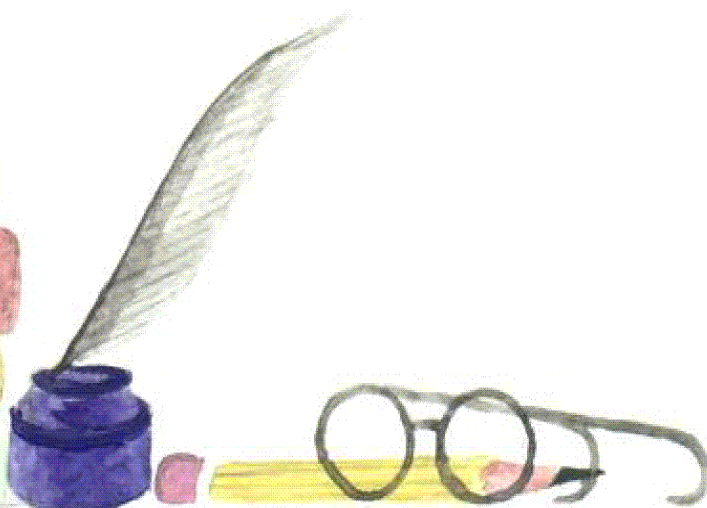


Winnisquam Regional High School

Program of Studies & Career Planning Workbook 2008 - 2009



Including
Six Career Paths,
Sixteen Career Clusters
& Introducing
New Career Pathways
Aligned with
US & NH Department of Education
Standards



ACCREDITATION STATEMENT

Winnisquam Regional High school is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association at:

New England Association of School and Colleges
209 Burlington Road
Bedford, MA 01730-1433
(781) 271-0022

NOTICE OF NON-DISCRIMINATION POLICY UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964 AND TITLE IX OF THE EDUCATION AMENDMENTS OF 1972

It is the policy of School Administrative Unit Fifty-Nine – Winnisquam Regional School District not to discriminate in their educational programs, activities or employment practices on the basis of race, language, sex, age or handicap. No person shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination.

Inquiries may be directed to the Superintendent of Schools, 433 West Main St., Tilton, NH 03276, (603)286-4116 or to the U.S. Commissioner of Education, 330 C St., Washington, D.C. 20201

Grievance procedures are available which provide for prompt and equitable resolution of complaints alleging violations of Title VI or Title IX. These may be obtained at the Office of the Superintendent of Schools, 435 West Main St., Tilton, NH 03276.

NOTICE OF NON-DISCRIMINATION POLICY UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973

Federal law prohibits discrimination on the basis of handicaps in educational programs of activities receiving federal financial assistance.

It is the policy of School Administrative Unit Fifty-Nine - Winnisquam Regional School District – not to discriminate on the basis of handicap in its educational programs, activities or employment policies as required by Section 504 of the Rehabilitation Act of 1973. Inquiries regarding Section 504 may be directed to Norman Couture, Superintendent of Schools, 433 West Main St., Tilton, NH 03276, (603)286-4116, or the Director of the Regional Office of Civil Rights, Department of HEW, 140 Federal St. Boston, MA 02110.

CHILD FIND NOTICE

As mandated by Public Law 94-142, Education for All Children Act, and the NH Standards for the Education of Children with Disabilities, public schools must provide special education for all children determined to be educationally handicapped. The law also requires a school district to identify such children from birth through 21 years of age. This law applies to all children including those in non-public schools, pre-schools, and hospital settings.

Parents or service providers who suspect a child might have an educationally handicapping condition are encouraged to contact that child's school. The principal will provide information on the procedures for determining if a child is educationally handicapped and in need of special education services. For more detailed information about the policies, procedures, services, and building contact persons established in SAU #59 for special education. You may also contact the Director of Pupil Personnel Services at (603) 286-8680.

Mission Statement

Winnisquam Regional High School is a community of learners committed to promoting a sense of PRIDE.

