteria. It's important that you and your family know and understand these requirements so you are ready for college when you graduate from high school. You should regularly review your education plan with your high school counselor and your parents to make sure you are on the right track.

Employers, business leaders and educators agree today's students need the communication and critical thinking skills that set the foundation for life-long learning. The development of such skills are enhanced through a rigorous curriculum of English, math, natural science, and social studies. The Kansas pre-college requirements are built upon such a curriculum.

There are many options for you, your family and your guidance counselor to discuss. This course description guide has been designed as a guide for your discussions. A planning matrix is included to help you map out your educational course and keep you on track.

The courses you take during high school and how well you do in those classes, will impact your plans after high school. Studying hard in high school opens the door to universities and improves your chances for scholarships.



## REGENTS UNIVERSITIES Admission Requirements

To qualify for admissions to any of the six Kansas regents universities (Fort Hays State University, Pittsburg State University, Kansas State University, University of Kansas, Emporia State University and Wichita State University) you must meet one of the following requirements:

- Complete the pre-college curriculum with at least a 2.0 grade point average (GPA) on a 4.0 scale; or
- Achieve an ACT score of 21 or above; or,
- Rank in the top one-third of your high school's graduating class.

### Pre-college Curriculum –

One of the ways to meet university admission requirements is to successfully complete the pre-college curriculum as outlined by the Kansas Board of Regents. You must complete the curriculum with at least a 2.0 GPA (a “C” average) on a 4.0 scale.

The following outlines the high school courses that are required to meet the requirements for admission to any of the Kansas Regents universities. Courses that are encouraged, but not required, are italicized.

**Note: 1 unit = 1 year**

### Curricular Area: English-4 units required

At least one unit of English/Language arts must be taken each year of high school.

- Beyond this requirement, students are encouraged to take courses in journalism, speech, and/or debate.

Each unit of English/Language Arts should include substantial, recurrent practice in writing, extensive reading of significant literature, and significant experience in viewing, speaking, and listening. The level and emphasis of specific topics should be consistent with the Kansas Curricular Standards for Communication Arts established by the Kansas State Board of Education Grades 9-12.

Significant literature treats universal themes, offers sufficient complexity for interpretation, and achieves these through well-crafted and artful language. Preparation for college requires a wide range of reading, including literature in the Western tradition, writings by women, ethnic minorities, literature written for young adults, and literature translated from foreign languages.

Substantial, recurrent practice in writing means that students are challenged to write on topics that are important to themselves and their audiences, and that they write frequently and revise as often as necessary to make their writing appropriate to their audience, purpose and occasion.

College bound students should learn to speak and listen one to one and within groups, and make judicious use of information on film, video and multimedia presentations.

College bound students should develop the ability to use current technology to find information and compose presentations.

### Curricular Area: Natural Sciences-3 units required

**Must include three (3) units chosen from biology, advanced biology, chemistry, earth/space science, and/or physics. At least one unit must be in chemistry or physics.**

Up to two units in Applications in Biology, Applications in Chemistry, and/or Principles of Technology 1 and 11 may be counted on a “one unit for one unit” basis provided that they are:

- \*comparable in content to the curriculum outlined by the Center for Occupational Research and Development.
- \*taught by teachers certified by the State Board of Education to teach biology/chemistry and/or physics; and
- \*approved by the Commissioner/Kansas State Department of Education as equivalent in content to high school biology, chemistry, and physics courses.

Applied/technical courses may not substitute for the requirement that one unit of natural science credit must be in chemistry or physics.

The Board of Regents also recommends that students take one (1) additional unit of science in high school chosen from biology, advanced biology, chemistry, earth/space science, and/or physics.

### Description of Content

All courses must include applications of teaching strategies, instructional design, materials, technology, and laboratory investigations so that students will achieve the content knowledge and scientific problem-solving processes specified in the Curricular Standards for Science, Grades 9-12 established by the Kansas State Board of Education. Units in natural science must be designed and taught to average at least one laboratory experience per week.



### **Curricular Area: Mathematics-3 units required**

**Acceptable High School Units: Algebra 1, Geometry, Algebra 2, and any math course that has Algebra 2 as a prerequisite.** Three units at or above the level of Algebra 1 taken in high school.

College bound students are strongly encouraged to take a mathematics course each year during their high school tenure.

#### **Description of Content**

All mathematics courses should emphasize algebraic and geometric thought, mathematical reasoning, problem- solving within the context of real world applications, data analysis, communicating mathematics, use of technology (e.g. graphing calculators and computers), thorough understanding of the concepts including numeric, symbolic graphic, and verbal interpretations. The level and emphasis of specific mathematical topics should be in accordance with the Kansas Mathematics Curriculum Standards established by the Kansas State Board of Education.

Algebra 1-Emphasis should be on linear equations and functions, with special attention given to both symbolic and graphic representations. Data analysis should include linear regression for a data set. Students should be proficient in solving linear equations and inequalities, both singularly and in systems. Facility with positive and negative real numbers as well as number properties is expected. Additional topics should include work with absolute value, exponents and radicals, factoring patterns, and solutions of quadratic equation.

Geometry-Topics should include Euclidean, transformational, and coordinate geometry (special attention should be given to the Pythagorean theorem and distance formula). Properties of polygons, circles, and 3-dimensional figures (such as prisms, cylinder, and cones) and measurement concepts related to perimeter, area, and volume should be taught. Similarity and congruence should be applied to solving problems and used as tools in developing proofs and constructions. Major emphasis should be given to the development of mathematical reasoning, including several approaches to proof.

Algebra 2-Topics should build on a firm foundation in linear functions and equations from Algebra 1 and extend to proficiency in solution of quadratic equations by a variety of methods. Students should be familiar with exponential and logarithmic equations and functions and be able to manipulate algebraic fractions. Continued emphasis should be given to the connections between symbolic, numeric and graphical representations. The use of matrices to solve systems of equations and to organize and analyze data as well as the fundamentals of probability and combinatorics should be included.

### **Curricular area: Social Sciences-3 units required**

**Acceptable High School Units from one of the following United States History, ½ United States Government; ½ from one of the following World History, World Geography, or international relations; and up to one credit from psychology, economics, civics, history, current social issues, sociology, anthropology, race and ethnic group relations, US Government (additional course, US History (additional course) – but ½ course may not be used to fulfill more than one requirement.**

#### **Description of Content**

High school courses in this area should emphasize the student performance expectations stated in the Kansas Curricular Standards for Social Studies. Courses should provide for the study of:

- \*how human beings view themselves in and over time;
- \*interaction among individuals, groups, and institutions;
- \*individual development and identity;
- \*how people create, learn and adapt culture;
- \*how people organize the production, distribution, and consumption of goods and services;
- \*how people and places are arranged and interact over the Earth's space;
- \*how people create and change structures of power, authority and governance;
- \*the relationships among science, technology, and society;
- \*worldwide connections and interdependence; and
- \*the ideals, principles and practices of citizenship in a democratic republic.

#### **Other Recommendations**

**The Kansas Board of Regents strongly encourages students to take two units of one foreign language in high school. The Board also recommends that students take one unit of the fine or performing arts in high school.**



### **Pre-College curriculum requirements for scholarship applicants**

As a Kansas high school graduate, you may be eligible for one of three state-sponsored scholarship programs.

- State Scholarship Program
- Minority Scholarship Program
- Kansas Teachers Scholarship.

To be eligible for one of these scholarships, you must complete all the required courses for the pre-college curriculum plus an additional three units, as follows:

#### **Math – 1 additional unit; total of 4 units required –**

In addition to Algebra I and Geometry, students are required to complete one unit of advanced mathematics selected from trigonometry, advanced algebra, probability and statistics, functions or calculus.

#### **Foreign Language – 2 units required –**

Students are required to complete two high school units in the same foreign language.

#### **Natural Science –**

Students applying for a state-sponsored scholarship must take Biology, Chemistry and Physics.

#### **Top 10 List –**

The Kansas Board of Regents suggests 10 ways to prepare for your journey to college:

- Visit schools you would like to attend. Tour the campus.
- Visit the library and any departments, which interest you.
- Talk to college representatives when they visit your high school.
- Begin investigating scholarship possibilities. You may find that area businesses and civic organizations; your church or your parents' employers offer scholarships.
- Think about possible careers –what are your talents; what do you like to do? Talk to people about their jobs, read books about careers. Do some research.
- Volunteer. Help feed the homeless, visit the elderly, run errands for a neighbor.
- Get involved in extracurricular activities – join clubs at school or at church. Run for an office. Take responsibility for a project.
- Develop good study habits. Turn in your homework on time and don't wait to start on an assignment until it is due.
- Read and write. You'll be doing a lot of both in college. Read the newspaper, books, and magazines. Keep a diary or a journal to practice your writing skills.
- Take challenging courses in high school, including advanced placement courses.

### **NCAA ACADEMIC ELIGIBILITY**

Prospective student-athletes who plan to participate in intercollegiate athletics at a Division I or Division II college should obtain a copy of the current NCAA GUIDE FOR THE COLLEGE-BOUND STUDENT-ATHLETE and closely follow the eligibility requirements outlined. This should be done at the beginning of the ninth grade year. There are many specifics about curriculum, test scores and grades which must be met. These books are available from your counselor. To be certified to participate in athletic activities at a Division I or Division II college or university as a freshman the following requirements must be met:

- Graduate from high school
- Successfully complete a core curriculum of at least 13 academic courses in the appropriate core area.
- Have a core-course grade point average (based on a maximum of 4.00) and a combined score on the SAT verbal and math sections or a sum score on the ACT based on the qualifier index score.



## ELIGIBILITY FOR PARTICIPATION IN SCHOOL SPONSORED ACTIVITIES

To be eligible for participation in school-sponsored activities, which are governed by the Kansas State High School Activities Association, a student must meet the following qualifications. The student must pass at least five subjects of unit weight the semester PRIOR to participation in an activity and must be enrolled in at least five subjects during the semester of participation. Summer school course work cannot be used for purposed of gaining KSHSAA eligibility. Students at Kinsley Junior/Senior High School must also meet the eligibility requirements as explained in the student and activities handbooks. Some activities have more extensive tryout and/or participation requirements as established by Kinsley Junior/Senior High School and the board of education USD #347.

Listed below are the varsity and non-varsity sports, activities, and classes that have KSHSAA eligibility requirements:

Band

**Basketball**

**Baseball**

**Cheerleading**

**Competitive Speech/Debate**

**Football**

**Golf**

**KAYS**

**Scholar Bowl**

**Shooting Sports**

**Student Council**

**Vocal Music**

**Volleyball**

### Grade Point Average

Your grade point average (GPA) is a figure which determines if you are on the honor roll, your eligibility for the National Honor Society, your chances for scholarships, admission to colleges having selective admissions, as well as your rank in you class. To determine your GPA, you need to know that letter grades are assigned a point value:

**A=4 B=3 C=2 D=1 F=0**

To calculate your GPA, you need to convert your letter grades (year, semester grades and/or nine-week grades) add and get a total. Divides that total by the number of credits you received.

As an example, if you earned these grades in these subjects:

<b>Year</b>	<b>grade</b>	<b>credit</b>	<b>points</b>
English 9:	A	1	4
Spanish I:	C	1	2
Algebra I:	B	1	3
Physical Ed.:	C	<u>1</u>	<u>2</u>
	<b>Total</b>	<b>4</b>	<b>11</b>

To determine your GPA for the grades listed above; convert grades to points; add them together; divide them by the number of credits.

**Total 11 divided by 4 = 2.75 GPA CAREER PREPARATION PATHS**

Kinsley High School students have the opportunity to select from the following three career paths to follow throughout their high school education.

**A. College Bound Path** The student who plans to go to college to pursue a four-year degree will want to take the traditional “college-bound courses”. You need to check the Kansas Board of Regents recommendations for students pursuing the four-year college degree. Some of the electives which a college bound student takes will depend on the type of major the student plans to pursue.

**B. Tech-Prep Path** This path may also be referred to as the 4 + 2 path as it combines four years of strong academic and technical instruction at the high school level followed by two years at a community college, technical school or area vocational school. Upon completion of the 4 + 2 program, the student receives an Associate of Applied Science degree. The Tech Prep course often runs parallel to the college-bound path and prepares students for a wide variety of exciting careers, which are growing and emerging in our highly technological society. The Tech prep path is open-ended, as the option is also available for students to pursue a 4-year degree after finishing the Associate of Applied Science degree.



**C. Accu-Prep Path** This path is similar to the Tech-prep Path in that it also involves a great deal of technical instruction, but it does not involve as many of the academic courses such as mathematics and science. The student who plans to enter the world of work immediately after high school graduation would want to select this career preparation path.

At all times throughout high school, students should be moving along one of these career preparation paths. Since each student is unique, the career preparation path a student selects will be individualized according to his/her needs, interests and abilities, as well as one's experience and goals. Students are free to move from one path to another at any point, though it needs to be remembered that it will become more difficult to make a change as graduation nears.

### **PROGRAM OF STUDIES**

**The program and course descriptions that are listed on the following pages have been written so that students and parents may have a clear and concise understanding of the goals, objectives, and expectations we have for each student participating in these courses.**



## CAREER PATHWAYS

A Career Cluster is a grouping of occupations and broad industries based on commonalities. The 10 Career Clusters that USD 347 offer, organize academic and occupational knowledge and skills into a coherent course sequence and identify pathways from secondary schools to two- and four-year colleges, graduate schools, and the workplace. Students learn in school about what they can do in the future. This connection to future goals motivates students to work harder and enroll in more rigorous courses.

### BIOMEDICAL

BioMedical education offers four years of specialized hands-on courses using the latest technology to prepare for entry into a variety of engineering or medical related careers, like medicine, orthopedic surgery, nursing, bioimaging, pharmacy, mechanical engineering, chemical engineering, physical therapy, or bioengineering.

#### Biology

Identifier	Course Title	Subject Area
03051	Biology	Biomedical Pathway/Health Science Pathway/Science
<b>Descriptor</b>		
Biology courses are designed to provide information regarding the fundamental concepts of life and life processes. These courses include (but are not restricted to) such topics as cell structure and function, general plant and animal physiology, genetics, and taxonomy.		
Course Level	Grade Level	Sequence
G (General)	13	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	X (CTE not funded approved program)
<b>Credits</b>		
1.0	Course Approval Status	
	Approved 1/23/2024	

#### Chemistry

Identifier	Course Title	Subject Area
03101	Chemistry	Biomedical Pathway/Health Science Pathway/Science
<b>Descriptor</b>		
Chemistry courses involve studying the composition, properties, and reactions of substances. These courses typically explore such concepts as the behaviors of solids, liquids, and gases; acid/base and oxidation/reduction reactions; and atomic structure. Chemical formulas and equations and nuclear reactions are also studied.		
Course Level	Grade Level	Sequence
G (General)	14	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	X (CTE not funded approved program)
<b>Credits</b>		
1.0	Course Approval Status	
	Approved 3/8/2024	



### Anatomy & Physiology

Identifier	Course Title	Subject Area
03053	Anatomy & Physiology	Biomedical Pathway/Health Science Pathway/Science

#### Descriptor

Usually taken after a comprehensive initial study of biology, Anatomy and Physiology courses present the human body and biological systems in more detail. In order to understand the structure of the human body and its functions, students learn anatomical terminology, study cells and tissues, explore functional systems (skeletal, muscular, circulatory, respiratory, digestive, reproductive, nervous, and so on), and may dissect mammals.

Course Level	Grade Level	Sequence
G (General)	15	1 of 2

Targeted Program	Delivery Type	College/Career
G (General)	G (General)	F (CTE funded approved program)

Credits	Course Approval Status
1.0	Approved 9/30/2014

### AP Biology

Identifier	Course Title	Subject Area
03056	AP Biology	Biomedical Pathway/Health Science Pathway/Science

#### Descriptor

Adhering to the curricula recommended by the College Board and designed to parallel college-level introductory biology courses, AP Biology courses emphasize four general concepts: evolution; cellular processes (energy and communication); genetics and information transfer; and interactions of biological systems. For each concept, these courses emphasize the development of scientific inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. AP Biology courses include college-level laboratory investigations.

Course Level	Grade Level	Sequence
G (General)	16	1 of 2

Targeted Program	Delivery Type	College/Career
G (General)	G (General)	F (CTE funded approved program)

Credits	Course Approval Status
1.0	Approved 3/8/2024



### Biomedical Workplace Experience

Identifier	Course Title	Subject Area
14998	AP Biology	Biomedical Pathway/Elective

#### Descriptor

Biomedical Workplace Experience courses provide students with work experience in the health care industry. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

Course Level	Grade Level	Sequence
G (General)	16	1 of 2

Targeted Program	Delivery Type	College/Career
G (General)	G (General)	F (CTE funded approved program)

Credits	Course Approval Status
1.0	Approved 2/2/2024



## BUSINESS EDUCATION

Business education provides general business information and skills to enhance every individual as a citizen and a consumer. Business education prepares students for entry into and advancement in jobs within the business industry. It prepares students to handle their own business affairs and to function intelligently as consumers and citizens in a worldwide business economy.