*P*roductive citizenship

*R*espect for self and community

*I*ndividual growth and achievement

*D*etermination to succeed

*E*xcellence in education

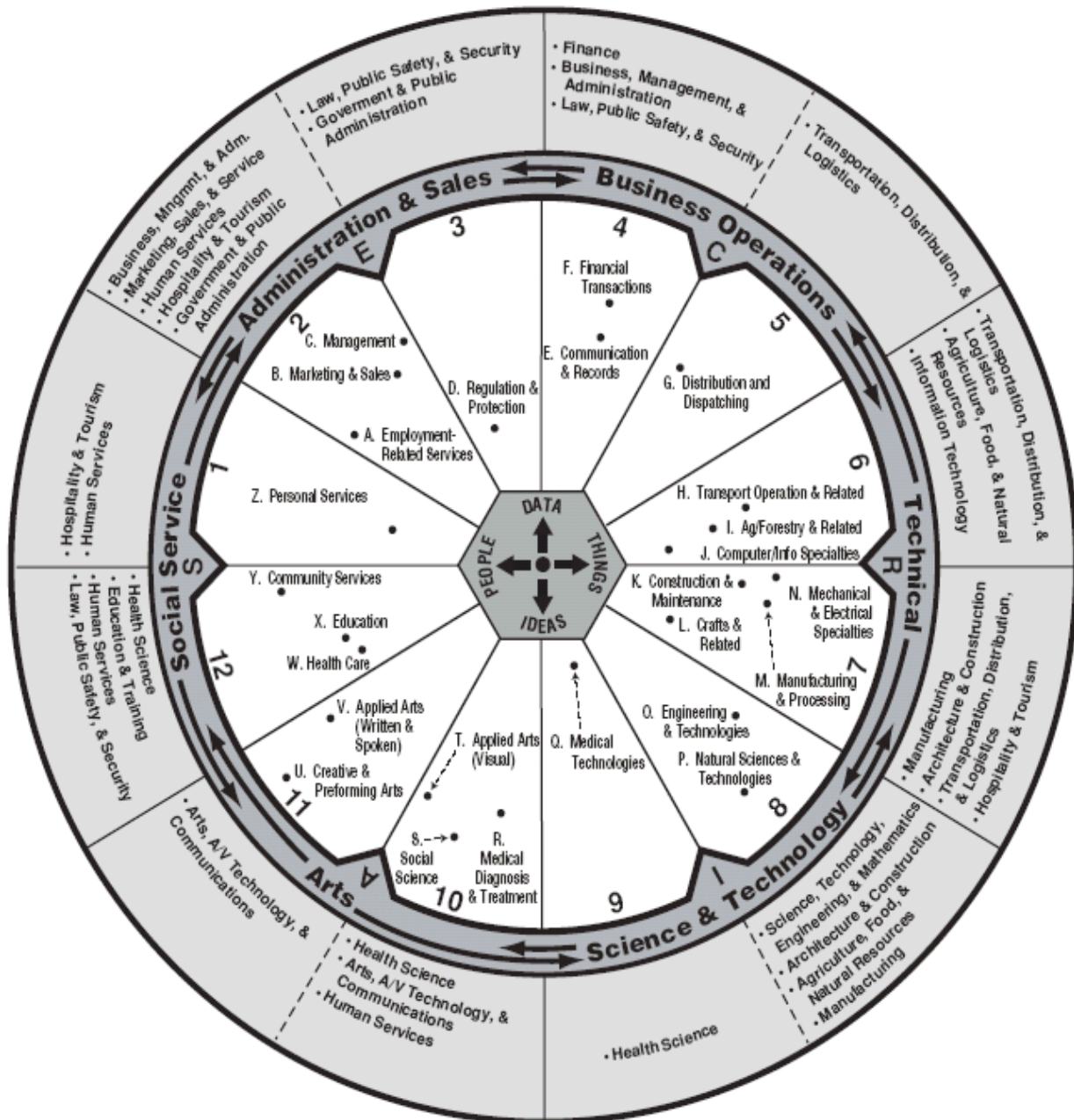
We are committed to a comprehensive system of support to assure these outcomes.

Academic Expectations – Meeting the Standard

1. Develop skills in **literacy** across content areas by:
 - Reading at grade or target level.
 - Comprehending and summarizing or paraphrasing what is read.
 - Reading for a variety of purposes, including research, knowledge, directions and for pleasure, from a variety of sources.
 - Interpreting charts, graphs, diagrams and other graphical representations.
2. Develop **critical thinking** skills across the content areas by:
 - Accurately interpreting evidence, statements, graphics, questions, etc.
 - Identifying relevant arguments pro and con.
 - Offering analysis and evaluation of alternative points of view.
 - Justifying results or procedures and explaining reasons.
 - Drawing warranted conclusions.
3. Develop **problem solving** skills across content areas by:
 - Demonstrating ability to solve problems by defining them, gathering and analyzing information.
 - Applying strategies to generate potential solutions.
 - Assessing effectiveness of each solution and justifying final solution.
4. Develop **communication** skills across content areas by:
 - Comprehending most of the information presented.
 - Demonstrating ability to engage and focus their own written and spoken communication and frequently adapting tone and style for a variety of audiences.
 - Connecting ideas.
 - Comprehending basic language conventions.
 - Responding to most questions with appropriate answers.
 - Extracting basic information by listening to a variety of sources.
5. Develop skills for **productive use of technology** and information resources by:
 - Using several tools to do research, word processing, spreadsheets, graphs, slide shows, with little assistance.
 - Using basic desktop publishing and understanding how to use other technology tools for more sophisticated tasks.
 - Accessing and managing files.
 - Working in an ethical manner.
6. Develop **career, educational, and life planning** skills by:
 - Presenting a portfolio containing at least one career option relating to personal strengths and interests.
 - Collecting relevant data about careers.
 - Recognizing where and how to find training and education needed to pursue a career.
 - Transferring skills needed to repeat this process to other life planning activities.
7. Understand the role of **arts** in society by:
 - Identifying representative forms of the arts such as dance/movement, music, theatre, and visual arts.
 - Identifying cultural influences on the arts.
 - Producing and/or demonstrating at least one art form.
8. Demonstrate **civic responsibility and environmental stewardship** by:
 - Recognizing their responsibility to participate in the democratic process.
 - Participating as an informed community member.
 - Identifying the roles and functions of government.
 - Establishing priorities of concern about the environment.
 - Recognizing the importance of individual involvement for addressing global issues.
9. Demonstrate knowledge and behaviors that will foster the adoption of **healthy lifestyles** by:
 - Identifying a variety of behaviors that decrease risk or increase opportunity for personal well-being in areas of physical, mental, nutritional, and social wellness.
 - Explaining how these behaviors decrease risk or increase opportunity for well-being.
10. Practice **civil, non-violent** methods of communicating differences, resolving conflicts and collaboration by:
 - Differentiating and accepting various points of view.
 - Seeking opportunities to help others.
 - Demonstrating sensitivity to diversity.
 - Experiencing collaboration to accomplish common goals.