### Business Essentials

Identifier	Course Title	Subject Area
12050	Business Essentials	Elective

#### Descriptor

This is a core course designed to give students an overview of the business, marketing and finance career cluster occupations. Students will develop an understanding of how academic skills in mathematics, economics, and written and oral communications are integral components of success in these occupations. Students will examine current events to determine their impact on business and industry and legal and ethical behavior, acquire knowledge of safe and secure environmental controls to enhance productivity, determine how resources should be managed to achieve company goals, and identify employability and personal skills needed to obtain a career and be successful in the workplace. As students learn about different types of business ownership, they will interpret industry laws and regulations to ensure compliance, identify principles of business management, and analyze business practices to determine ethics and social responsibilities.

Course Level	Grade Level	Sequence
G (General)	12	1 of 1
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	X (CET not funded approved program)
Credits	Course Approval Status	
0.50	Approved 3/12/2015	

### Accounting

Identifier	Course Title	Subject Area
12104	Accounting	Business Finance Pathway/Practical Arts

#### Descriptor

Accounting 1 course introduce and expand upon the fundamental accounting principles and procedures used in businesses. Course content typically includes the full accounting cycle, payroll, taxes, debts, depreciation, ledger and journal techniques, and periodic adjustments. Students may learn how to apply standard auditing principles and to prepare budgets and final reports. Calculators, electronic spreadsheets, or other automated tools are usually used. Advanced topics may include elementary principles of partnership and corporate accounting and the managerial uses of control systems and the accounting process.

Course Level	Grade Level	Sequence
G (General)	14	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	F (CTE funded approved program)
Credits	Course Approval Status	
1.0	Approved 9/30/2014	



## Banking & Finance

Identifier	Course Title	Subject Area
------------	--------------	--------------

12101	Bank & Finance	Business Finance Pathway/Practical Arts
-------	----------------	---

### Descriptor

Banking and Finance courses provide students with an overview of the American monetary and banking system as well as types of financial institutions and the services and products that they offer. Course content may include government regulations; checking, savings, and money market accounts; loans; investments; and negotiable instruments.

Course Level	Grade Level	Sequence
--------------	-------------	----------

G (General)	15	1 of 1
-------------	----	--------

Targeted Program	Delivery Type	College/Career
------------------	---------------	----------------

G (General)	G (General)	F (CTE funded approved program)
-------------	-------------	---------------------------------

Credits	Course Approval Status
---------	------------------------

0.50	Approved 4/23/2023
------	--------------------

## Consumer & Personal Finance

Identifier	Course Title	Subject Area
------------	--------------	--------------

12105	Consumer & Personal Finance	Business Finance Pathway/Practical Arts
-------	-----------------------------	---

### Descriptor

Consumer and Personal Finance teaches essential personal finance skills and habits for independent living as a young adult. Topics explored include career and lifestyle management, savings and investing, credit and debt, insurance, taxes and social security, budget planning, rental leases, auto financing, and consumer protection. Activities will focus on students making decisions that will assist them with living on their own.

Course Level	Grade Level	Sequence
--------------	-------------	----------

G (General)	1	1 of 1
-------------	---	--------

Targeted Program	Delivery Type	College/Career
------------------	---------------	----------------

G (General)	G (General)	F (CTE funded approved program)
-------------	-------------	---------------------------------

Credits	Course Approval Status
---------	------------------------

0.50	Approved 1/19/2024
------	--------------------



### Economics

Identifier	Course Title	Subject Area
12105	Economics	Business Finance Pathway, Business & Marketing
<b>Descriptor</b>		
Business Economics courses integrate economic principles (such as free market economy, consumerism, and the role of American government within the economic system) with entrepreneurship/business concepts (such as marketing principles, business law, and risk).		
Course Level	Grade Level	Sequence
G (General)	14	1 of 1
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	F (CTE funded approved program)
Credits	Course Approval Status	
0.50	Approved 7/1/2023	

### Entrepreneurship

Identifier	Course Title	Subject Area
12053	Entrepreneurship	Business Finance Pathway/Practical Arts
<b>Descriptor</b>		
Entrepreneurship Business Finance Pathway-Entrepreneurship courses acquaint students with the knowledge and skills necessary to own and operate their own businesses. Topics from several fields typically form the course content: economics, marketing principles, human relations and psychology, business and labor law, legal rights and responsibilities of ownership, business and financial planning, finance and accounting, and communication. Several topics surveyed in Business Management courses may also be included.		
Course Level	Grade Level	Sequence
G (General)	15	1 of 1
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	F (CTE funded approved program)
Credits	Course Approval Status	
0.50	Approved 9/30/2014	



### Financial Literacy

Identifier	Course Title	Subject Area
22990	Financial Literacy	Elective
<b>Descriptor</b>		
Financial literacy course provides students with an understanding of the concepts, principles and skills involved in making and applying sound financial decisions. This course emphasizes earning income, spending, saving, investing, managing credit and managing risk.		
Course Level	Grade Level	Sequence
G (General)	14	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	N (Not Dual Credit)
Credits	Course Approval Status	
1.0	N/A	

### Investing

Identifier	Course Title	Subject Area
12107	Investing	Business Finance Pathway/Practical Arts
<b>Descriptor</b>		
Investing courses emphasize the formulation of business and individual investment decisions by comparing and contrasting the investment qualities of cash, stock, bonds, and mutual funds. Students typically review annual reports, predict growth rates, and analyze trends. Stock market simulations are often incorporated into Investing courses.		
Course Level	Grade Level	Sequence
G (General)	15	1 of 1
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	F (CTE credit funded in an approved program/pathway)
Credits	Course Approval Status	
0.50	Approved 3/8/2024	



## CONSTRUCTION & DESIGN PATHWAY

Architecture and Construction are designed to prepare students for careers in architecture and the building trades, such as construction, engineering, HVAC, carpentry and plumbing. These are the people who build and remodel houses, apartments, industrial buildings, warehouses, office buildings, churches, schools and recreational facilities. This pathway also includes the builders of highways, streets, bridges, tunnels and airports as well as power plants, chemical plants, refineries and mills. Employees in construction literally build our future! This pathway offers certification options in addition to hands-on work-based learning experiences.

**The Architecture and Construction Pathways of Study enable students:**

- To obtain necessary skills through high quality classroom, laboratory, and field instruction
- To earn professional certifications required for employment
- To transition to postsecondary level institutions for additional education opportunities

### Introduction to Industrial Technology

Identifier	Course Title	Subject Area
38001	Intro to Industrial Arts	Elective
<b>Descriptor</b>		
An introductory level course designed to instruct students in the basic skills necessary to all occupations in the Construction, Manufacturing and Transportation career clusters.		
Course Level	Grade Level	Sequence
G (General)	12	1 of 1
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	X(CTE not funded approved program)
<b>Credits</b>		
0.50	Course Approval Status	
	Approved 3/8/2024	

### Woodworking Principals

Identifier	Course Title	Subject Area
17007	Woodworking Principals (Woods 1)	Construction & Design Pathway/Practical Arts
<b>Descriptor</b>		
Cabinetmaking courses provide students with experience in constructing cases, cabinets, counters, and other interior woodwork. Students learn to distinguish between various types of furniture construction and their appropriate applications, and how to use various woodworking machines and power tools for cutting and shaping wood. Cabinetmaking courses cover the different methods of joining pieces of wood, how to use mechanical fasteners, and how to attach hardware. Initial topics may resemble those taught in Woodworking courses; more advanced topics may include how to install plastic laminates on surfaces and how to apply spray finishes.		
Course Level	Grade Level	Sequence
G (General)	14	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	F (CTE credit funded in an approved program/pathway)
<b>Credits</b>		
1.0	Course Approval Status	
	Approved 3/13/2015	



## Furniture & Cabinetry

Identifier	Course Title	Subject Area
38007	Furniture & Cabinetry Fabrication (Woods 2)	Construction & Design Pathway/Practical Arts

### Descriptor

An advanced level application course designed to provide students with experience in constructing cases, cabinets, counters, furniture and interior woodwork.

Course Level	Grade Level	Sequence
G (General)	15	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	F (CTE credit funded in an approved program/pathway)
Credits	Course Approval Status	
1.0	Approved 6/30/2024	

## Advanced Materials

Identifier	Course Title	Subject Area
38010	Advanced Materials (Woods 3)	Construction & Design Pathway/ Manufacturing Pathway

### Descriptor

A progressive application level course furthering the study of CNC equipment, composite panel products, and veneering, and the processes involved with fabricating goods with these technologies.

Course Level	Grade Level	Sequence
G (General)	16	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	F (CTE credit funded in an approved program/pathway)
Credits	Course Approval Status	
1.0	Approved 3/8/2024	

## Research & Design in Building Trades

Identifier	Course Title	Subject Area
17005	Research & Design in Building Trades (Woods 4)	Construction & Design Pathway/Practical Arts

### Descriptor

These courses cover specific aspects of building construction or carpentry. All coursework focuses upon a particular skill or set of skills related to one subtopic, such as floor framing, wall and partition framing, interior finishing, or exterior finishing.

Course Level	Grade Level	Sequence
G (General)	16	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	F (CTE credit funded in an approved program/pathway)
Credits	Course Approval Status	
1.0	Approved 6/30/2024	



### Carpentry I

Identifier	Course Title	Subject Area
17002	Carpentry I	Construction & Design Pathway/Practical Arts

#### Descriptor

Construction Pathway-Comprehensive courses provide students with basic knowledge and skills required for construction of commercial, residential, and institutional structures. These courses provide experiences and information (typically including career opportunities and training requirements) regarding construction-related occupations such as carpentry, cabinetmaking, bricklaying, electrical trades, plumbing, concrete masonry, and so on. Students engage in activities such as reading blueprints, preparing building sites, starting foundations, erecting structures, installing utilities, finishing surfaces, and providing maintenance.

Course Level	Grade Level	Sequence
G (General)	14	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	F (CTE credit funded in an approved program/pathway)
Credits	Course Approval Status	
1.0	Approved 3/8/2024	

### Carpentry II

Identifier	Course Title	Subject Area
38002	Carpentry II	Construction & Design Pathway/Practical Arts

#### Descriptor

An advanced comprehensive course designed to instruct students in skills pertaining to rough construction and finish work.

Course Level	Grade Level	Sequence
G (General)	14	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	F (CTE credit funded in an approved program/pathway)
Credits	Course Approval Status	
1.0	Approved 3/8/2024	



### Carpentry III

Identifier	Course Title	Subject Area
17009	Remodel & Building Maintenance	Construction & Design Pathway/Practical Arts
<b>Descriptor</b>		
Building Maintenance courses train students to maintain commercial, industrial, and residential buildings and homes. Instruction is provided in the basic maintenance and repair of air conditioning, heating, plumbing, electrical, and other mechanical systems. Topics covered may include identifying and using hand and power tools safely; installing and repairing floor coverings, walls, and ceilings; installing and repairing doors, windows, screens, and cabinets; applying finishes to prepared surfaces; and repairing roofs, masonry, plumbing, and electrical systems.		
<b>Course Level</b>	<b>Grade Level</b>	<b>Sequence</b>
G (General)	16	1 of 2
<b>Targeted Program</b>	<b>Delivery Type</b>	<b>College/Career</b>
G (General)	G (General)	F (CTE credit funded in an approved program/pathway)
<b>Credits</b>	<b>Course Approval Status</b>	
1.0	Approved 11/16/2023	

### Construction Workplace Experience

Identifier	Course Title	Subject Area
38110	Construction Workplace Experience	Construction & Design Pathway
<b>Descriptor</b>		
An advanced application level course that offers students an opportunity to apply knowledge and skills in an actual workplace setting, outside of the school setting, that explores all aspects of the selected industry, builds relationships with industry professionals, and creates a seamless transition from secondary to postsecondary pursuits and job satisfaction. Students should have completed other pathway courses at the technical and application level prior to this course.		
<b>Course Level</b>	<b>Grade Level</b>	<b>Sequence</b>
G (General)	16	1 of 2
<b>Targeted Program</b>	<b>Delivery Type</b>	<b>College/Career</b>
G (General)	G (General)	F (CTE credit funded in an approved program/pathway)
<b>Credits</b>	<b>Course Approval Status</b>	
1.0	Approved 11/16/2023	



## DIGITAL MEDIA PATHWAY

Students in the Digital Media Pathway focus on creating, producing, and operating digital production used to communicate to various audiences. As skills progress, students assume more responsibility in producing media for the schools that use multimedia to broadcast information, such as upcoming events, school highlights and other messages to students. Communications specialists, reporters and correspondents gather information and prepare media that informs audiences about current issues and local, state, national and international events.

### Business Essentials

Identifier	Course Title	Subject Area
12050	Business Essentials	Elective
<b>Descriptor</b>		
This is a core course designed to give students an overview of the business, marketing and finance career cluster occupations. Students will develop an understanding of how academic skills in mathematics, economics, and written and oral communications are integral components of success in these occupations. Students will examine current events to determine their impact on business and industry and legal and ethical behavior, acquire knowledge of safe and secure environmental controls to enhance productivity, determine how resources should be managed to achieve company goals, and identify employability and personal skills needed to obtain a career and be successful in the workplace. As students learn about different types of business ownership, they will interpret industry laws and regulations to ensure compliance, identify principles of business management, and analyze business practices to determine ethics and social responsibilities.		
Course Level	Grade Level	Sequence
G (General)	12	1 of 1
Targeted Program Delivery Type	College/Career	
G (General)	G (General) X (CTE not funded approved program)	
Credits	Course Approval Status	
0.50	Approved 3/12/2015	

### Graphic Design Fundamentals

Identifier	Course Title	Subject Area
30102	Graphic Design Fundamentals	Digital Media Pathway/Practical Arts/Elective
<b>Descriptor</b>		
Graphic Design Fundamentals provides a basic understanding of the graphic design process. Topics include analyzing the design elements and principles, exploring industry tools, software and equipment and learning composition techniques to develop a quality product.		
Course Level	Grade Level	Sequence
G (General)	14	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	F (CTE credit funded in an approved program/pathway)
Credits	Course Approval Status	
1.0	Approved 3/12/2015	



### Graphic Design

Identifier	Course Title	Subject Area
05162	Graphic Design	Digital Media Pathway/Graphic Design/STEM Elective
<b>Descriptor</b>		
Graphic Design courses emphasize design elements and principles in the purposeful arrangement of images and text to communicate a message. They focus on creating art products such as advertisements, product designs, and identity symbols. Graphic Design courses may investigate the computer's influence on and role in creating contemporary designs and provide a cultural and historical study of master design works of different periods and styles.		
Course Level	Grade Level	Sequence
G (General)	15	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	F (CTE credit funded in an approved program/pathway)
Credits	Course Approval Status	
1.0	Approved 3/12/2015	

### Photo Imaging

Identifier	Course Title	Subject Area
30105	Photo Imaging (Yearbook 1)	Digital Media Pathway/Practical Arts
<b>Descriptor</b>		
Photo Imaging teaches the technical skills need to produce quality images for use in a variety of applications. Topics include use of equipment, software and techniques to take, edit and manipulate digital images.		
Course Level	Grade Level	Sequence
G (General)	15	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	F (CTE credit funded in an approved program/pathway)
Credits	Course Approval Status	
1.0	Approved 3/12/2015	

### Digital Media Design & Production

Identifier	Course Title	Subject Area
30105B	Digital Media Design & Production (Yearbook 2)	Digital Media Pathway/Practical Arts
<b>Descriptor</b>		
Digital Media Design and Production will provide students with the opportunity to apply the fundamental techniques learned in the Digital Media Technology course through the production of a multi-media project for public presentation. Topics include developing a production schedule, working as a team, utilizing composition principles, and embedding audio, video or other content in digital formats.		
Course Level	Grade Level	Sequence
G (General)	15	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	F (CTE credit funded in an approved program/pathway)
Credits	Course Approval Status	
1.0	Approved 3/12/2015	



## 21<sup>ST</sup> Century Journalism

Identifier	Course	Subject Area
30100	21 <sup>st</sup> Century Journalism (Newspaper 1)	Digital Media Pathway/Practical Arts/1/2 Credit English
<b>Descriptor</b>		
21st Century Journalism promotes the development of the skill set needed today and in the future. Topics include an exploration of the role media and the communications industry has in society, the development of the technical skills related to journalistic writing and interviewing, as well as understand the ethical and legal issues related to the field.		
<b>Course Level</b>	<b>Grade Level</b>	<b>Sequence</b>
G (General)	15	1 of 2
<b>Targeted Program</b>	<b>Delivery Type</b>	<b>College/Career</b>
G (General)	G (General)	F (CTE credit funded in an approved program/pathway)
<b>Credits</b>	<b>Course Approval Status</b>	
1.0	Approved 3/12/2015	

## Media Public Relations

Identifier	Course Title	Subject Area
43115	Media Public Relations (Newspaper 2)	Digital Media Pathway/P ractical Arts
<b>Descriptor</b>		
This course will build skills needed to communicate messages to the public as it relates to topics of concern. Topics will include conflict awareness, reliability of sources, creating publicity materials, public relations campaigns and working with media.		
<b>Course Level</b>	<b>Grade Level</b>	<b>Sequence</b>
G (General)	16	1 of 2
<b>Targeted Program</b>	<b>Delivery Type</b>	<b>College/Career</b>
G (General)	G (General)	F (CTE credit funded in an approved program/pathway)
<b>Credits</b>	<b>Course Approval Status</b>	
1.0	Approved 3/12/2015	

## Digital Media Project Management

Identifier	Course Title	Subject Area
31091	Digital Media Project Management (Newspaper 3)	Digital Media Pathway/ Graphic Design Pathway
<b>Descriptor</b>		
This course gives students an opportunity to apply the skills obtained in technical level digital media courses in a project-oriented environment. Local Education Agencies are encouraged to develop Personalized Learning coursework representative of explicit objectives measured against specific target employment skills that are not available in other courses. These competencies should be enumerated. Competencies may reflect the particular work environment, workplace experience and/or the essential skills addressed reflective of previous coursework.		
<b>Course Level</b>	<b>Grade Level</b>	<b>Sequence</b>
G (General)	16	1 of 1
<b>Targeted Program</b>	<b>Delivery Type</b>	<b>College/Career</b>
G (General)	G (General)	F (CTE credit funded in an approved program/pathway)
<b>Credits</b>	<b>Course Approval Status</b>	
1.0	Approved 3/12/2015	



## FCS – FAMILY AND CONSUMER SCIENCE

The Family, Community and Consumer Services pathway focuses on careers relating to meeting the essential needs of people, especially occupations which focus on relationships between and among family members including family counseling, marriage therapy, non-profit management and others related to helping others. Employees with careers in family, community and consumer services help the homeless, housebound, and infirm cope with circumstances of daily living; counsel troubled and emotionally disturbed individuals; train or retrain the unemployed or underemployed; care for the elderly and the physically and mentally disabled; help the needy obtain financial assistance; and solicit contributions for various social services organizations. This pathway is unique in that the entire human condition is reviewed. This is based on the philosophy that no one topic is stand alone, but rather needs to be studied together just as people interact with society on a daily basis and function in the world. A strong tie to service leadership is part of this pathway which enhances empathy and caring, two traits important to this area.

### Family Studies

Identifier	Course Title	Subject Area
19255	Family Studies	FCS Pathway/Elective
<b>Descriptor</b>		
The Family Studies course explores the roles and responsibilities of parents such as how society, media, technology and diversity impact their ability to balance work and family. It also includes the development of children and parents as their earliest teacher. Parenting styles and family stages are explored as is the changing demographics which will change the face of the US family. Parenting and behavior guidance skills are strengthened through a study of positive family relationships, child abuse and neglect, safety, and health practices. Occupations related to meeting the needs of families will be analyzed. This course will promote the creation of healthy and sustainable families be they their own or those they work with.		
<b>Course Level</b>	<b>Grade Level</b>	<b>Sequence</b>
G (General)	14	1 of 1
<b>Targeted Program</b>	<b>Delivery Type</b>	<b>College/Career</b>
G (General)	G (General)	F (CTE credit funded in an approved program/pathway)
<b>Credits</b>	<b>Course Approval Status</b>	
0.50	Approved 2/2/2024	

### Culinary Essentials

Identifier	Course Title	Subject Area
16052	Family Studies	FCS Pathway/Elective
<b>Descriptor</b>		
The Culinary Essentials course provides students with knowledge and skills related to commercial and institutional food service establishments. Course topics include career pathways, employability skills, sanitation and safety procedures, measurements, tools and equipment, food preparation and production.		
<b>Course Level</b>	<b>Grade Level</b>	<b>Sequence</b>
G (General)	14	1 of 1
<b>Targeted Program</b>	<b>Delivery Type</b>	<b>College/Career</b>
G (General)	G (General)	F (CTE credit funded in an approved program/pathway)
<b>Credits</b>	<b>Course Approval Status</b>	
0.50	Approved 2/2/2024	



### Life Span Development

Identifier	Course Title	Subject Area
45014	Life Span Development	FCS Pathway/Government & Public Admin Pathway/Health
<b>Descriptor</b>		
Life Span Development prepares students for occupations associated with meeting the needs of people by learning about physical, intellectual, emotional and social development from childhood to death. In addition, this course helps students discover how individuals respond to the various stages of the life span with a strong tie to teen years, adulthood and later years.		
Course Level	Grade Level	Sequence
G (General)	14	1 of 1
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	F (CTE credit funded in an approved program/pathway)
Credits	Course Approval Status	
0.50	Approved 2/2/2024	

### Community Connections

Identifier	Course Title	Subject Area
19297	Community Connections	FCS Pathway
<b>Descriptor</b>		
Community Connections provides community based/school based learning experiences typically within the family and consumer sciences classroom. Learning goals are set by the student, teacher and community partners to create experiences and/or discussions to enhance the development of the workplace skills (e.g. leadership, empathy, communication, problem solving, cooperation, critical thinking, and resource management) needed to be successful in service related careers.		
Course Level	Grade Level	Sequence
G (General)	15	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	F (CTE credit funded in an approved program/pathway)
Credits	Course Approval Status	
1.0	Approved 2/2/2024	



### Career Connections

Identifier	Course Title	Subject Area
19298	Career Connections	FCS PathwayDescriptor
<p>Career Connections provides human services/family and consumer sciences related work-based learning experiences (paid or unpaid) outside the traditional classroom. Learning goals are set by the student, teacher and employer/adult mentor to create field experiences and/or discussions related to human services/ family and consumer sciences occupational technical skills.</p>		
Course Level	Grade Level	Sequence
G (General)	15	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	F (CTE credit funded in an approved program/pathway)
Credits	Course Approval Status	
1.0	Approved 2/2/2024	



## GOVERNMENT AND PUBLIC ADMINISTRATION

The Government and Public Administration pathway includes training for potential elected or appointed government officials, or those responsible for making and executing public policy. This pathway would include training for any number of elected officials from city council to the President of the United States. It would also include the staff members who support those elected officials in carrying out their official duties. Careers in this pathway often require working with constituents of interests groups with conflicting goals. Leadership, consensus building and conflict resolution are important skills in this area. For most jobs in this pathway an additional post-secondary degree is required or recommended.

### Intro to Government

Identifier	Course Title	Subject Area
43001	Intro to Government	Social Science & History
This course will introduce students to the knowledge and skills of serving the general public in a variety of occupations. Topics will include identifying personal strengths and weaknesses and setting career goals, leadership, teamwork and problem solving, analyzing leadership roles and identifying leadership opportunities within the school.		
Course Level	Grade Level	Sequence
G (General)	13	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	X (CTE not funded approved program)
Credits	Course Approval Status	
1.0	Approved 3/12/2024	

### US History

Identifier	Course Title	Subject Area
04101	US History	Government & Public Administration Pathway/Social Science
U.S. History—Comprehensive courses provide students with an overview of the history of the United States, examining time periods from International Expansion to the 2020 or after. These courses typically include a historical overview of political, military, scientific, and social developments. Course content may include a history of the North American peoples before European settlement.		
Course Level	Grade Level	Sequence
G (General)	15	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	X (CTE not funded approved program)
Credits	Course Approval Status	
1.0	Approved 2/2/2024	



## Government and Public Administration

Identifier	Course Title	Subject Area
43105	Government & Public Admin	Government & Public Administration Pathway /Social Science
This course will look at meeting the needs of the U.S. culture through positions within Government and Public Administration. Topics will include the role of government in providing services for the US population, the impact of the US on other nations as well as the impact of other nations on the US, and the professional traits required of those in this field. In addition, it will look at the problem solving and critical thinking processes, and leadership and teamwork practices.		
Course Level	Grade Level	Sequence
G (General)	16	1 of 1
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	F (CTE credit funded in an approved program/pathway)
Credits	Course Approval Status	
0.50	Approved 2/2/2024	

## American Government

Identifier	Course Title	Subject Area
04151	American Government	Government & Public Administration Pathway /Social Science
U.S. Government—Comprehensive courses provide an overview of the structure and functions of the U.S. government and political institutions and examine constitutional principles, the concepts of rights and responsibilities, the role of political parties and interest groups, and the importance of civic participation in the democratic process. These courses may examine the structure and function of state and local governments and may cover certain economic and legal topics.		
Course Level	Grade Level	Sequence
G (General)	17	1 of 1
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	X (CTE not funded approved program)
Credits	Course Approval Status	
0.50	Approved 2/2/2024	

## Career Connections

Identifier	Course Title	Subject Area
19298	Career Connections	FCS PathwayDescriptor
Career Connections provides human services/family and consumer sciences related work-based learning experiences (paid or unpaid) outside the traditional classroom. Learning goals are set by the student, teacher and employer/adult mentor to create field experiences and/or discussions related to human services/ family and consumer sciences occupational technical skills.		
Course Level	Grade Level	Sequence
G (General)	15	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	F (CTE credit funded in an approved program/pathway)
Credits	Course Approval Status	
1.0	Approved 2/2/2024	



### Life Span Development

Identifier	Course Title	Subject Area
45014	Life Span Development	Health / Government & Public Administration Pathway
<b>Descriptor</b>		
Life Span Development prepares students for occupations associated with meeting the needs of people by learning about physical, intellectual, emotional and social development from childhood to death. In addition, this course helps students discover how individuals respond to the various stages of the life span with a strong tie to teen years, adulthood and later years.		
Course Level	Grade Level	Sequence
G (General)	14	1 of 1
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	F (CTE credit funded in an approved program/pathway)
Credits	Course Approval Status	
0.50	Approved 2/2/2024	

### Accounting

Identifier	Course Title	Subject Area
12104	Accounting	Business Finance / Government & Public Admin/Practical Arts
<b>Descriptor</b>		
Accounting 1 course introduce and expand upon the fundamental accounting principles and procedures used in businesses. Course content typically includes the full accounting cycle, payroll, taxes, debts, depreciation, ledger and journal techniques, and periodic adjustments. Students may learn how to apply standard auditing principles and to prepare budgets and final reports. Calculators, electronic spreadsheets, or other automated tools are usually used. Advanced topics may include elementary principles of partnership and corporate accounting and the managerial uses of control systems and the accounting process.		
Course Level	Grade Level	Sequence
G (General)	14	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	F (CTE funded approved program)
Credits	Course Approval Status	
1.0	Approved 9/30/2014	



## Economics

Identifier	Course Title	Subject Area
12105	Economics	Business Finance Pathway, Business & Marketing

### Descriptor

Business Economics courses integrate economic principles (such as free market economy, consumerism, and the role of American government within the economic system) with entrepreneurship/business concepts (such as marketing principles, business law, and risk).

Course Level	Grade Level	Sequence
G (General)	14	1 of 1

Targeted Program	Delivery Type	College/Career
G (General)	G (General)	F (CTE funded approved program)

Credits	Course Approval Status
0.50	Approved 7/1/2023



## GRAPHIC DESIGN

Visual artists create art to communicate ideas, thoughts or feelings. They use a variety of methods and an assortment of materials. Their works may be realistic, stylized or abstract and may depict objects, people, nature or events. Illustrators and graphic designers use their artistic skills to serve commercial clients, such as major corporations, retail stores, and advertising, design and publishing firms.

### Intro to Drawing & Design

Identifier	Course Title	Subject Area
30006	Intro to Drawing	Graphic Design Pathway/JH Elective
<b>Descriptor</b>		
Introduction to Drawing and Design emphasized the development of fundamental drawing skills for students learning graphic design. Focus will be on the application of art theory, processes and techniques that increase the power of observation. Instruction includes the elements and principles of design as applied in composition through hard copy and/or electronic software.		
Course Level	Grade Level	Sequence
G (General)	13	1 of 1
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	X (CTE not funded approved program)
Credits	Course Approval Status	
0.50	Approved 3/8/2019	

### Principles of Illustration

Identifier	Course Title	Subject Area
30101	Principles of Illustration	Graphic Design Pathway/Visual Arts/Elective
<b>Descriptor</b>		
A principle of Illustration explores a variety of media, tools and supports as a means to communicate ideas. Topics include an understanding of illustration as it applicable to careers in graphic design, animation, fashion/textile design, industrial design, web design, architecture, interior design and/or fine arts. Techniques in traditional and digital illustration applications will be explored as directly linked to ever-changing social trends.		
Course Level	Grade Level	Sequence
G (General)	14	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	F (CTE funded approved program)
Credits	Course Approval Status	
1.0	Approved 3/12/2015	



### Graphic Design Fundamentals

Identifier	Course Title	Subject Area
30102	Graphic Design Fundamentals	Graphic Design Pathway/Visual Arts/Elective

#### Descriptor

A principle of Illustration explores a variety of media, tools and supports as a means to communicate ideas. Topics include an understanding of illustration as it applicable to careers in graphic design, animation, fashion/textile design, industrial design, web design, architecture, interior design and/or fine arts. Techniques in traditional and digital illustration applications will be explored as directly linked to ever-changing social trends.

Course Level	Grade Level	Sequence
G (General)	14	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	F (CTE funded approved program)
Credits	Course Approval Status	
1.0	Approved 3/12/2015	

### Graphic Design

Identifier	Course Title	Subject Area
30102	Graphic Design	Graphic Design Pathway/Visual Arts/STEM Elective

#### Descriptor

A principle of Illustration explores a variety of media, tools and supports as a means to communicate ideas. Topics include an understanding of illustration as it applicable to careers in graphic design, animation, fashion/textile design, industrial design, web design, architecture, interior design and/or fine arts. Techniques in traditional and digital illustration applications will be explored as directly linked to ever-changing social trends.

Course Level	Grade Level	Sequence
G (General)	14	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	F (CTE funded approved program)
Credits	Course Approval Status	
1.0	Approved 3/12/2015	



### Photo Imaging

Identifier	Course Title	Subject Area
30105	Photo Imaging	Digital Media Pathway/Graphic Design Pathway
<b>Descriptor</b>		
Photo Imaging teaches the technical skills need to produce quality images for use in a variety of applications. Topics include use of equipment, software and techniques to take, edit and manipulate digital images.		
Course Level	Grade Level	Sequence
G (General)	15	1 of 1
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	F (CTE credit funded in an approved program/pathway)
Credits	Course Approval Status	
1.0	Approved 3/12/2015	

### Digital Media Project Management

Identifier	Course Title	Subject Area
31091	Digital Media Project Management	Digital Media Pathway/Graphic Design Pathway
<b>Descriptor</b>		
This course gives students an opportunity to apply the skills obtained in technical level digital media courses in a project-oriented environment. Local Education Agencies are encouraged to develop Personalized Learning coursework representative of explicit objectives measured against specific target employment skills that are not available in other courses. These competencies should be enumerated. Competencies may reflect the particular work environment, workplace experience and/or the essential skills addressed reflective of previous coursework.		
Course Level	Grade Level	Sequence
G (General)	16	1 of 1
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	F (CTE credit funded in an approved program/pathway)
Credits	Course Approval Status	
1.0	Approved 3/12/2015	

### Computer Graphics

Identifier	Course Title	Subject Area
10202	Computer Graphics	Digital Media Pathway/Graphic Design Pathway
<b>Descriptor</b>		
Computer Graphics courses provide students with the opportunity to explore the capability of the computer to produce visual imagery and to apply graphic techniques to various fields, such as advertising, TV/video, and architecture. Typical course topics include modeling, simulation, animation, and image retouching.		
Course Level	Grade Level	Sequence
G (General)	16	1 of 1
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	F (CTE credit funded in an approved program/pathway)
Credits	Course Approval Status	
1.0	Approved 11/12/2019	



## HEALTH SCIENCE

Health science education prepares students for an introduction successful careers and informed choices in the health care industry through collaboration among education, the healthcare industry, policy makers and professional organizations. This pathway is centered around technical skills and academic classes that lead to occupations commonly found in hospitals, clinics, dentistry, pharmacy, EMT, patient care, sports medicine, physical/occupational therapy and forensics.