World-of-Work Map and U.S. Department of Education Career Clusters

U.S. Department of Education 16 Career Clusters



Six Career Paths

Sixteen Career Clusters

Arts and Communication

Arts, AV Technology & Communications

*Business, Management
and Technology*

Business, Management & Administration
Finance
Information Technology
Marketing, Sales & Service

Health Services

Health Science

Human Services

Education & Training
Government & Public Administration
Hospitality & Tourism
Human Services
Law, Public Safety & Security

*Industrial and
Engineering Technology*

Architecture & Construction
Manufacturing
Science, Technology, Engineering &
Mathematics
Transportation, Distribution & Logistics

Natural Resources/Agriculture

Agriculture, Food & Natural Resources

●●■ career communications, inc. • 6701 W. 64th Street • Overland Park, KS 66202 • (800) 669-7795

American Careers Educational Programs

Career Paths, Career Clusters and Career Pathways Outlined

ARTS AND COMMUNICATION



Arts, A/V Technology and Communications: Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

The following Pathways are available in this career cluster:

- **Audio and Video Technology and Film:** Broadly, individuals that work in the AV communications industry manufacture, sell, rent, design, install, integrate, operate and repair the equipment of audiovisual communications. They are involved in the presentation of sound, video and data to groups in such venues as corporate boardrooms, hotels, convention centers, classrooms, theme parks, stadiums and museums. The major activity sectors in the AV communications industry are distributive service firms (AV dealers, rental companies, consultants, designers, and related firms), manufacturers of AV presentations and communications products and large end-users.
- **Journalism and Broadcasting:** News analysts, reporters and correspondents gather information, prepare stories and make broadcasts that inform us about local, state, national and international events; present points of view on current issues; and report on the actions of public officials, corporate executives, special interest groups and others who exercise power.

Broadcast and sound technicians install, test, repair, set-up and operate the electronic equipment used to record and transmit radio and television programs, cable programs and motion pictures. Chief engineers, broadcast field supervisors and transmission engineers supervise the technicians who operate and maintain broadcasting equipment.

- **Performing Arts:** A variety of businesses and groups involved in theatrical and musical performances are included in this pathway. Theatrical production companies, for example, coordinate all aspects of producing a play or theater event. Agents represent actors and assist them in finding jobs. Costume design management companies design costumes. Lighting and stage crews handle the technical aspects of productions.

Also in this segment are dance studios, schools and halls, which provide places for professional and amateur dancers to practice, perform and learn. Performers of live musical entertainment include musical artists, dance bands, orchestras, jazz musicians and various modern bands. Orchestras range from major professional orchestras with million-dollar budgets to community orchestras often with part-time schedules.

- **Printing Technology:** The printing process has three stages—prepress, press and binding or postpress. Prepress workers prepare material for printing presses. They perform a variety of tasks involved with transforming text and pictures into finished pages and making printing plates of the pages. Desktop publishing poses new challenges for the printing industry. The printing industry is rapidly moving

toward complete “digital imaging,” by which customers’ material received digitally is converted directly into printing plates. Other innovations in prepress work are digital color page makeup systems, electronic page layout systems and off-press color proofing systems. Printing press operators prepare, operate and maintain the printing presses in a pressroom. In most shops, press operators also perform preventive maintenance. Computers allow press operators to perform many of their tasks electronically. With this equipment, press operators monitor the printing process on a control panel or computer monitor, which allows them to adjust the press electronically.

- **Telecommunications:** Telecommunications specialists focus on the interaction between computer and communications equipment. Telecommunications equipment is computerized and can communicate a variety of information, including data, graphics and video. The workers who set up and maintain this sophisticated equipment are telecommunications equipment technicians, installers and repairers.
- **Visual Arts:** Visual artists create art to communicate ideas, thoughts or feelings. They use a variety of methods—painting, sculpting or illustrating—and an assortment of materials, including oils, watercolors, acrylics, pastels, pencils, pen and ink, photography, plaster, clay and computers. Their works may be realistic, stylized or abstract and may depict objects, people, nature or events.

Visual artists are generally categorized in two groups. Fine artists create art to satisfy their own need for self-expression. Illustrators and graphic designers, on the other hand, put their artistic skills at the service of commercial clients, such as major corporations; retail stores; and advertising, design and publishing firms.