### Biology

Identifier	Course Title	Subject Area
03051	Biology	Biomedical Pathway/Health Science Pathway/Science

#### Descriptor

Biology courses are designed to provide information regarding the fundamental concepts of life and life processes. These courses include (but are not restricted to) such topics as cell structure and function, general plant and animal physiology, genetics, and taxonomy.

Course Level	Grade Level	Sequence
G (General)	13	1 of 2

Course Level	Grade Level	Sequence
G (General)	13	1 of 2

Targeted Program	Delivery Type	College/Career
G (General)	G (General)	X (CTE not funded approved program)

Targeted Program	Delivery Type	College/Career
G (General)	G (General)	X (CTE not funded approved program)

Credits	Course Approval Status
1.0	Approved 1/23/2024

### Chemistry

Identifier	Course Title	Subject Area
03101	Chemistry	Biomedical Pathway/Health Science Pathway/Science

#### Descriptor

Chemistry courses involve studying the composition, properties, and reactions of substances. These courses typically explore such concepts as the behaviors of solids, liquids, and gases; acid/base and oxidation/reduction reactions; and atomic structure. Chemical formulas and equations and nuclear reactions are also studied.

Course Level	Grade Level	Sequence
G (General)	14	1 of 2

Course Level	Grade Level	Sequence
G (General)	14	1 of 2

Targeted Program	Delivery Type	College/Career
G (General)	G (General)	X (CTE not funded approved program)

Targeted Program	Delivery Type	College/Career
G (General)	G (General)	X (CTE not funded approved program)

Credits	Course Approval Status
1.0	Approved 3/8/2024



## Anatomy & Physiology

Identifier	Course Title	Subject Area
03053	Anatomy & Physiology	Biomedical Pathway/Health Science Pathway/Science
<b>Descriptor</b>		
Usually taken after a comprehensive initial study of biology, Anatomy and Physiology courses present the human body and biological systems in more detail. In order to understand the structure of the human body and its functions, students learn anatomical terminology, study cells and tissues, explore functional systems (skeletal, muscular, circulatory, respiratory, digestive, reproductive, nervous, and so on), and may dissect mammals.		
Course Level	Grade Level	Sequence
G (General)	15	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	F (CTE funded approved program)
Credits	Course Approval Status	
1.0	Approved 9/30/2014	

## AP Biology

Identifier	Course Title	Subject Area
03056	AP Biology	Biomedical Pathway/Health Science Pathway/Science
<b>Descriptor</b>		
Adhering to the curricula recommended by the College Board and designed to parallel college-level introductory biology courses, AP Biology courses emphasize four general concepts: evolution; cellular processes (energy and communication); genetics and information transfer; and interactions of biological systems. For each concept, these courses emphasize the development of scientific inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. AP Biology courses include college-level laboratory investigations.		
Course Level	Grade Level	Sequence
G (General)	16	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	F (CTE funded approved program)
Credits	Course Approval Status	
1.0	Approved 3/8/2024	



## Certified Nursing Assistant

Identifier	Course Title	Subject Area
14997	Certified Nursing Assistant	Health Science Pathway
<b>Descriptor</b>		
Independent Study courses, often conducted with instructors as mentors, enable students to explore health-related topics of interest. Independent Study courses may provide students with an opportunity to expand their expertise in a particular specialization, to explore a topic in greater detail, or to develop more advanced skills.		
Course Level	Grade Level	Sequence
G (General)	16	1 of 1
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	F (CTE funded approved program)
<b>Credits</b>		
0.50	<b>Course Approval Status</b> Approved 8/30/2019	

## Medical Terminology

Identifier	Course Title	Subject Area
14154	Medical Terminology	Health Science Pathway
<b>Descriptor</b>		
In Medical Terminology courses, students learn how to identify medical terms by analyzing their components. These courses emphasize defining medical prefixes, root words, suffixes, and abbreviations. The primary focus is on developing both oral and written skills in the language used to communicate within health care professions.		
Course Level	Grade Level	Sequence
G (General)	15	1 of 1
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	L (CTE credit-not funded)
<b>Credits</b>		
0.50	<b>Course Approval Status</b> Approved 12/1/2023	



### Emergency Medical Tech

Identifier	Course Title	Subject Area
44060	Emergency Medical Tech	Health Science Pathway
<b>Descriptor</b>		
A technical level course designed to provide skills and knowledge necessary to sit for the EMT certification test. Course is taught by a certified EMT instructor and follows competencies set forth by the certifying agency.		
Course Level	Grade Level	Sequence
G (General)	15	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	L (CTE credit-not funded)
Credits	Course Approval Status	
1.0	Approved 12/1/2023	

### Phlebotomy Tech

Identifier	Course Title	Subject Area
14104	Phlebotomy Tech	Health Science Pathway
<b>Descriptor</b>		
A technical level course designed to provide skills and knowledge necessary to sit for the EMT certification test. Course is taught by a certified EMT instructor and follows competencies set forth by the certifying agency.		
Course Level	Grade Level	Sequence
G (General)	15	1 of 1
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	L (CTE credit-not funded)
Credits	Course Approval Status	
0.50	Approved 12/1/2023	



### Intro to Health Care

Identifier	Course Title	Subject Area
14000	Intro to Health Care	Health Care Sciences

#### Descriptor

Provides students with the basic knowledge of health/wellness professionals in private business and industry, community organizations, and health care settings. Includes instruction in personal health, community health and welfare, nutrition, epidemiology, disease prevention, fitness and exercise, and health behaviors.

Course Level	Grade Level	Sequence
--------------	-------------	----------

G (General)	13	1 of 1
-------------	----	--------

Targeted Program	Delivery Type	College/Career
------------------	---------------	----------------

G (General)	G (General)	N – Not dual credit
-------------	-------------	---------------------

Credits	Course Approval Status
---------	------------------------

0.50	
------	--

### Health Science Workplace Experience

Identifier	Course Title	Subject Area
36992	Health Science Workplace	Health Science Pathway

#### Descriptor

Students are required to rotate through a career from each of the five pathways for a Health Science Education cluster. Work experience only is developed to provide a rotational clinical/shadowing experience for the students at a variety of settings (i.e., dentist office, Therapeutic; occupational therapy, diagnostic; social worker, Health Informatics; interpreter, Support Services; pharmacy, Biotechnology). Goals are typically set cooperatively by the student, parents, teacher and employer. The work experience may be paid or unpaid.

Course Level	Grade Level	Sequence
--------------	-------------	----------

G (General)	16	1 of 2
-------------	----	--------

Targeted Program	Delivery Type	College/Career
------------------	---------------	----------------

G (General)	G (General)	F (CTE funded approved program)
-------------	-------------	---------------------------------

Credits	Course Approval Status
---------	------------------------

1.0	Approved 12/1/2023
-----	--------------------



## MANUFACTURING PATHWAY

To prepare students with the knowledge and skills necessary for continued education and, ultimately, a successful career in manufacturing, mechanical drafting, and skilled mechanical trades occupations.

### The Manufacturing Pathways of Study enable students:

- To obtain necessary skills through high quality classroom, laboratory, and field instruction
- To earn professional certifications required for employment
- To transition to postsecondary level institutions for additional education opportunities

### Introduction to Industrial Technology

Identifier	Course Title	Subject Area
38001	Intro to Industrial Arts	Elective
<b>Descriptor</b>		
An introductory level course designed to instruct students in the basic skills necessary to all occupations in the Construction, Manufacturing and Transportation career clusters.		
Course Level	Grade Level	Sequence
G (General)	12	1 of 1
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	X(CTE not funded approved program)
Credits	Course Approval Status	
0.50	Approved 3/8/2024	

### Production Welding Processes 1

Identifier	Course Title	Subject Area
39207	Production Welding (Welding 1)	Manufacturing Pathway/Elective
<b>Descriptor</b>		
A comprehensive, technical level course designed to provide students with the knowledge and skills in basic welding theories and terminology needed to perform welding procedures.		
Course Level	Grade Level	Sequence
G (General)	14	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	F (CTE funded approved program)
Credits	Course Approval Status	
1.0	Approved 3/11/2024	

### Production Welding Processes 2



Identifier	Course Title	Subject Area
39208	Production Welding (Welding 2)	Manufacturing Pathway/Elective
<b>Descriptor</b>		
An application level course designed to instruct students in the knowledge and skills needed for solving fabrication problems, to weld joints in the V & OH positions, and perform Plasma cutting.		
Course Level	Grade Level	Sequence
G (General)	15	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	F (CTE funded approved program)
Credits	Course Approval Status	
1.0	Approved 3/11/2024	

### Production Methods I

Identifier	Course Title	Subject Area
13052	Production Methods I (Welding 3)	Manufacturing Pathway/Elective
<b>Descriptor</b>		
An application level course designed to instruct students in the knowledge and skills needed for solving fabrication problems, to weld joints in the V & OH positions, and perform Plasma cutting.		
Course Level	Grade Level	Sequence
G (General)	15	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	F (CTE funded approved program)
Credits	Course Approval Status	
1.0	Approved 3/11/2024	



## Production Methods II

Identifier	Course Title	Subject Area
39052	Production Methods II (Welding 4)	Manufacturing Pathway/Elective
<b>Descriptor</b>		
An application level course designed to instruct students in the knowledge and skills required for fabricating products using a variety of materials (wood, plastic, metal, composites).		
Course Level	Grade Level	Sequence
G (General)	16	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	F (CTE funded approved program)
Credits	Course Approval Status	
1.0	Approved 3/11/2024	

## Workplace Experience in Manufacturing

Identifier	Course Title	Subject Area
13998	Workplace Experience in Manufacturing	Manufacturing Pathway
<b>Descriptor</b>		
Workplace Experience courses provide students with work experience in fields involving manufacturing, supported by classroom attendance and discussion. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.		
Course Level	Grade Level	Sequence
G (General)	16	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	F (CTE funded approved program)
Credits	Course Approval Status	
1.0	Approved 3/2/2024	



### Advanced Materials

Identifier	Course Title	Subject Area
38010	Advanced Materials (Woods 3)	Construction & Design Pathway/Manufacturing Pathway

#### Descriptor

A progressive application level course furthering the study of CNC equipment, composite panel products, and veneering, and the processes involved with fabricating goods with these technologies.

Course Level	Grade Level	Sequence
G (General)	16	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	F (CTE credit funded in an approved program/pathway)
Credits	Course Approval Status	
1.0	Approved 3/8/2024	

### Carpentry III

Identifier	Course Title	Subject Area
17009	Remodel & Building Maintenance	Construction & Design Pathway/Manufacturing Pathway

#### Descriptor

Building Maintenance courses train students to maintain commercial, industrial, and residential buildings and homes. Instruction is provided in the basic maintenance and repair of air conditioning, heating, plumbing, electrical, and other mechanical systems. Topics covered may include identifying and using hand and power tools safely; installing and repairing floor coverings, walls, and ceilings; installing and repairing doors, windows, screens, and cabinets; applying finishes to prepared surfaces; and repairing roofs, masonry, plumbing, and electrical systems.

Course Level	Grade Level	Sequence
G (General)	16	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	F (CTE credit funded in an approved program/pathway)
Credits	Course Approval Status	
1.0	Approved 11/16/2023	



## PROGRAMMING PATHWAY

### Computer Applications

Identifier	Course Title	Subject Area
10004	Computer Applications	Programming Pathway
Descriptor		
In Computer Applications courses, students acquire knowledge of and experience in the proper and efficient use of previously written software packages. These courses explore a wide range of applications, including (but not limited to) word-processing, spreadsheet, graphics, and database programs, and they may also cover the use of electronic mail and desktop publishing.		
Course Level	Grade Level	Sequence
G (General)	13	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	X(CTE not funded approved program)
Credits	Course Approval Status	
1.0	Approved 11/16/2023	

### Computer Programming - Robotics

Identifier	Course Title	Subject Area
10152	Robotics	Programming Pat hway
Descriptor		
Computer Programming courses provide students with the knowledge and skills necessary to construct computer programs in one or more languages. Computer coding and program structure are often introduced with the BASIC language, but other computer languages, such as Visual Basic (VB), Java, Pascal, C++, and COBOL, may be used instead. Initially, students learn to structure, create, document, and debug computer programs, and as they progress, more emphasis is placed on design, style, clarity, and efficiency. Students may apply the skills they learn to relevant applications such as modeling, data management, graphics, and text-processing.		
Course Level	Grade Level	Sequence
G (General)	15	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	F (CTE credit funded in an approved program/pathway)
Credits	Course Approval Status	
1.0	Approved 12/1/2023	



### Data System Processing - Python

Identifier	Course Title	Subject Area
10054	Python Programming	Programming Pathway
<b>Descriptor</b>		
Data Systems/Processing courses introduce students to the uses and operation of computer hardware and software and to the programming languages used in business applications. Students typically use BASIC, COBOL, and/or RPL languages as they write flowcharts or computer programs and may also learn data-processing skills.		
Course Level	Grade Level	Sequence
G (General)	15	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	F (CTE credit funded in an approved program/pathway)
Credits	Course Approval Status	
1.0	Approved 7/1/2023	

### AP Computer Science Principles

Identifier	Course Title	Subject Area
31094	AP Computer Science Principles	Programming Pathway
<b>Descriptor</b>		
AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.		
Course Level	Grade Level	Sequence
G (General)	15	1 of 1
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	F (CTE credit funded in an approved program/pathway)
Credits	Course Approval Status	
0.50	Approved 7/1/2023	



### Particular Topics in Computer Programming

Identifier	Course Title	Subject Area
10160	Particular Topics in Computer Programming	Programming Pathway
<b>Descriptor</b>		
AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.		
<b>Course Level</b>	<b>Grade Level</b>	<b>Sequence</b>
G (General)	15	1 of 1
<b>Targeted Program</b>	<b>Delivery Type</b>	<b>College/Career</b>
G (General)	G (General)	F (CTE credit funded in an approved program/pathway)
<b>Credits</b>	<b>Course Approval Status</b>	
0.50	Approved 7/1/2023	

### Work-based Learning-Programming

Identifier	Course Title	Subject Area
10198	Work-based Learning - Programming	Programming Pathway
<b>Descriptor</b>		
A capstone course intended to provide students with opportunities to apply the skills and knowledge learned in previous CTE and general education courses within a professional work environment. The course allows students to earn high school credit for select models of work-based learning, which allow students to interact with industry professionals in order to extend and deepen classroom work and support the development of postsecondary and career readiness knowledge and skills.		
<b>Course Level</b>	<b>Grade Level</b>	<b>Sequence</b>
G (General)	16	1 of 1
<b>Targeted Program</b>	<b>Delivery Type</b>	<b>College/Career</b>
G (General)	G (General)	F (CTE credit funded in an approved program/pathway)
<b>Credits</b>	<b>Course Approval Status</b>	
0.50	Approved 7/1/2023	



## BUSINESS

Beginning with the class of 2028, and ½ credit of Financial Literacy will be required to graduate. The Financial Literacy course provides students with an understanding of the concepts, principles and skills involved in making and applying sound financial decisions. This course emphasizes earning income, spending, saving, investing, managing credit and managing risk.

### Business Essentials

Identifier	Course Title	Subject Area
12050	Business Essentials	JH Elective
<b>Descriptor</b>		
This is a core course designed to give students an overview of the business, marketing and finance career cluster occupations. Students will develop an understanding of how academic skills in mathematics, economics, and written and oral communications are integral components of success in these occupations. Students will examine current events to determine their impact on business and industry and legal and ethical behavior, acquire knowledge of safe and secure environmental controls to enhance productivity, determine how resources should be managed to achieve company goals, and identify employability and personal skills needed to obtain a career and be successful in the workplace. As students learn about different types of business ownership, they will interpret industry laws and regulations to ensure compliance, identify principles of business management, and analyze business practices to determine ethics and social responsibilities.		
Course Level	Grade Level	Sequence
G (General)	12	1 of 1
Targeted Program Delivery Type	College/Career	
G (General)	G (General) X (CET not funded approved program)	
Credits	Course Approval Status	
0.50	Approved 3/12/2015	

### Accounting

Identifier	Course Title	Subject Area
12104	Accounting	Business & Marketing
<b>Descriptor</b>		
Accounting 1 course introduce and expand upon the fundamental accounting principles and procedures used in businesses. Course content typically includes the full accounting cycle, payroll, taxes, debts, depreciation, ledger and journal techniques, and periodic adjustments. Students may learn how to apply standard auditing principles and to prepare budgets and final reports. Calculators, electronic spreadsheets, or other automated tools are usually used. Advanced topics may include elementary principles of partnership and corporate accounting and the managerial uses of control systems and the accounting process.		
Course Level	Grade Level	Sequence
G (General)	14	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	F (CTE funded approved program)
Credits	Course Approval Status	
1.0	Approved 9/30/2014	



## Banking & Finance

Identifier	Course Title	Subject Area
------------	--------------	--------------

12101	Bank & Finance	Business & Marketing
-------	----------------	----------------------

### Descriptor

Banking and Finance courses provide students with an overview of the American monetary and banking system as well as types of financial institutions and the services and products that they offer. Course content may include government regulations; checking, savings, and money market accounts; loans; investments; and negotiable instruments.

Course Level	Grade Level	Sequence
--------------	-------------	----------

G (General)	15	1 of 1
-------------	----	--------

Targeted Program	Delivery Type	College/Career
------------------	---------------	----------------

G (General)	G (General)	F (CTE funded approved program)
-------------	-------------	---------------------------------

Credits	Course Approval Status
---------	------------------------

0.50	Approved 4/23/2023
------	--------------------

## Business Communications

Identifier	Course Title	Subject Area
------------	--------------	--------------

12009	Business Communications	Business & Marketing
-------	-------------------------	----------------------

### Descriptor

Business Communications courses help students to develop an understanding and appreciation for effective communication in business situations and environments. Emphasis is placed on all phases of communication: speaking, listening, thinking, responding, reading, writing, communicating nonverbally, and utilizing technology for communication. Business communication functions, processes, and applications in the context of business may be practiced through problem-based projects and real world application.

Course Level	Grade Level	Sequence
--------------	-------------	----------

G (General)	14	1 of 1
-------------	----	--------

Targeted Program	Delivery Type	College/Career
------------------	---------------	----------------

G (General)	G (General)	N (Not dual credit)
-------------	-------------	---------------------

Credits	Course Approval Status
---------	------------------------

0.50	NA
------	----



### Business Essentials – High School

Identifier	Course Title	Subject Area
12051	Business Essentials HS	Business & Marketing
<b>Descriptor</b>		
Introductory Business courses survey an array of topics and concepts related to the field of business. These courses introduce business concepts such as banking and finance, the role of government in business, consumerism, credit, investment, and management. They usually provide a brief overview of the American economic system and corporate organization. Introductory Business courses may also expose students to the varied opportunities in secretarial, accounting, management, and related fields.		
Course Level	Grade Level	Sequence
G (General)	14	1 of 1
Targeted Program Delivery Type	College/Career	
G (General)	N (Not dual credit)	
Credits	Course Approval Status	
0.50	NA	

### Business Management

Identifier	Course Title	Subject Area
12052	Business Management	Business & Marketing
<b>Descriptor</b>		
Business Management courses acquaint students with management opportunities and effective human relations. These courses provide students with the skills to perform planning, staffing, financing, and controlling functions within a business. In addition, they usually provide a macro-level study of the business world, including business structure and finance, and the interconnections among industry, government, and the global economy. The course may also emphasize problem-based, real-world applications of business concepts and use accounting concepts to formulate, analyze, and evaluate business decisions.		
Course Level	Grade Level	Sequence
G (General)	14	1 of 1
Targeted Program Delivery Type	College/Career	
G (General)	N(Not Dual Credit)	
Credits	Course Approval Status	
0.50	Approved 4/23/2023	



### Consumer & Personal Finance

Identifier	Course Title	Subject Area
12105	Consumer & Personal Finance	Business & Marketing

#### Descriptor

Consumer and Personal Finance teaches essential personal finance skills and habits for independent living as a young adult. Topics explored include career and lifestyle management, savings and investing, credit and debt, insurance, taxes and social security, budget planning, rental leases, auto financing, and consumer protection. Activities will focus on students making decisions that will assist them with living on their own.

Course Level	Grade Level	Sequence
G (General)	14	1 of 1
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	F (CTE funded approved program)
Credits	Course Approval Status	
0.50	Approved 1/19/2024	

### Economics

Identifier	Course Title	Subject Area
12105	Economics	Business Finance Pathway, Business & Marketing

#### Descriptor

Business Economics courses integrate economic principles (such as free market economy, consumerism, and the role of American government within the economic system) with entrepreneurship/business concepts (such as marketing principles, business law, and risk).

Course Level	Grade Level	Sequence
G (General)	14	1 of 1
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	F (CTE funded approved program)
Credits	Course Approval Status	
0.50	Approved 7/1/2023	



### Financial Literacy

Identifier	Course Title	Subject Area
22990	Financial Literacy	Miscellaneous

#### Descriptor

Financial literacy course provides students with an understanding of the concepts, principles and skills involved in making and applying sound financial decisions. This course emphasizes earning income, spending, saving, investing, managing credit and managing risk.

Course Level	Grade Level	Sequence
G (General)	14	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	N (Not Dual Credit)
Credits	Course Approval Status	
1.0	N/A	

### Personal Finance

Identifier	Course Title	Subject Area
22220	Personal Finance	Miscellaneous

#### Descriptor

Personal Finance, explores the relationship of basic money management and consumer decision-making across the lifespan. It includes an in-depth look at risk management, use of credit, consumer rights and responsibilities, setting goals and impact of the family on personal financial decision making. How to make wise choices to develop a healthy financial self will be a major component of this course as well as an introduction to the occupations related to the field.

Course Level	Grade Level	Sequence
G (General)	14	1 of 1
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	N (Not Dual Credit)
Credits	Course Approval Status	
1.0	N/A	



### Marketing

Identifier	Course Title	Subject Area
12152	Marketing	Business & Marketing

#### Descriptor

Marketing—Comprehensive courses focus on the wide range of factors that influence the flow of goods and services from the producer to the consumer. Topics may include (but are not limited to) market research, the purchasing process, distribution systems, warehouse and inventory control, salesmanship, sales promotions, shoplifting and theft control, business management, and entrepreneurship. Human relations, computers, and economics are often covered as well.

Course Level	Grade Level	Sequence
G (General)	13	1 of 1
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	N – Not dual credit
Credits	Course Approval Status	
0.50	Approved 7/1/2023	

### Advertising

Identifier	Course Title	Subject Area
05163	Advertising	Business & Marketing

#### Descriptor

Marketing—Comprehensive courses focus on the wide range of factors that influence the flow of goods and services from the producer to the consumer. Topics may include (but are not limited to) market research, the purchasing process, distribution systems, warehouse and inventory control, salesmanship, sales promotions, shoplifting and theft control, business management, and entrepreneurship. Human relations, computers, and economics are often covered as well.

Course Level	Grade Level	Sequence
G (General)	14	1 of 1
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	N – Not dual credit
Credits	Course Approval Status	
0.50	Approved 7/1/2023	



## FINE ARTS

The Fine Arts Department curriculum is designed to assist students with the development of meaningful, enjoyable, and life-long skills. The courses offered in art and music are designed to provide the best learning environment for the individual student and to give each student an opportunity to establish and reinforce a foundation of skills before progressing to the next level.

Beginning with the graduating class of 2009, all students are required to successfully complete one credit in fine arts which includes courses in art, music, forensics and other similar studies selected and approved by the local board of education.

### Intro to Drawing & Design

Identifier	Course Title	Subject Area
30006	Intro to Drawing	Graphic Design Pathway/JH Elective
<b>Descriptor</b>		
Introduction to Drawing and Design emphasized the development of fundamental drawing skills for students learning graphic design. Focus will be on the application of art theory, processes and techniques that increase the power of observation. Instruction includes the elements and principles of design as applied in composition through hard copy and/or electronic software.		
<b>Course Level</b>	<b>Grade Level</b>	<b>Sequence</b>
G (General)	13	1 of 1
<b>Targeted Program</b>	<b>Delivery Type</b>	<b>College/Career</b>
G (General)	G (General)	X (CTE not funded approved program)
<b>Credits</b>	<b>Course Approval Status</b>	
0.50	Approved 3/8/2019	

### Principles of Illustration

Identifier	Course Title	Subject Area
30101	Principles of Illustration	Graphic Design Pathway/Visual Arts/Elective
<b>Descriptor</b>		
A principle of Illustration explores a variety of media, tools and supports as a means to communicate ideas. Topics include an understanding of illustration as it applicable to careers in graphic design, animation, fashion/textile design, industrial design, web design, architecture, interior design and/or fine arts. Techniques in traditional and digital illustration applications will be explored as directly linked to ever-changing social trends.		
<b>Course Level</b>	<b>Grade Level</b>	<b>Sequence</b>
G (General)	14	1 of 2
<b>Targeted Program</b>	<b>Delivery Type</b>	<b>College/Career</b>
G (General)	G (General)	F (CTE funded approved program)
<b>Credits</b>	<b>Course Approval Status</b>	
1.0	Approved 3/12/2015	



### JH Band

Identifier	Course Title	Subject Area
55004	Band 6-8	JH Elective
<b>Descriptor</b>		
Band for 6-8 grade students including pep band & orchestra performances.		
Course Level	Grade Level	Sequence
G (General)	11	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	N(Not Dual Credit)
Credits	Course Approval Status	
1.0	Approved 7/1/2017	

### HS Band

Identifier	Course Title	Subject Area
05101	Band	HS Elective
<b>Descriptor</b>		
High School band course develops students' technique for playing brass, woodwind, and percussion instruments and covers a variety of non-specified band literature styles (concert, orchestral, and modern styles).		
Course Level	Grade Level	Sequence
G (General)	14	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	N(Not Dual Credit)
Credits	Course Approval Status	
1.0	Approved 07/01/2014	

### JH Vocal Music

Identifier	Course Title	Subject Area
55003	Choir JH	JH Elective
<b>Descriptor</b>		
Vocal music for 6-8 grade students performing a variety of music to present at local performances and league contests.		
Course Level	Grade Level	Sequence
G (General)	11	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	N(Not Dual Credit)
Credits	Course Approval Status	
1.0	Approved 7/1/2014	



### HS Vocal Music

Identifier	Course Title	Subject Area
05110	Choir HS	HS Elective
<b>Descriptor</b>		
High School band course develops students' technique for playing brass, woodwind, and percussion instruments and covers a variety of non-specified band literature styles (concert, orchestral, and modern styles).		
<b>Course Level</b>		<b>Grade Level</b>
G (General)		14
<b>Targeted Program</b>		<b>Delivery Type</b>
G (General)		G (General)
<b>Credits</b>		<b>Course Approval Status</b>
1.0		Approved 7/1/2014

### Drama

Identifier	Course Title	Subject Area
55008	Drama	JH Elective
<b>Descriptor</b>		
Drama/Theatre for 6-8 grade students.		
<b>Course Level</b>	<b>Grade Level</b>	<b>Sequence</b>
G (General)	11	1 of 1
<b>Targeted Program</b>	<b>Delivery Type</b>	<b>College/Career</b>
G (General)	G (General)	N(Not Dual Credit)
<b>Credits</b>	<b>Course Approval Status</b>	
0.50	N/A	



## Forensics

Identifier	Course Title	Subject Area
01152	Forensics	½ Credit of English/HS Elective

### Descriptor

Forensic Speech—Inclusive courses offer students the opportunity to learn how to use oral skills effectively in formal and informal situations. Students learn such skills as logic and reasoning, the organization of thought and supporting materials, and effective presentation of one’s voice and body. Often linked to an extracurricular program, these courses introduce students to numerous public speaking situations, and they learn the methods, aims, and styles of a variety of events (e.g., formal debate, Lincoln-Douglas debate, expository speaking, radio broadcast, oral interpretation, and dramatic interpretation). Participation in competition is encouraged, but not always required.

Course Level	Grade Level	Sequence
G (General)	14	1 of 1
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	N(Not Dual Credit)
Credits	Course Approval Status	
0.50	Approved 7/1/2014	

## Theater, Cinema & Film Production

Identifier	Course Title	Subject Area
05168	Theater, Cinema & Film Production	

### Descriptor

Film/Videotape courses expose students to the materials, processes, and artistic techniques involved in film, television, or videotape. Students learn about the operation of a camera, lighting techniques, camera angles, depth of field, composition, storyboarding, sound capture, and editing techniques. Course topics may also include production values and various styles of filmmaking (documentary, storytelling, news magazines, animation, and so on). As students advance, the instruction becomes more refined, and students are encouraged to develop their own artistic style. Students may also study major filmmakers, cinematographers, and their films and learn about film, television, and video and their relationships to drama and theater.

Course Level	Grade Level	Sequence
G (General)	14	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	N(Not Dual Credit)
Credits	Course Approval Status	
1.0		



## FOREIGN LANGUAGE

The study of foreign language has numerous benefits. It provides a connection to others throughout a student's entire life, creates an acute awareness of the differences between cultures, and provides a better understanding of them. Also, to acquire ability in a foreign language provides a competitive edge in career choices in today's and tomorrow's world and a background for higher education and vocations. Many colleges and universities require the study of a foreign language for two years or more. The study of a foreign language enhances cultural sensitivity and provides linguistic insights necessary for citizens in a worldwide community. It also enhances better communication with non-English speaking people in the United States and increases one's understanding of the English language.

### Spanish

Identifier	Course Title	Subject Area
06101	Spanish 1	World Language
<b>Descriptor</b>		
Designed to introduce students to Spanish language and culture, Spanish I courses emphasize basic grammar and syntax, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. Spanish culture is introduced through the art, literature, customs, and history of Spanish-speaking people.		
<b>Course Level</b>	<b>Grade Level</b>	<b>Sequence</b>
G (General)	14	1 of 1
<b>Targeted Program</b>	<b>Delivery Type</b>	<b>College/Career</b>
G (General)	G (General)	N(Not Dual Credit)
<b>Credits</b>	<b>Course Approval Status</b>	
0.50	Approved 7/1/2014	

### Spanish 2

Identifier	Course Title	Subject Area
061012	Spanish 2	World Language
<b>Descriptor</b>		
Spanish II courses build upon skills developed in Spanish I, extending students' ability to understand and express themselves in Spanish and increasing their vocabulary. Typically, students learn how to engage in discourse for informative or social purposes, write expressions or passages that show understanding of sentence construction and the rules of grammar, and comprehend the language when spoken slowly. Students usually explore the customs, history, and art forms of Spanish-speaking people to deepen their understanding of the culture(s).		
<b>Course Level</b>	<b>Grade Level</b>	<b>Sequence</b>
G (General)	15	1 of 1
<b>Targeted Program</b>	<b>Delivery Type</b>	<b>College/Career</b>
G (General)	G (General)	N(Not Dual Credit)
<b>Credits</b>	<b>Course Approval Status</b>	
0.50	Approved 7/1/2014	



## LANGUAGE ARTS

The language arts curriculum includes courses, which will enable students to read, speak, listen and write more effectively. The courses have been designed so that students will be exposed to the major components of communication. Thus, when literature is involved, required writing will be involved. When composition is involved, required reading and discussion are involved. By completing each of the required courses in the order in which they are offered, students will have a sequential program in both composition and literature. Each student is required to complete four credits successfully. Required courses are Freshman English, Sophomore English, Junior English and either Technical/Career English or the Composition I and II dual credit course.

Upon completion of four years of language arts study, students will be able to demonstrate the appropriate uses of spoken and written language (expressive) and be able to respond appropriately to what they read and what they hear (receptive). In the study of composition, students will be required to participate in both academic and real world writing (technical writing).

### English 6

Identifier	Course Title	Subject Area
51034	English 6	JH ELA
<b>Descriptor</b>		
Language Arts (grade 6) courses build upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing, and include the four aspects of language use: reading, writing, speaking, and listening. These courses may emphasize the use of language for different effects, in different contexts, and for different purposes. Specific content depends upon state standards for grade 6.		
Course Level	Grade Level	Sequence
G (General)	12	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	N(Not Dual Credit)
Credits	Course Approval Status	
1.0	7/1/2015	

### English 7

Identifier	Course Title	Subject Area
51035	English 7	JH ELA
<b>Descriptor</b>		
Language Arts (grade 7) courses build upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing, and include the four aspects of language use: reading, writing, speaking, and listening. Beyond emphasizing different uses for language, these courses may also include using language (particularly written text) to construct meaning and connections. Specific content depends upon state standards for grade 7.		
Course Level	Grade Level	Sequence
G (General)	12	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	N(Not Dual Credit)
Credits	Course Approval Status	
1.0	11/12/2018	



### English 8

Identifier	Course Title	Subject Area
51036	English 8	JH ELA

#### Descriptor

Language Arts (grade 8) courses build upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing, and include the four aspects of language use: reading, writing, speaking, and listening. Typically, these courses use various genres of literature to improve reading skills, and they link writing exercises for different purposes to those reading selections. Specific content depends upon state standards for grade 8.