BUSINESS MANAGEMENT AND TECHNOLOGY



Business, Management and Administration: Business, Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.

The following Pathways are available in this career cluster:

- **Management:** Employees working in the Management pathway focus on preparation and execution of business activities; supervision of other employees; maintenance of facilities, equipment and supplies; organization of operations and production; utilization of marketing functions to ensure success; performance of financial functions; communication with customers, clients and others; performance of administrative functions; and use of professional services.
- **Business Financial Management and Accounting:** Employees in the Business Financial Management and Accounting pathway help design, install, maintain and use general accounting systems to prepare, analyze and verify financial reports and related economic information to help make important financial decisions for an organization.

- **Human Resources:** Employees working in the Human Resources pathway recruit, interview and hire the most qualified employees and match them to the positions for which they are best suited. Those who work in this pathway also comply with employment and labor laws, provide training and implement activities that boost employees' satisfaction.
- **Business Analysis:** People with careers in the Business Analysis pathway analyze business problems and situations, and then formulate and communicate appropriate solutions. Employees in this cluster research and study business data to create solutions that are the most cost-effective and beneficial to the business while promoting its philosophies and strategies. This pathway also includes the use of business statistics to study and analyze data, teamwork to analyze and formulate solutions, and communication with clients to obtain information and to present projections and solutions.
- **Marketing:** People working in the Marketing pathway manage products and services; conduct research; promote, sell and maintain products and services; and handle communications both inside and outside the organization.
- **Administration and Information Support:** Employees in the Administration and Information Support pathway use technology to perform and coordinate the administrative activities of an office and to ensure that information is collected and disseminated to staff and clients.



Finance: Planning, services for financial and investment planning, banking, insurance, and business financial management.

The following Pathways are available in this career cluster:

- **Financial and Investment Planning:** Employees working in the Financial and Investment Planning pathway provide investment analysis and guidance to help businesses and individuals with their investment decisions.
- **Business Financial Management:** Employees in the Business Financial Management pathway help design, install, maintain and use general accounting systems to prepare, analyze and verify financial reports and related economic information to help make important financial decisions for an organization.
- **Banking and Related Services:** Employees working in the Banking and Related Services pathway provide loans, credit and payment services to businesses and individuals.
- **Insurance Services:** Employees in the Insurance Services pathway provide protection to individuals and businesses against financial losses resulting from a variety of situations.



Information Technology: Building Linkages in IT Occupations Framework: For Entry Level, Technical, and Professional Careers Related to the Design, Development, Support and Management of Hardware, Software, Multimedia, and Systems Integration Services.

The following Pathways are available in this career cluster:

- **Network Systems:** Careers in Network Systems involve network analysis, planning and implementation; including design, installation, maintenance and management of network systems. Successful establishment and maintenance of information technology infrastructure is critical to the success of almost every 21st century organization.

People with expertise in Network Systems are in high demand for a variety of positions in organizations of all sizes and types, doing work such as creating and maintaining the infrastructure in medical facilities that enables multiple doctors to view the same patient's X-rays in real-time to determine the diagnosis and the best treatment.

- **Information Support and Services:** Careers in Information Support and Services involve IT deployment, including implementing computer systems and software, providing technical assistance and managing information systems.

Successful IT deployment — implementation of computer systems and software, provision of technical assistance, creation of technical documentation and management of information systems — is critical to the success of most 21st century organizations. People with expertise in Information Support and Services are in high demand for a variety of positions in organizations of all sizes and types, doing work such as integrating multiple databases at a global investment company, enabling employees to share information between the New York, Paris and Hong Kong offices and improving service to customers.

- **Programming and Software Development:** Careers in Programming and Software Development involve the design, development, implementation and maintenance of computer systems and software, requiring knowledge of computer operating systems, programming languages and software development. People with expertise in programming and software development work with cutting-edge technologies to develop tomorrow's products for use by businesses and consumers.

While many of the career opportunities in this area are in software companies, large organizations of other types—such as Financial Services and Business—also offer many opportunities. People with expertise in programming and software development are in high demand, doing work such as creating the software that launches and runs NASA space shuttles.

- **Interactive Media:** Careers in Interactive Media involve creating, designing and producing interactive multimedia products and services, including development of digitally-generated or computer-enhanced media used in business, training, entertainment, communications and marketing.

Organizations of all types and sizes use digital media (the World Wide Web, CD-ROM, DVD) to communicate with existing and potential customers, to track transactions, and to collaborate with colleagues. Interactive media experts can find employment opportunities in organizations of all sizes and types, doing work such as creating e-business auction Web sites that allow people around the world to buy and sell items in real-time.