Course Level	Grade Level	Sequence
G (General)	13	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	N(Not Dual Credit)
Credits	Course Approval Status	
1.0	7/1/2018	

### English 9

Identifier	Course Title	Subject Area
01001	English 9	9 <sup>th</sup> Grade ELA

#### Descriptor

English/Language Arts I (9th grade) courses build upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing and usually include the four aspects of language use: reading, writing, speaking, and listening. Typically, these courses introduce and define various genres of literature, with writing exercises often linked to reading selections.

Course Level	Grade Level	Sequence
G (General)	15	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	N(Not Dual Credit)
Credits	Course Approval Status	
1.0	7/1/2014	



### English 10

Identifier	Course Title	Subject Area
01002	English 10	10 <sup>th</sup> Grade ELA

#### Descriptor

English/Language Arts II (10th grade) courses usually offer a balanced focus on composition and literature. Typically, students learn about the alternate aims and audiences of written compositions by writing persuasive, critical, and creative multi-paragraph essays and compositions. Through the study of various genres of literature, students can improve their reading rate and comprehension and develop the skills to determine the author's intent and theme and to recognize the techniques used by the author to deliver his or her message.

Course Level	Grade Level	Sequence
G (General)	15	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	N(Not Dual Credit)
Credits	Course Approval Status	
1.0	7/1/2014	

### English 11

Identifier	Course Title	Subject Area
01003	English 11	11 <sup>th</sup> Grade ELA

#### Descriptor

English/Language Arts III (11th grade) courses continue to develop students' writing skills, emphasizing clear, logical writing patterns, word choice, and usage, as students write essays and begin to learn the techniques of writing research papers. Students continue to read works of literature, which often form the backbone of the writing assignments. Literary conventions and stylistic devices may receive greater emphasis than in previous courses.

Course Level	Grade Level	Sequence
G (General)	16	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	N(Not Dual Credit)
Credits	Course Approval Status	
1.0	8/2/2014	



## English 12

Identifier	Course Title	Subject Area
01004	Tech English	12th Grade ELA
<b>Descriptor</b>		
English/Language Arts IV (12th grade) courses blend composition and literature into a cohesive whole as students write critical and comparative analyses of selected literature, continuing to develop their language arts skills. Typically, students primarily write multi-paragraph essays, but they may also write one or more major research papers.		
Course Level	Grade Level	Sequence
G (General)	17	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	N(Not Dual Credit)
Credits	Course Approval Status	
1.0	7/1/2014	

## **Comp I**

Identifier	Course Title	Subject Area
01003/1	Comp I	12 <sup>th</sup> Grade ELA
<b>Descriptor</b>		
English/Language Arts IV (12th grade) courses blend composition and literature into a cohesive whole as students write critical and comparative analyses of selected literature, continuing to develop their language arts skills. Typically, students primarily write multi-paragraph essays, but they may also write one or more major research papers.		
Course Level	Grade Level	Sequence
G (General)	17	1 of 1
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	D-Dual Credit(college/high school)
Credits	Course Approval Status	
0.50	7/1/2018	



## Comp II

Identifier	Course Title	Subject Area
01003/2	Comp II	12 <sup>th</sup> Grade ELA

### Descriptor

English/Language Arts IV (12th grade) courses blend composition and literature into a cohesive whole as students write critical and comparative analyses of selected literature, continuing to develop their language arts skills. Typically, students primarily write multi-paragraph essays, but they may also write one or more major research papers.

Course Level	Grade Level	Sequence
G (General)	17	1 of 1
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	D-Dual Credit(college/high school)
Credits	Course Approval Status	
0.50	7/1/2018	

## Film and Literature

Identifier	Course	Subject Area
01061	Film as Literature	English Language and Literature

### Descriptor

These courses have the same aim as general literature courses (to improve students' language arts and critical-thinking skills), focusing on one or several genres, such as poetry, essay, biography, short story, drama, film, and so on. Students determine the underlying assumptions and values within the selected works and also examine the structure, techniques, and intentions of the genre being studied. Oral discussion is an integral part of these genre-oriented courses, and written compositions are often required.

Course Level	Grade Level	Sequence
G (General)	14	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	N(Not Dual Credit)
Credits	Course Approval Status	
1.0	Approved 3/12/2015	



### American Literature

Identifier	Course	Subject Area
01054	American Literature	English Language and Literature
<b>Descriptor</b>		
American Literature courses focus upon commonly known American authors and their work. Students improve their critical-thinking skills as they determine the underlying assumptions and values within the selected works and as they understand how the literature reflects the society of the time. Oral discussion is an integral part of literature courses, and written compositions are often required.		
Course Level	Grade Level	Sequence
G (General)	14	1 of 1
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	N(Not Dual Credit)
Credits	Course Approval Status	
0.50		

### Speech

Identifier	Course Title	Subject Area
01151	Speech	½ Credit of English/HS Elective
<b>Descriptor</b>		
Public Speaking courses enable students, through practice, to develop communication skills that can be used in a variety of speaking situations (such as small and large group discussions, delivery of lectures or speeches in front of audiences, and so on). Course topics may include (but are not limited to) research and organization, writing for verbal delivery, stylistic choices, visual and presentation skills, analysis and critique, and development of self-confidence.		
Course Level	Grade Level	Sequence
G (General)	14	1 of 1
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	N(Not Dual Credit)
Credits	Course Approval Status	
0.50	Approved 7/1/2014	



### Speech Dual Credit

Identifier	Course Title	Subject Area
01151/D	Speech Dual Credit	½ Credit of English/HS Elective
<b>Descriptor</b>		
Public Speaking courses enable students, through practice, to develop communication skills that can be used in a variety of speaking situations (such as small and large group discussions, delivery of lectures or speeches in front of audiences, and so on). Course topics may include (but are not limited to) research and organization, writing for verbal delivery, stylistic choices, visual and presentation skills, analysis and critique, and development of self-confidence.		
Course Level	Grade Level	Sequence
G (General)	14	1 of 1
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	N – Not dual credit
Credits	Course Approval Status	
0.50	Approved 7/1/2014	

### Speech Dual Credit

Identifier	Course Title	Subject Area
01151/D	Speech	½ Credit of English/
<b>Descriptor</b>		
Public Speaking courses enable students, through practice, to develop communication skills that can be used in a variety of speaking situations (such as small and large group discussions, delivery of lectures or speeches in front of audiences, and so on). Course topics may include (but are not limited to) research and organization, writing for verbal delivery, stylistic choices, visual and presentation skills, analysis and critique, and development of self-confidence.		
Course Level	Grade Level	Sequence
G (General)	14	1 of 1
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	D - Dual Credit (college/high school)
Credits	Course Approval Status	
0.50	Approved 7/1/2014	



## Forensics

Identifier	Course Title	Subject Area
01152	Forensics	½ Credit of English/HS Elective

### Descriptor

Forensic Speech—Inclusive courses offer students the opportunity to learn how to use oral skills effectively in formal and informal situations. Students learn such skills as logic and reasoning, the organization of thought and supporting materials, and effective presentation of one’s voice and body. Often linked to an extracurricular program, these courses introduce students to numerous public speaking situations, and they learn the methods, aims, and styles of a variety of events (e.g., formal debate, Lincoln-Douglas debate, expository speaking, radio broadcast, oral interpretation, and dramatic interpretation). Participation in competition is encouraged, but not always required.

Course Level	Grade Level	Sequence
G (General)	14	1 of 1
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	N(Not Dual Credit)
Credits	Course Approval Status	
0.50	Approved 7/1/2014	

## 21<sup>ST</sup> Century Journalism

Identifier	Course	Subject Area
30100	21 <sup>st</sup> Century Journalism (Newspaper 1)	Digital Media Pathway/Practical Arts/ 1/2 Credit English

### Descriptor

21st Century Journalism promotes the development of the skill set needed today and in the future. Topics include an exploration of the role media and the communications industry has in society, the development of the technical skills related to journalistic writing and interviewing, as well as understand the ethical and legal issues related to the field.

Course Level	Grade Level	Sequence
G (General)	15	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	F (CTE credit funded in an approved program/pathway)
Credits	Course Approval Status	
1.0	Approved 3/12/2015	



## Creative Writing Dual Credit

Identifier	Course	Subject Area
------------	--------	--------------

01104	Creative Writing	English Language and Literature
<b>Descriptor</b>		

Creative Writing courses offer students the opportunity to develop and improve their technique and individual style in poetry, short story, drama, essays, and other forms of prose. The emphasis of the courses is on writing; however, students may study exemplary representations and authors to obtain a fuller appreciation of the form and craft. Although most creative writing classes cover several expressive forms, others concentrate exclusively on one particular form (such as poetry or playwriting).

Course Level	Grade Level	Sequence
--------------	-------------	----------

G (General)	15	1 of 2
-------------	----	--------

Targeted Program	Delivery Type	College/Career
------------------	---------------	----------------

G (General)	G (General)	D-Dual Credit(college/high school)
-------------	-------------	------------------------------------

Credits	Course Approval Status
---------	------------------------

1.0	Approved 3/12/2015
-----	--------------------



## HEALTH & PHYSICAL EDUCATION

Standards-based health education helps ensure curricula and instruction are designed to establish, promote and support health-enhancing behaviors for students in all grade levels – emphasizing planned and sequential learning. Health education standards outline what students should know and be able to do by the end of their specified grades.

### Health

Identifier	Course Title	Subject Area
45014	Life Span Development	Health/ Government & Public Administration Pathway
<b>Descriptor</b>		
Life Span Development prepares students for occupations associated with meeting the needs of people by learning about physical, intellectual, emotional and social development from childhood to death. In addition, this course helps students discover how individuals respond to the various stages of the life span with a strong tie to teen years, adulthood and later years.		
Course Level	Grade Level	Sequence
G (General)	14	1 of 1
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	F (CTE credit funded in an approved program/pathway)
Credits	Course Approval Status	
0.50	Approved 2/2/2024	

### PE 6<sup>th</sup> Grade

Identifier	Course	Subject Area
58036	PE 6	Physical Education
<b>Descriptor</b>		
Physical Education (grade 6) courses typically involve the acquisition of knowledge and skills that provide the foundation for sport, a physically active lifestyle, and social development through physical activity. Activities typically include those that increase strength, endurance, and flexibility; reinforce safe technique; teach the rules and conventions of games and sports; and explore the relationship between physical activity and health. Health topics (such as the effects of drugs and alcohol, sexual education, and healthy lifestyles) may also be included. Specific content depends upon state standards for grade 6.		
Course Level	Grade Level	Sequence
G (General)	11	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	N – Not dual credit
Credits	Course Approval Status	
0.50	Approved 7/1/2015	



### PE 7<sup>th</sup> & 8<sup>th</sup> Grade

Identifier	Course	Subject Area
58001	PE 7/8	Physical Education
<b>Descriptor</b>		
Physical Education (grade 7 & 8) courses typically involve the acquisition of knowledge and skills that provide the foundation for sport, a physically active lifestyle, and social development through physical activity. Activities typically include those that increase strength, endurance, and flexibility; reinforce safe technique; teach the rules and conventions of games and sports; and explore the relationship between physical activity and health. Health topics (such as the effects of drugs and alcohol, sexual education, and healthy lifestyles) may also be included. Specific content depends upon state standards for grade 7 & 8.		
Course Level	Grade Level	Sequence
G (General)	12	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	N – Not dual credit
Credits	Course Approval Status	
1.0	Approved 7/1/2014	

### PE 9<sup>th</sup> Grade

Identifier	Course	Subject Area
08052	PE 9	Physical Education
<b>Descriptor</b>		
Health and Fitness courses combine the topics of Health Education courses (nutrition, stress management, substance abuse prevention, disease prevention, first aid, and so on) with an active fitness component (typically including aerobic activity and fitness circuits) with the intention of conveying the importance of life-long wellness habits.		
Course Level	Grade Level	Sequence
G (General)	14	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	N – Not dual credit
Credits	Course Approval Status	
0.50	Approved 7/1/2014	



### Recreation Sports

Identifier	Course	Subject Area
08004 Descriptor	Recreation Sports	Physical Education
Recreation Sports courses provide students with knowledge, experience, and an opportunity to develop skills in more than one recreational sport or outdoor pursuit (such as adventure activities, croquet, Frisbee, wall climbing, bocce ball, fishing, hiking, cycling, and so on).		
Course Level	Grade Level	Sequence
G (General)	15	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	N – Not dual credit
Credits	Course Approval Status	
0.50	Approved 3/11/2024	

### Weight Training

Identifier	Course	Subject Area
08009 Descriptor	Weight Training	Physical Education
Weight Training courses help students develop knowledge and skills with free weights and universal stations while emphasizing safety and proper body positioning; they may include other components such as anatomy and conditioning.		
Course Level	Grade Level	Sequence
G (General)	14	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	N – Not dual credit
Credits	Course Approval Status	
0.50	Approved 7/1/2021	



## MATHEMATICS

In June of 2007, the National Center for Education Statistics (NCES) published a common secondary school course classification system for high school courses. The purposes of the [Secondary School Course Classification System: School Codes for Exchange of Data \(SCED\)](#) are to make it easier for school districts and states to:

- Maintain longitudinal student records electronically;
- Transmit course taking information from one student information system to another;
- Meet reporting requirements;
- Reduce the cost and burden of transcript studies; and
- Use course taking information in research and evaluation of student outcomes.

In Kansas, a committee was brought together to work on developing Kansas Course codes that would be standard across all schools in Kansas. The purpose for developing the Standard Course Codes was so that they could be used on educator licenses and employment reports; and, if Kansas makes optimum use of the codes, they can become the codes used by most or all districts on student transcripts. The standard course codes developed are a system of numerical codes that are used to describe the courses taught by licensed teachers or completed by elementary and secondary students.

ANY STUDENT WHO IS ATTEMPTING TO OBTAIN A COLLEGE LEVEL ATHLETIC SCHOLARSHIP OR PARTICIPATE IN COLLEGE ATHLETICS AT THE DIVISION I, II, OR III LEVELS MUST TAKE THEIR MATHEMATICS COURSES IN THE FOLLOWING SEQUENCE TO MEET N.C.A.A. STANDARDS: ALGEBRA 1 FOLLOWED BY GEOMETRY FOLLOWED BY ALGEBRA 2.

### Math 6

Identifier	Course	Subject Area
52036	Math 6	Mathematics
<b>Descriptor</b>		
Mathematics (grade 6) courses typically emphasize skills in numerical operations (including basic operations and their proper order); measurement; patterns; simple functions; geometry; and concepts of data analysis, including statistics and probability. Specific content depends upon state standards for grade 6.		
Course Level	Grade Level	Sequence
G (General)	11	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	N – Not dual credit
Credits	Course Approval Status	
1.0	Approved 1/19/2022	



### Math 7

Identifier	Course	Subject Area
52037	Math 7	Mathematics
<b>Descriptor</b>		
Mathematics (grade 7) courses typically emphasize proficiency in skills involving numbers and operations; measurement; patterns; functions; algebraic formulas; geometry; and concepts of data analysis, including statistics and probability. Specific content depends upon state standards for grade 7.		
Course Level	Grade Level	Sequence
G (General)	12	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	N – Not dual credit
Credits	Course Approval Status	
1.0	Approved 1/21/2022	

### Math 8

Identifier	Course	Subject Area
52038	Math 8	Mathematics
<b>Descriptor</b>		
Mathematics (grade 8) courses typically emphasize proficiency in skills involving numbers and operations, measurement, patterns, simple functions, algebra, geometry, statistics, and probability. Specific content depends upon state standards for grade 8.		
Course Level	Grade Level	Sequence
G (General)	13	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	N – Not dual credit
Credits	Course Approval Status	
1.0	Approved 1/21/2022	

### Pre-Algebra

Identifier	Course	Subject Area	Descriptor
02051	Pre-Algebra	Mathematics	
<b>Descriptor</b>			
Pre-Algebra courses increase students' foundational mathematics skills and prepare them for Algebra I by covering a variety of topics, such as properties of rational numbers (i.e., number theory), ratio, proportion, estimation, exponents and radicals, the rectangular coordinate system, sets and logic, formulas, and solving first-degree equations and inequalities.			
Course Level	Grade Level	Sequence	
G (General)	14	1 of 2	
Targeted Program	Delivery Type	College/Career	
G (General)	G (General)	N – Not dual credit	
Credits	Course Approval Status		
1.0	Approved 7/1/2019		



## Algebra I

Identifier	Course	Subject Area
02052	Algebra 1	Mathematics
<b>Descriptor</b>		
Algebra I courses include the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations.		
Course Level	Grade Level	Sequence
G (General)	14	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	N – Not dual credit
Credits	Course Approval Status	
1.0	Approved 8/2/2014	

## Geometry

Identifier	Course	Subject Area
02072	Geometry	Mathematics
<b>Descriptor</b>		
Geometry courses, emphasizing an abstract, formal approach to the study of geometry, typically include topics such as properties of plane and solid figures; deductive methods of reasoning and use of logic; geometry as an axiomatic system including the study of postulates, theorems, and formal proofs; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; and rules of angle measurement in triangles.		
Course Level	Grade Level	Sequence
G (General)	15	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	N – Not dual credit
Credits	Course Approval Status	
1.0	Approved 7/1/2014	



## Algebra II

Identifier	Course	Subject Area
02056	Algebra 2	Mathematics
<b>Descriptor</b>		
Algebra II course topics typically include field properties and theorems; set theory; operations with rational and irrational expressions; factoring of rational expressions; in-depth study of linear equations and inequalities; quadratic equations; solving systems of linear and quadratic equations; graphing of constant, linear, and quadratic equations; properties of higher degree equations; and operations with rational and irrational exponents.		
<b>Course Level</b>	<b>Grade Level</b>	<b>Sequence</b>
G (General)	16	1 of 2
<b>Targeted Program</b>	<b>Delivery Type</b>	<b>College/Career</b>
G (General)	G (General)	N – Not dual credit
<b>Credits</b>	<b>Course Approval Status</b>	
1.0	Approved 8/2/2014	

## Math Essentials

Identifier	Course	Subject Area
02001	Math Essentials	Mathematics
<b>Descriptor</b>		
Informal Mathematics courses emphasize the teaching of mathematics as problem solving, communication, and reasoning, and highlight the connections among mathematical topics and between mathematics and other disciplines. These courses approach the teaching of general mathematics, pre-algebra, and pre-geometry topics by applying numbers, and algebraic and geometric concepts and relationships to real world problems.		
<b>Course Level</b>	<b>Grade Level</b>	<b>Sequence</b>
G (General)	15	1 of 2
<b>Targeted Program</b>	<b>Delivery Type</b>	<b>College/Career</b>
G (General)	G (General)	N – Not dual credit
<b>Credits</b>	<b>Course Approval Status</b>	
1.0	Approved 7/1/2019	

## Technical Math

Identifier	Course	Subject Area
02153	Technical Math	Mathematics
<b>Descriptor</b>		
Technical Mathematics courses extend students' proficiency in mathematics, and often apply these skills to technical and/or industrial situations and problems. Technical Mathematics topics may include but are not limited to rational numbers; systems of measurements; tolerances; numerical languages; geometry; algebra; statistics; and using tables, graphs, charts, and other data displays. Technology is integrated as appropriate.		
<b>Course Level</b>	<b>Grade Level</b>	<b>Sequence</b>
G (General)	15	1 of 2
<b>Targeted Program</b>	<b>Delivery Type</b>	<b>College/Career</b>
G (General)	G (General)	N – Not dual credit
<b>Credits</b>	<b>Course Approval Status</b>	



### Trigonometry HS

Identifier	Course	Subject Area
02103 Descriptor	Trigonometry HS	Mathematics
Trigonometry courses prepare students for eventual work in calculus and typically include the following topics: trigonometric and circular functions; their inverses and graphs; relations among the parts of a triangle; trigonometric identities and equations; solutions of right and oblique triangles; and complex numbers.		
Course Level	Grade Level	Sequence
G (General)	15	1 of 1
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	N – Not dual credit
Credits	Course Approval Status	
0.5	N/A	

### Trigonometry Dual Credit

Identifier	Course	Subject Area
02103/D Descriptor	Trig Dual Credit	Mathematics
Trigonometry courses prepare students for eventual work in calculus and typically include the following topics: trigonometric and circular functions; their inverses and graphs; relations among the parts of a triangle; trigonometric identities and equations; solutions of right and oblique triangles; and complex numbers.		
Course Level	Grade Level	Sequence
G (General)	15	1 of 1
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	D – Dual credit (college/high school)
Credits	Course Approval Status	
0.5	N/A	

### Pre-Calculus

Identifier	Course	Subject Area
02110 Descriptor	Pre-Calculus	Mathematics
Pre-Calculus courses combine the study of Trigonometry, Elementary Functions, Analytic Geometry, and Mathematic Analysis topics as preparation for calculus. Topics typically include the study of complex numbers; polynomial, logarithmic, exponential, rational, right trigonometric, and circular functions, and their relations, inverses and graphs; trigonometric identities and equations; solutions of right and oblique triangles; vectors; the polar coordinate system; conic sections; Boolean algebra and symbolic logic; mathematical induction; matrix algebra; sequences and series; and limits and continuity.		
Course Level	Grade Level	Sequence
G (General)	16	1 of 1
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	N – Not dual credit
Credits	Course Approval Status	
-0.50	N/A	



### Calculus Dual Credit

Identifier	Course	Subject Area
02121 Descriptor	Calculus	Mathematics
<p>Pre-Calculus courses combine the study of Trigonometry, Elementary Functions, Analytic Geometry, and Mathematic Analysis topics as preparation for calculus. Topics typically include the study of complex numbers; polynomial, logarithmic, exponential, rational, right trigonometric, and circular functions, and their relations, inverses and graphs; trigonometric identities and equations; solutions of right and oblique triangles; vectors; the polar coordinate system; conic sections; Boolean algebra and symbolic logic; mathematical induction; matrix algebra; sequences and series; and limits and continuity.</p>		
Course Level	Grade Level	Sequence
G (General)	16	1 of 1
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	D – Dual credit (college/high school)
Credits	Course Approval Status	
0.50	N/A	

### Modern College Math

Identifier	Course	Subject Area
02138 Descriptor	College Algebra	Mathematics
<p>College Mathematics Preparations courses solidify quantitative literacy through the use and extension of algebraic, geometric, and statistical concepts. These courses prepare students for postsecondary liberal studies mathematics coursework; they are not intended to serve as remedial mathematics courses. Course content typically includes algebraic operations, solutions of equations and inequalities, number sets, coordinate geometry, functions and graphs, probability and statistics, and data representation.</p>		
Course Level	Grade Level	Sequence
G (General)	15	1 of 1
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	D – Dual credit (college/high school)
Credits	Course Approval Status	
0.50	N/A	



### College Algebra Dual Credit

Identifier	Course	Subject Area
02057	College Algebra	Mathematics
<b>Descriptor</b>		
Course topics include (but are not limited to) operations with rational and irrational expressions, factoring of rational expressions, linear equations and inequalities, quadratic equations, solving systems of linear and quadratic equations, properties of higher-degree equations, and operations with rational and irrational exponents. The courses may introduce topics in discrete mathematics, elementary probability and statistics; matrices and determinants; and sequences and series.		
Course Level	Grade Level	Sequence
G (General)	16	1 of 1
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	D – Dual credit (college/high school)
Credits	Course Approval Status	
0.50	N/A	

### College Stats Dual Credit

Identifier	Course	Subject Area
02203	College Stats	Mathematics
<b>Descriptor</b>		
Following the College Board's suggested curriculum designed to parallel college-level statistics courses, AP Statistics courses introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference.		
Course Level	Grade Level	Sequence
G (General)	15	1 of 1
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	D – Dual credit (college/high school)
Credits	Course Approval Status	
0.50	N/A	



## SCIENCE

Science is the study of the natural world and the phenomena that we observe in it. Science includes a study of the methods by which information is gained, methods by which real-life problems are solved, and the body of organized knowledge that scientists have already gained. An understanding of the concepts of science is the basis for an understanding of technology and these concepts provide a foundation necessary for living and working in our technology-based society. An understanding of information gathering methods, analysis methods, and problem- solving techniques is necessary in the present “information age” in which we live.

The graduation requirements outlined by the Kansas Department of Education state that students should earn three (3) credits in the areas of science that included concepts of Life Science, Physical Science and Earth/Space Science.

### Science 6

Identifier	Course	Subject Area
53236 Descriptor	Science 6	Life and Physical Science
Science (grade 6) courses typically include subject matter from several strands of science, including earth/space sciences, physical sciences, and life or environmental sciences, and may organize material around thematic units. Specific content depends upon state standards for grade 6.		
Course Level	Grade Level	Sequence
G (General)	11	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	N – Not dual credit
Credits	Course Approval Status	
0.50	Approved 7/1/2021	

### Science 7

Identifier	Course	Subject Area
53158 Descriptor	Science 7	Life and Physical Science
Life Science courses cover the basic principles of life and life processes. These topics may include cells, species, ecosystems, reproduction, genetics, or other topics consistent with state academic standards for life science.		
Course Level	Grade Level	Sequence
G (General)	12	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	D – Dual credit (college/high school)
Credits	Course Approval Status	
0.50	Approved 7/1/2021	



### Science 8

Identifier	Course	Subject Area
53159	Science 8	Life and Physical Science
<b>Descriptor</b>		
Physical Science (prior-to-secondary) courses cover basic principles of physical science, such as matter, energy, force, and motion. Topics may include conservation of energy and matter, the atomic model, the periodic table, electricity, or other topics consistent with state academic standards for physical science.		
Course Level	Grade Level	Sequence
G (General)	13	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	N – Not dual credit
Credits	Course Approval Status	
0.50	Approved 7/1/2021	

### Earth/Space Science

Identifier	Course	Subject Area
03008	Earth/Space Science	Life and Physical Science
<b>Descriptor</b>		
Earth and Space Science courses introduce students to the study of the earth from a local and global perspective. In these courses, students typically learn about time zones, latitude and longitude, atmosphere, weather, climate, matter, and energy transfer. Advanced topics often include the study of the use of remote sensing, computer visualization, and computer modeling to enable earth scientists to understand earth as a complex and changing planet.		
Course Level	Grade Level	Sequence
G (General)	13	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	N – Not dual credit
Credits	Course Approval Status	
0.50	Approved 7/1/2023	



## Biology

Identifier	Course Title	Subject Area
03051	Biology	Biomedical Pathway/Health Science Pathway/Science
<b>Descriptor</b>		
Biology courses are designed to provide information regarding the fundamental concepts of life and life processes. These courses include (but are not restricted to) such topics as cell structure and function, general plant and animal physiology, genetics, and taxonomy.		
<b>Course Level</b>	<b>Grade Level</b>	<b>Sequence</b>
G (General)	14	1 of 2
<b>Targeted Program</b>	<b>Delivery Type</b>	<b>College/Career</b>
G (General)	G (General)	X (CTE not funded approved program)
<b>Credits</b>	<b>Course Approval Status</b>	
1.0	Approved 7/1/2023	

## Environmental Science

Identifier	Course	Subject Area
03003	Environmental Science	Life and Physical Science
<b>Descriptor</b>		
Environmental Science courses examine the mutual relationships between organisms and their environment. In studying the interrelationships among plants, animals, and humans, these courses usually cover the following subjects: photosynthesis, recycling and regeneration, ecosystems, population and growth studies, pollution, and conservation of natural resources.		
<b>Course Level</b>	<b>Grade Level</b>	<b>Sequence</b>
G (General)	14	1 of 2
<b>Targeted Program</b>	<b>Delivery Type</b>	<b>College/Career</b>
G (General)	G (General)	N – Not dual credit
<b>Credits</b>	<b>Course Approval Status</b>	
0.50	Approved 1/19/2022	

## Animal Production Science

Identifier	Course	Subject Area
03003	Animal Science	Agriculture, Food, & Natural Resources
<b>Descriptor</b>		
Animal Production/Science courses impart information about the care and management of domestic and farm animals. These courses may cover animal nutrition, health, behavior, selection, reproduction, anatomy and physiology, facilities, product processing, and marketing. Students may study a particular species (swine, cattle, horses, fowl, sheep, and so on), or they may learn how to care for and maintain livestock as a more inclusive study.		
<b>Course Level</b>	<b>Grade Level</b>	<b>Sequence</b>
G (General)	14	1 of 2
<b>Targeted Program</b>	<b>Delivery Type</b>	<b>College/Career</b>
G (General)	G (General)	N – Not dual credit
<b>Credits</b>	<b>Course Approval Status</b>	
1.0		



## Chemistry

Identifier	Course Title	Subject Area
03101	Chemistry	Biomedical Pathway/Health Science Pathway/Science

### Descriptor

Chemistry courses involve studying the composition, properties, and reactions of substances. These courses typically explore such concepts as the behaviors of solids, liquids, and gases; acid/base and oxidation/reduction reactions; and atomic structure. Chemical formulas and equations and nuclear reactions are also studied.

Course Level	Grade Level	Sequence
G (General)	14	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	X (CTE not funded approved program)
Credits	Course Approval Status	
1.0	Approved 3/8/2024	

## Anatomy & Physiology

Identifier	Course Title	Subject Area
03053	Anatomy & Physiology	Biomedical Pathway/Health Science Pathway/Science

### Descriptor

Usually taken after a comprehensive initial study of biology, Anatomy and Physiology courses present the human body and biological systems in more detail. In order to understand the structure of the human body and its functions, students learn anatomical terminology, study cells and tissues, explore functional systems (skeletal, muscular, circulatory, respiratory, digestive, reproductive, nervous, and so on), and may dissect mammals.

Course Level	Grade Level	Sequence
G (General)	15	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	F (CTE funded approved program)
Credits	Course Approval Status	
1.0	Approved 9/30/2014	



Identifier	Course Title	Subject Area
03056	AP Biology	Biomedical Pathway/Health Science Pathway/Science
<b>Descriptor</b>		
Adhering to the curricula recommended by the College Board and designed to parallel college-level introductory biology courses, AP Biology courses emphasize four general concepts: evolution; cellular processes (energy and communication); genetics and information transfer; and interactions of biological systems. For each concept, these courses emphasize the development of scientific inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. AP Biology courses include college-level laboratory investigations.		
Course Level	Grade Level	Sequence
G (General)	16	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	F (CTE funded approved program)
Credits	Course Approval Status	
1.0	Approved 3/8/2024	

### Physics

Identifier	Course Title	Subject Area
03151	Physics	Life and Physical Science
<b>Descriptor</b>		
Physics courses involve the study of the forces and laws of nature affecting matter, such as equilibrium, motion, momentum, and the relationships between matter and energy. The study of physics includes examination of sound, light, and magnetic and electric phenomena.		
Course Level	Grade Level	Sequence
G (General)	16	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	F (CTE funded approved program)
Credits	Course Approval Status	
1.0	Approved 3/8/2024	



## SOCIAL SCIENCES

The social studies curriculum is designed to provide students with a broad background in the disciplines of history, sociology, psychology, geography, and political science. In this process, critical thinking, research and writing skills are emphasized.

The goal of social studies educators is to help all students develop a deep, rich network of understandings related to a limited number of essential topics. These essential learning topics are the democratic ideal, cultural diversity, economic development, global perspective, and participatory citizenship.

Each student is required to successfully complete three units of social studies before graduation. Courses have been designed to meet the needs and abilities of all students. A number of elective courses are offered to enrich the experience of those students with a special interest in social studies.

### SOCIAL STUDIES PROGRAM STANDARDS

1. Choices have consequences – Choices made by individuals and groups have consequences and the desirability of the choices are dependent of the perceived positive and negative consequences. Often choices are built and dependent upon earlier choices and consequences.

2. Individuals have rights and responsibilities – People and groups throughout history have deliberated the rights and responsibilities within their society. Rights are the basic freedoms of individuals while responsibilities view the collective obligations of people.

3. Societies are shaped by the identities, beliefs, and practices of individuals and groups – People live in communities comprised and shaped by various identities, beliefs, and practices of both individuals and groups. Within communities these differing identities, beliefs and practices require change. The diversity of a community is not always represented /reflected by the majority.

4. Societies experience continuity and change over time – People and communities have aspects of continuity about experience some degree of change over time. Continuity refers to a societies ability to hold on to what is important, to remain stable, anchored. Change refers to a society’s ability to adapt and make the adjustments necessary to protect and advance the society.

5. Relationships among people, places, ideas, and environments are dynamic – People, places ideas, and environments experience change, activity, progress, or regressions. All relationships are in a constant state of adjustments may also result in additional change, activity, progress, or regression.