Marketing, Sales and Service: Planning, managing, and performing marketing activities to reach organizational objectives

The following Pathways are available in this career cluster:

- *Management and Entrepreneurship:*
- *Professional Sales and Marketing*
- *Buying and Merchandising*
- *Marketing Communications and Promotion*
- *Marketing Information, Management and Research*
- *Distribution and Logistics*
- *E-Marketing*

HEALTH SERVICES



Health Science: Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

The following Pathways are available in this career cluster:

- ***Therapeutic Services:*** Careers in the Therapeutic Services pathway are focused primarily on changing the health status of the patient over time. Health professionals in this pathway work directly with patients; they may provide care, treatment, counseling and health education information.
- ***Diagnostic Services:*** Careers in the Diagnostic Services pathway use tests and evaluations that aid in the detection, diagnosis and treatment of diseases, injuries or other physical conditions.
- ***Health Informatics:*** Careers in the Health Informatics pathway include many different levels of health care related employment. This pathway includes health care administrators who manage health care agencies as well as those individuals who are responsible for managing all of the patient data and information, financial information, and computer applications related to health care processes and procedures.
- ***Support Services:*** Careers in the Support Services pathway provide a therapeutic environment for the delivery of health care. Support Services offers a full range of career opportunities from entry level to management, including technical and professional careers.

- **Biotechnology Research and Development:** Careers in the Biotechnology Research and Development pathway involve bioscience research and development as it applies to human health. These scientists may study diseases to discover new treatments or invent medical devices used to directly assist patients or to improve the accuracy of diagnostic tests.

HUMAN SERVICES



Education and Training: Planning, managing and providing education and training services, and related learning support services.

The following Pathways are available in this career cluster:

- **Teaching and Training:** In addition to being knowledgeable in their subject, teachers and trainers must have the ability to communicate, inspire trust and confidence, and motivate learners, as well as understand their educational and emotional needs. Teachers must be able to recognize and respond to individual differences in diverse learners, and employ different teaching/training methods that will result in higher learner achievement.
- **Professional Support Services:** The Professional Support Services pathway represents a variety of highly specialized occupations that are critical to our education and training systems. Counselors, psychologists, social workers, speech-language pathologists and audiologists assist people with personal and family needs, mental health assistance, educational goals and career decision making.
- **Administration and Administrative Support:** Smooth operation of any education or training institution requires competent administration. Administrators provide direction, leadership and day-to-day management of educational activities in schools, preschools, daycare centers, colleges, universities, businesses and industries, correctional institutions, museums, and job training and community service organizations.



Government and Public Administration: Executing governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels.

The following Pathways are available in this career cluster:

- **Governance:** People who work in the Governance pathway include the officials elected or appointed to government positions responsible for making and executing public policy. This pathway includes the President and members of Congress, governors and state legislators, and local elected officials such as councilpersons or commissioners. Also included are the staff members that support them. Careers in this pathway often require working with constituents or interest groups with conflicting goals. Leadership, consensus building and conflict resolution are important skills for success.
- **National Security:** Maintaining a strong national security encompasses such diverse activities as running a hospital, commanding a tank, programming computers, operating a nuclear reactor, or repairing and maintaining a helicopter. The military provides training and work experience in these fields and many others for more than 2.5 million people who serve in the active Army, Navy, Marine Corps, Air Force, and Coast Guard, their Reserve components, and the Air and Army National Guard.
- **Foreign Service:** People who work in the Foreign Service pathway serve in embassies, consulates and other diplomatic missions and in Washington, D.C. Job responsibilities range from day-to-day operations of a U.S. embassy to analyzing political and economic events or helping American citizens abroad.
- **Planning:** People who work in the Planning pathway develop long- and short-term land use plans to provide for growth and revitalization of urban, suburban and rural communities, while helping local officials make decisions concerning social, economic and environmental issues. Planners promote the best use of a community's land and resources for residential, commercial, institutional and recreational purposes.
- **Revenue and Taxation:** People who work in the Revenue and Taxation pathway ensure that governments obtain revenues from businesses and citizens by collecting tax dollars, reviewing tax returns, conducting audits, monitoring taxes payable and collecting overdue tax dollars.
- **Regulation:** People who work in the Regulation pathway will typically possess a body of technical knowledge about an industry, the environment or technology. This—coupled with a knowledge of related laws, rules and regulatory systems—permit regulators to protect our health, safety and environment as well as ensure the integrity of our financial, transportation and public utility industries. The work may include physical inspections, audits, investigations and the reports, citations, hearings and courtroom trials required to enforce a myriad of regulatory requirements.

- **Public Management and Administration:** Government agencies and public corporations and trusts have specific and rigorous standards for the stewardship of public resources. Public management careers will require technical skills related to budgeting, personnel management, procurement or other activities, and specific knowledge of the regulations and other policies that govern public management.



Hospitality and Tourism: Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.

The following Pathways are available in this career cluster:

- **Restaurant and Food/Beverage Services:** Employees working in the Restaurant and Food/Beverage Services pathway perform a variety of tasks to maintain operations and promote guest services in eating and drinking establishments.
- **Lodging:** Employees working in the Lodging pathway perform tasks related to the operation of lodging facilities and the care of guests who use these facilities, either through direct guest contact or the provision of background services that enhance the guest experience.
- **Travel and Tourism:** Employees in the Travel and Tourism pathway focus on the development, research, packaging, promotion and delivery of a traveler's experiences. There is a broad range of jobs in this pathway. Employees may be involved in developing a heritage area for the enjoyment and education of visitors, creating guide books, planning trips and events, managing a customer's travel plans or overseeing a huge urban convention center.
- **Recreation, Amusements and Attractions:** Employees looking for exciting and diverse work situations are best suited for the Recreation, Amusements and Attractions pathway. The work is often demanding but never boring. Good customer service skills are essential for success. Employees must also understand what makes each operation unique. Technical skills are location-specific, and training is handled on the job.



Human Services: Preparing individuals for employment in career pathways that relate to families and human needs.

The following Pathways are available in this career cluster:

- **Early Childhood Development and Services:** People with careers in early childhood development and services nurture and teach children. They provide services in childcare centers, nursery schools, preschools, public schools, private households, family childcare homes, and before- and after-school programs.
- **Counseling and Mental Health Services:** People working in counseling and mental health services assist people with personal, family, educational, mental health, and career decisions and problems. Mental health care may be provided in hospitals, clinics, schools or private settings.
- **Family and Community Services:** Employees with careers in family and community 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 under-employed; care for the elderly and the physically and mentally disabled; help the needy obtain financial assistance; and solicit contributions for various social services organizations.
- **Personal Care Services:** People with careers in personal care services assist individuals with their personal appearance, including shampooing, cutting, coloring and styling hair; giving manicures, pedicures, and scalp and facial treatments; providing makeup analysis; cleaning and styling wigs and hairpieces; and providing personal fitness training. Also, within personal care services, funeral directors and attendants make funeral arrangements for grieving families.
- **Consumer Services:** People with careers in consumer services assist individuals with decisions and problems relating to finance, real estate, insurance and consumer goods.



Law, Public Safety and Security: Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.

The following Pathways are available in this career cluster:

- **Correction Services:** Workers in the Correction Services pathway are responsible for overseeing individuals who have been arrested and are awaiting trial or who have been convicted of a crime and sentenced to serve time in a jail, reformatory, or penitentiary. While the

primary mission of corrections is protection of the public, many in this field are involved with the treatment, education and reintegration of offenders.

- **Emergency and Fire Management Services:** Every year, fires and other emergencies take thousands of lives and destroy property worth billions of dollars. Firefighters and emergency services workers help protect the public against these dangers by rapidly responding to a variety of emergencies. They are frequently the first emergency personnel at the scene of a traffic accident or medical emergency and may be called upon to put out a fire, treat injuries or perform other vital functions.
- **Security and Protective Services:** Security personnel often work in public buildings such as museums or art galleries to protect paintings and exhibits by inspecting people and packages entering and leaving the building. In factories, laboratories, government buildings, data processing centers, and military bases, security officers protect information, products, computer codes, and defense secrets and check the credentials of people and vehicles entering and leaving the premises.
- **Law Enforcement Services:** People depend on police officers and detectives to protect their lives and property. Law enforcement officers have duties that range from controlling traffic to preventing and investigating crimes. They maintain order; enforce laws and ordinances; issue traffic summonses; investigate accidents; present evidence in court; serve legal documents for the court system; and apprehend, arrest and process prisoners.
- **Legal Services:** The legal system affects nearly every aspect of our society, from buying a home to crossing the street. Workers in the Legal Services pathway form the backbone of this vital system, linking it to society in myriad ways. For this reason, they hold positions of great responsibility and are obligated to adhere to a strict code of ethics.

INDUSTRIAL AND ENGINEERING TECHNOLOGY



Architecture and Construction: Careers in designing, planning, managing, building and maintaining the built environment.

The following Pathways are available in this career cluster:

- **Design/Pre-Construction:** People with careers in design and pre-construction create our future! They turn a concept into a set of plans. Their plans guide other construction professionals as they continue the building process.
- **Construction:** Employees in construction literally build our future! 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.

- **Maintenance/Operations:** Employees with careers in maintenance/operations keep our future intact! These are the people who unload, inspect, and move new equipment into position. They determine the optimal placement of machines in a plant, assemble machinery, install machinery, repair machinery and perform preventive maintenance. They detect, diagnose and correct minor problems on machinery. They keep the structure of an establishment in good repair. They maintain the smooth operation of refineries, power plants, chemical plants and mills.



Manufacturing: Planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.

The following Pathways are available in this career cluster:

- **Production:** People with careers in production work on the shop floor making parts or assembling them. They work with machines, making or assembling electronic parts, constructing or assembling modular housing, performing welding jobs, or printing various materials.
- **Manufacturing Production Process Development:** Employees in Manufacturing Production Process Development are responsible for product design and design of the manufacturing process. They work with customers to ensure the manufacturing process produces a product that meets or exceeds customer expectations. They also monitor the manufacturing process and the materials used to manufacture the product.
- **Maintenance, installation and Repair:** People with careers in Maintenance, Installation and Repair perform preventive maintenance procedures on machines, tools and equipment. These are performed routinely and on a regular basis. They also troubleshoot and repair electrical, electronic and mechanical systems. This will include mechanical repair as well as using computer-based inventory control systems, retrieving information histories on each machine from computer records, and recording repair activities on the system to keep accurate records of repairs performed on each machine.
- **Quality Assurance:** Quality Assurance employees assure that standards and procedures are adhered to and that delivered products or services meet performance requirements. They may have responsibility for monitoring and maintaining the quality of parts and manufacturing processes. This could include identifying the raw product to ensure it meets specifications, as well as measuring or otherwise testing products and parts to ensure they meet required customer specifications.
- **Logistics and Inventory Control:** Similar to many of the jobs in other manufacturing pathways, quality assurance jobs are either going to grow more slowly than the average or are going to decline in growth. Increasing automations of quality inspections and building quality into the production process mean that these positions are not in demand as they once were.