### Social Studies 6

Identifier	Course	Subject Area
54436	Social Studies 6	Social Science and History
<b>Descriptor</b>		
Social Studies (grade 6) courses provide a greater understanding of social studies disciplines, including history, geography, civics and government, and economics. These courses often focus on the history, culture, and government of various specific world societies. Typically, students develop skills used in the social studies disciplines. Specific content depends upon state standards for grade 6.		
Course Level	Grade Level	Sequence
G (General)	11	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	N – Not dual credit
Credits	Course Approval Status	
0.50	Approved 7/1/2021	



### Social Studies 7

Identifier	Course	Subject Area
54337	Social Studies7	Social Science and History
<b>Descriptor</b>		
Social Studies (grade 7) courses provide continued development of understanding and skills in the social studies disciplines: history, geography, civics and government, and economics. Specific content depends upon state standards for grade 7.		
Course Level	Grade Level	Sequence
G (General)	12	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	N – Not dual credit
Credits	Course Approval Status	
0.50	Approved 7/1/2014	

### Intro to Government

Identifier	Course Title	Subject Area
43001	Intro to Government	Social Science & History
This course will introduce students to the knowledge and skills of serving the general public in a variety of occupations. Topics will include identifying personal strengths and weaknesses and setting career goals, leadership, teamwork and problem solving, analyzing leadership roles and identifying leadership opportunities within the school.		
Course Level	Grade Level	Sequence
G (General)	13	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	X (CTE not funded approved program)
Credits	Course Approval Status	
1.0	Approved 3/12/2024	

### Ancient World History

Identifier	Course Title	Subject Area
04060	Ancient and Medieval History	Social Science & History
Ancient and Medieval History courses combine a study of ancient civilizations and Medieval Europe, beginning with the civilizations of the ancient Middle East and continuing through the late Middle Ages in Europe.		
Course Level	Grade Level	Sequence
G (General)	14	1 of 1
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	N – Not dual credit
Credits	Course Approval Status	
0.50		



## World Geography

Identifier	Course Title	Subject Area
04001	Intro to Government	Social Science & History
World Geography courses provide students with an overview of world geography, but may vary widely in the topics they cover. Topics typically include the physical environment; the political landscape; the relationship between people and the land; economic production and development; and the movement of people, goods, and ideas.		
Course Level	Grade Level	Sequence
G (General)	14	1 of 1
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	N – Not dual credit
Credits	Course Approval Status	
0.50	Approved 7/1/2014	

## World History

Identifier	Course Title	Subject Area
04051	Intro to Government	Social Science & History
World History—Overview courses provide students with an overview of the history of human society from early civilization to the contemporary period, examining political, economic, social, religious, military, scientific, and cultural developments. World History—Overview courses may include geographical studies, but often these components are not as explicitly taught as geography.		
Course Level	Grade Level	Sequence
G (General)	14	1 of 1
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	N – Not dual credit
Credits	Course Approval Status	
0.50	Approved 7/1/2014	

## Sociology

Identifier	Course Title	Subject Area
04051	Sociology	Social Science & History
Sociology courses introduce students to the study of human behavior in society. These courses provide an overview of sociology, generally including (but not limited to) topics such as social institutions and norms, socialization and social change, and the relationships among individuals and groups in society.		
Course Level	Grade Level	Sequence
G (General)	14	1 of 1
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	N – Not dual credit
Credits	Course Approval Status	
0.50	Approved 7/1/2014	



### Current Social Issues

Identifier	Course Title	Subject Area
04064	Current Social Issues	Social Science & History
Contemporary World Issues courses enable students to study political, economic, and social issues facing the world. These courses may focus on current issues, examine selected issues throughout the 20th century, and look at historical causes or possible solutions.		
Course Level	Grade Level	Sequence
G (General)	14	1 of 1
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	N – Not dual credit
Credits	Course Approval Status	
0.50	Approved 7/1/2014	

### Psychology

Identifier	Course Title	Subject Area
04254	General Psychology	Social Science & History
Psychology courses introduce students to the study of individual human behavior. Course content typically includes (but is not limited to) an overview of the field of psychology, topics in human growth and development, personality and behavior, and abnormal psychology.		
Course Level	Grade Level	Sequence
G (General)	14	1 of 1
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	N – Not dual credit
Credits	Course Approval Status	
0.50		

### US History

Identifier	Course Title	Subject Area
04101	US History	Government & Public Administration Pathway/Social Science
U.S. History—Comprehensive courses provide students with an overview of the history of the United States, examining time periods from International Expansion to the 2020 or after. These courses typically include a historical overview of political, military, scientific, and social developments. Course content may include a history of the North American peoples before European settlement.		
Course Level	Grade Level	Sequence
G (General)	15	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	X (CTE not funded approved program)
Credits	Course Approval Status	
1.0	Approved 2/2/2024	



## MISCELLANEOUS

### Coyote Connections

Identifier	Course Title	Subject Area
72106	Coyote Connections Seminar JH	Miscellaneous (ms/jr.high)

#### Descriptor

3 Days per week – Intervention/Seminar courses vary widely, offers the opportunity to receive extra help from instructors in all classrooms, including CTE Pathway classes. Course objectives may include improvement of research and investigatory skills, presentation skills, interpersonal skills, group process skills, and problem-solving and critical-thinking skills.

1 day per week – Social/Emotional learning and 1 day per week students work on their Individual Plan of Study.

Course Level	Grade Level	Sequence
G (General)	11	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	N (Not Dual Credit)
Credits	Course Approval Status	
1.0	Approved 7/1/2019	

Identifier	Course Title	Subject Area
22106	Coyote Connections Seminar HS	Miscellaneous (secondary)

#### Descriptor

3 Days per week – Intervention/Seminar courses vary widely, but typically offer the opportunity to receive extra help from instructors in all classrooms, including CTE Pathway classes. Course objectives may include improvement of research and investigatory skills, presentation skills, interpersonal skills, group process skills, and problem-solving and critical-thinking skills.

1 day per week – Social/Emotional learning and 1 day per week students work on their Individual Plan of Study.

Course Level	Grade Level	Sequence
G (General)	11	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	N (Not Dual Credit)
Credits	Course Approval Status	
1.0	Approved 7/1/2019	



### Driver's Education

Identifier	Course Title	Subject Area
08152	Driver's Ed	Physical, Health, and Safety Education

#### Descriptor

Drivers' Education—Classroom and Laboratory courses provide students with the knowledge and experience to become safe drivers on America's roadways. Topics in these courses cover legal obligations and responsibility, rules of the road and traffic procedures, safe driving strategies and practices, and the physical and mental factors affecting the driver's capability (including alcohol and other drugs). Experience in driving a vehicle is an essential component of these courses.

Course Level	Grade Level	Sequence
G (General)	14	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	N (Not Dual Credit)

Credits	Course Approval Status
1.0	Approved 7/1/2014

### Life Skills

Identifier	Course Title	7 Subject Area
22206	Life Skills	Computer and Information Sciences

#### Descriptor

Life Skills courses provide information about a wide range of subjects to assist students in becoming wise consumers and productive adults. These courses often emphasize such topics as goal setting, decisionmaking, and setting priorities; money and time management; relationships; and the development of the self. Practical exercises regarding selecting and furnishing houses, meeting transportation needs, preparing food, selecting clothing, and building a wardrobe are often integral to these classes. In addition, specific topics such as insurance, taxation, and consumer protection may also be covered.

Course Level	Grade Level	Sequence
G (General)	11	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	N (Not Dual Credit)

Credits	Course Approval Status
1.0	N/A



## Microsoft Certified Professional

Identifier	Course Title	Subject Area
10110	Microsoft Certified Professional	Computer and Information Sciences

### Descriptor

Microsoft Certified Professional courses provide students with the knowledge and skills necessary to be employed as a network administrator in the latest Windows server-networking environment. Topics include installing, configuring, and trouble-shooting the Windows server. These courses prepare students to set up network connections; manage security issues and shares; and develop policies. Students are typically encouraged to take the MCP exam.

Course Level	Grade Level	Sequence
G (General)	14	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	N (Not Dual Credit)
Credits	Course Approval Status	
1.0	N/A	



## STUDENT ACTIVITY OFFERINGS

### Student Assistant to Office, Counselor, Teachers, or Pre-School:

Students who receive written permission from a teacher, may serve as a student aide for that teacher. Duties will vary according to the needs of that specific teacher and/or the specific academic department. Students are required to confer with the individual teacher to determine specific requirements and expectations.

**A senior who has missed more than 150 hours of school for any reason other than a school activity, during his/her 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> grade years prior to the beginning of his/her senior year may not sign up for or enroll in any of the following student activity offerings: office aide, teacher aide, pre-school aide, Internship, or Early Release.**

Note: Only two (2) units of credit as an office aide, teacher aide or being involved in the Internship Program may count toward graduation. Students may not be a teacher aide and an office aide during the same semester, with the exception of being a pre-school aide. The following guidelines are established for all teacher aides:

1. Student aides are assigned to a classroom unless on a pass for a specific assignment by a teacher.
2. No student may be assigned as an aide for more than one period per semester.
3. Any teacher aide found to not follow the above expectations, will be removed from the course with a failing grade.

### Teacher's Aide

Identifier	Course Title	Subject Area
22995	Teacher's Aide	Miscellaneous
Descriptor		
Aide courses offer students the opportunity to assist instructors in preparing, organizing, or delivering course curricula or to assist other staff members in fulfilling their duties. Students may provide tutorial or instructional assistance to other students. Note: if the particular subject area is known, use the code associated with the Aide course within that subject area.		
Course Level	Grade Level	Sequence
G (General)	17	1 of 2
Targeted Program	Delivery Type	College/Career
G (General)	G (General)	N (Not Dual Credit)
Credits	Course Approval Status	
1.0	N/A	



**OFFICE AIDE/TEACHER AIDE APPLICATION**

Student Name \_\_\_\_\_  
Please Print

Please have the head secretary in the junior-senior high school office or the district office or a teacher you will be working with sign this sheet giving you permission to work with them.

AUTHORIZED SIGNATURE	ENROLL DURING PLAN	YES	NO
_____	_____	YES	NO
_____	_____	YES	NO
_____	_____	YES	NO
_____	_____	YES	NO

Please indicate below your name whether you are enrolling for first semester, second semester or both semesters.  
**ONLY TWO CREDITS OF AIDE CAN BE COUNTED TOWARD GRADUATION**

Parental Signature \_\_\_\_\_

\_\_\_\_\_ Date



## **SPECIAL EDUCATION SERVICES**

Special Education services for Kinsley Junior/Senior High School are provided by the Tri-County Educational Services Cooperative. The cooperative offers services that the individual school districts being served cannot effectively implement on an individual basis.

The following services are offered to Kinsley Junior/Senior High School by the Tri-County Cooperative: Psychological services, Speech and Language services, Classrooms for the Hearing Impaired, the Physically Handicapped, the Educable Mentally Handicapped, Work Study Programs for students identified as TMH and EMH, Hearing Conservation services, programs for the gifted, behavioral disordered and for students with specific learning disabilities.

In order to be considered for receiving Special Education services, students must be referred and evaluated. Students can be referred by a teacher, a parent/guardian, or themselves. Once the student is evaluated and determined to be eligible for special education services, the appropriate staff members and programs will be made available to the student.

All classes with the exception of Advanced Placement courses can be modified to meet all special education student's IEPs.

### **KINSLEY JUNIOR-SENIOR HIGH SCHOOL AT RISK PROGRAM**

At-Risk services for Kinsley Junior/Senior High School allows our district to employ a director, as well as a paraprofessional staff to aid students that meet the criterion of at-risk as set by the state, district, and building levels, that have failing grades, or that fall below state standards on state assessments.

### **KINSLEY JUNIOR-SENIOR HIGH SCHOOL MIGRANT AND ENGLISH AS A SECOND LANGUAGE PROGRAMS**

#### **U.S.D. 347 MIGRANT PROGRAM**

Migrant families are a highly mobile population and migrant lifestyle creates many obstacles for migrant children. The Kansas Migrant Education Program is designed to address the unique needs of identified migrant children and their families. To achieve this purpose, the Kansas State Department of Education helps the local educational agencies by providing the following:

- Support for high-quality and comprehensive educational programs for migrant children in order to reduce the educational disruption and other problems that result from repeated moves;
- Ensure that migrant children who move among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and state academic content and student academic achievement standards;
- Ensure that migrant children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner;
- Ensure that migrant children benefit from all state and local programs

#### **U.S.D 347 ENGLISH SPEAKERS OF OTHER LANGUAGES PROGRAM**

Beyond understanding common English usage, ELs need to understand the language used for grade-level instruction in English language arts, mathematics, science, social studies and other content areas. The standards highlight and amplify the critical language, knowledge about language, and skills for using language that are necessary for ELs to be successful in school.



## **Shortened Schedule**

Grade Level: 12  
Unit of Credit: None  
Prerequisites: Application/Parental/Counselor/Administrative Approval

The following requirements must be met in order for a senior to enroll in shortened schedule during the second semester of his/her senior year:

The student must have accumulated a minimum of twenty-three (23) units of credit by the conclusion of his/her first semester of their senior year.

Parental permission is required.

- Students must meet the criteria referred to on the application form in order to be considered for shortened schedule.

**Students who are approved for a shortened schedule may eliminate Hour 1--- or ---Hour 7, but not both.**



**SHORTENED SCHEDULE APPLICATION**

In order to qualify for consideration for a shortened schedule during the second semester of the senior year, the following requirements must have been met.

\* The student must have successfully accumulated a minimum of twenty-one (21) credits by the conclusion of his/her first semester of their senior year.

Parental permission is required.

\* There are only a few acceptable reasons that a student may be granted a shorted schedule. They are as follows: The student is enrolling in and attending a college or university during the second semester of his/her senior year; the student is working a part-time job in order to secure the necessary funds to attend a post-secondary institution of higher learning (Must be verified by employer)

Students who are approved may only shorten Hour 1--- or ---Hour 7 + Supervised Study---No Exceptions.

STUDENT NAME \_\_\_\_\_

STUDENT SIGNATURE \_\_\_\_\_

PARENT/GUARDIAN NAME \_\_\_\_\_

PARENT/GUARDIAN SIGNATURE \_\_\_\_\_

COUNSELOR APPROVAL \_\_\_\_\_

PRINCIPAL APPROVAL \_\_\_\_\_

DATE \_\_\_\_\_

**THIS FORM MUST BE COMPLETED AND IN PLACE BY NO LATER THAN NOVEMBER 1<sup>ST</sup> OF THE FIRST SEMESTER OF THE STUDENT'S SENIOR YEAR.**



## INTERNSHIP APPLICATION

Entry into the internship program has the following requirements. Students must commit to a two-hour block of time. Students can participate in a two-hour morning internship ( 1<sup>st</sup> and 2<sup>nd</sup> hours) or an afternoon internship ( 7<sup>th</sup> and 8<sup>th</sup> hours). It is critical that students in this program have met or are in the process of meeting all core curriculum graduation requirements by the end of their senior year.

Evaluation in this program is based on successful completion of a journal, which will be collected every other week and evaluated by the principal. The principal will also make visits to your work site and conduct interviews with your immediate supervisor. Failure to attend on a regular basis or failure to meet the expectations of your immediate supervisor on the work site will result in the student being disenrolled from the program with a failing grade. Students must apply for work in an area that they are considering pursuing beyond high school or college. Students may not work for any relative. Students who are successful in this program will earn one (1) elective credit for a year or one-half (1/2) elective credit for a semester.

Student Name \_\_\_\_\_

Business/Organization \_\_\_\_\_

Supervisor Signature \_\_\_\_\_

Student Signature \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_

This application must be completed by no later than August 15<sup>th</sup> of your senior year.

The organization/business that the student will be doing their internship for must be willing to keep a log of hours worked and submit monthly reports on the student's progress. By signing below, the business/organization agrees to the above.

---

Business/Organization Representative and Date



**REQUEST TO "TEST OUT" OF A CLASS APPLICATION FORM**

**Student Name:** \_\_\_\_\_ **Please Print**

**Class(es) you are requesting to "test out" of:** \_\_\_\_\_

\_\_\_\_\_

**Parent/Guardian Signature of Approval and Date:** \_\_\_\_\_

\_\_\_\_\_

**Counselor Signature and Date:** \_\_\_\_\_

**Principal Signature and Date:** \_\_\_\_\_

**I understand that I must complete this request by no later than May 15<sup>th</sup> of the prior school year or by no later than December 15<sup>th</sup> of the prior semester. Following is evidence I am presenting as to why I desire to be considered for "testing out" and why I believe I will be successful on the assessment. I understand that if given permission to participate in the "testing out" process, that I may do only once per class and that I must score a 90% or better on the comprehensive examination.**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
**Student signature and date**



# THE HISTORY OF THE UNITED STATES

OF THE

AMERICAN PEOPLE

FROM THE

EARLIEST PERIODS TO THE

PRESENT

BY

W. H. CHAPMAN

AND

W. H. CHAPMAN

OF THE

UNIVERSITY OF CHICAGO

CHICAGO

1892