- **Health, Safety and Environmental Assurance:** Employees in Health, Safety and Environmental Assurance ensure that the equipment is being used safely in the workplace; plan for safety in new production processes; conduct health, safety and/or environmental incident and hazard investigations; conduct preventive health, safety and/or environmental incident and hazard inspections; and implement health, safety and/or environmental programs, projects, policies or procedures. They may train workers in health, safety and/or environmental issues and provide event documentation.



Science, Technology, Engineering and Mathematics: Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.

The following Pathways are available in this career cluster:

- **Engineering and Technology:** For a future in the Engineering and Technology pathway, students should study and apply principles from advanced mathematics, life sciences, physical science, earth and space science, and technology. In addition, future engineers and technologists should learn certain processes in mathematics, science and technology.
- **Science and Mathematics:** Those who choose careers in the Science and Mathematics pathway apply essential mathematics and science content and skills in a real world context. Science and mathematics occupations include those in physical, environmental and human endeavors. Career possibilities range from teachers of science and mathematics to lab technicians to NASA astronauts.



Transportation, Distribution and Logistics: Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

The following Pathways are available in this career cluster:

- **Transportation Operations:** Careers in the Transportation Operations pathway are really on the move! These are the people that drive or pilot the vehicles that transport people and freight. Equally important to this pathway are the support people who ensure that any cargo transport is safe, secure, and on time.
- **Logistics Planning and Management:** Careers in the Logistics Planning and Management pathway involve the planning, management and control of the physical distribution of materials, products, and people. Often, more than one mode of transportation is used as distribution efforts can be complex, even national or global. These people are responsible for the plans which will ensure that cargo arrives at the right location, on time, and in the safest, most economical manner.

- **Warehousing and Distribution Center Operations:** Careers in Warehousing and Distribution Center Operations focus on the operation of transportation and distribution facilities including ports, terminals, warehouses, and other types of facilities. All cargo needs to be tracked, sorted, labeled, and loaded accurately and safely. Timing is also important, since many loads must adhere to a schedule in order to satisfy the needs of the customer.
- **Facility and Mobile Equipment Maintenance:** Careers in the Facility and Mobile Equipment Maintenance pathway include the maintenance, repair, and servicing of vehicles and transportation facilities, as well as the refueling of mobile equipment. All transportation relies on equipment which must function as designed, whenever needed. The people in this pathway keep the equipment and machinery running while looking for more efficient, safe, and cost-effective ways to do so.
- **Transportation Systems/Infrastructure Planning, Management and Regulation:** Careers in the Transportation Systems/Infrastructure Planning, Management and Regulation pathway deal with all aspects of the design and operation of our public transportation systems – road, air, sea and rail. These functions are primarily the responsibility of people who are employed by federal, state and local transportation agencies. Many businesses work to assist these agencies in their efforts.
- **Health, Safety and Environmental Management:** Careers in the Health and Safety Management pathway involve assessing and managing risks associated with safety and environmental issues. The well-being of people and our environment is more important and challenging today than ever before in history. The people employed in this important pathway research, plan and carry out activities to make our environment safer and cleaner.
- **Sales and Service:** Careers in the Sales and Service pathway involve the marketing and selling of transportation services to new customers as well as the management of existing customer relationships and customer service. Transportation businesses move passengers and freight to meet customer needs and demands. Successful businesses need skilled employees to provide excellent customer service.

NATURAL RESOURCES/AGRICULTURE



Agriculture, Food and Natural Resources: The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.

The following Pathways are available in this career cluster:

- **Food Products and Processing Systems:** People who work in the Food Products and Processing pathway discover new food sources, analyze food content and develop ways to process, preserve, package or store food according to industry and government regulations. They create new food products to meet consumer needs and inspect food-processing areas to ensure that sanitation, safety, quality and waste management standards are met.
- **Plant Systems:** People who work in the Plant Systems pathway study plants and their growth. This helps producers of food, feed and fiber crops continue to feed a growing population while conserving natural resources and maintaining the environment. Individuals in this

pathway also develop ways to improve the nutritional value of crops and the quality of seeds. They use genetic engineering to develop crops resistant to pests and drought.

- **Animal Systems:** People who work in the Animal Systems pathway work to develop better, more efficient ways of producing and processing meat, poultry, eggs and dairy products. They study genetics, nutrition, reproduction, growth and development of domesticated farm animals. Some individuals inspect and grade livestock food products, purchase livestock or work in technical sales or marketing. Others advise agricultural producers on how to upgrade animal housing facilities properly, lower mortality rates, handle waste matter or increase production of animal products, such as milk or eggs. Animal care workers train, feed, water, groom, bathe and exercise animals. They also clean, disinfect and repair their cages.
- **Power, Structural and Technical Systems:** People who work in the Power, Structural and Technical Systems pathway apply knowledge of engineering, hydraulics, pneumatics, electronics, power, structures, and controls to the field of agriculture. They design agricultural structures as well as machinery and equipment. They develop ways to conserve soil and water and to improve the processing of agricultural products.
- **Natural Resource Systems:** People who work in the Natural Resource Systems pathway perform a variety of tasks from helping to develop, maintain, and manage the forest and natural environment to catching and trapping various types of marine life for human consumption, animal feed, bait and other uses. Forest and rangelands supply wood products, livestock forage, minerals and water; serve as sites for recreational activities; and provide habitats for wildlife. Conservation scientists and foresters manage, develop, use and help protect these and other natural resources.
- **Environmental Service Systems:** People who work in the Environmental Service Systems pathway are involved in water and air pollution control, recycling, waste disposal and public health issues. Environmental engineers and technicians conduct hazardous-waste management studies, evaluate the significance of the hazard, offer analysis on treatment and containment, and develop regulations to prevent mishaps. They design municipal sewage and industrial wastewater systems. They analyze scientific data, research environmental projects and perform quality control checks.
- **Agribusiness Systems:** Agribusiness is the coordination of all activities that contribute to the production, processing, marketing, distribution, financing and development of agricultural commodities and resources. This includes food, fiber, wood products, natural resources, horticulture, and other plant and animal products and services. Agribusiness is a high-tech industry that uses satellite systems, computer databases and spreadsheets, biotechnology and many other innovations to increase efficiency and profitability.

Five Year Academic Career Planning Worksheet

- Step 1:** Check off the courses you have already taken and successfully passed.
Step 2: Check off the courses you are currently taking and expect to pass this year.
Step 3: Plan courses you would like to take in future years.

	<i>Transition</i>	<i>Freshman</i>	<i>Sophomore</i>	<i>Junior</i>	<i>Senior</i>
English	<ul style="list-style-type: none"> ○ <i>Language Arts 8</i> ○ <i>Reading 8</i> 	<ul style="list-style-type: none"> ○ English 9 	<ul style="list-style-type: none"> ○ English 10 	<ul style="list-style-type: none"> ○ Literature Elective <hr/> <ul style="list-style-type: none"> ○ Writing Elective <hr/>	<ul style="list-style-type: none"> ○ Literature Elective <hr/> <ul style="list-style-type: none"> ○ Writing Elective <hr/>
Mathematics	<ul style="list-style-type: none"> ○ <i>Mathematics 8</i> ○ <i>Pre-Algebra</i> ○ <i>Algebra I</i> 	<ul style="list-style-type: none"> ○ Pre-Algebra & ○ Pre-Geometry ○ Algebra I ○ Algebra II and/or ○ Geometry 	<ul style="list-style-type: none"> ○ Algebra I ○ Algebra II and/or ○ Geometry ○ Pre-Calculus 	<ul style="list-style-type: none"> ○ Algebra II and/or ○ Geometry ○ Pre-Calculus ○ Statistics 	<ul style="list-style-type: none"> ○ Algebra II and/or ○ Geometry ○ Pre-Calculus ○ AP Calculus ○ Statistics
Science	<ul style="list-style-type: none"> ○ <i>Science 8</i> 	<ul style="list-style-type: none"> ○ Earth Science or ○ Agricultural Science 	<ul style="list-style-type: none"> ○ Earth Science ○ Biology and/or ○ Agricultural Science 	<ul style="list-style-type: none"> ○ Chemistry 	<ul style="list-style-type: none"> ○ AP Chemistry ○ Physics
Social Studies	<ul style="list-style-type: none"> ○ <i>Social Studies 8</i> 	<ul style="list-style-type: none"> ○ World History & Geography 	<ul style="list-style-type: none"> ○ US History I 	<ul style="list-style-type: none"> ○ Economics ○ US History II ○ AP US History II 	<ul style="list-style-type: none"> ○ Economics ○ US History II ○ AP US History II
Foreign Language	<ul style="list-style-type: none"> ○ <i>Spanish I</i> ○ <i>French I</i> 	<ul style="list-style-type: none"> ○ Exploring Spanish ○ Exploring French ○ Spanish _____ ○ French _____ 	<ul style="list-style-type: none"> ○ Exploring Spanish ○ Exploring French ○ Spanish _____ ○ French _____ 	<ul style="list-style-type: none"> ○ Spanish _____ ○ French _____ 	<ul style="list-style-type: none"> ○ Spanish _____ ○ French _____
Physical Education	<ul style="list-style-type: none"> ○ <i>Physical Education 8</i> 	<ul style="list-style-type: none"> ○ Physical Education 9 	<ul style="list-style-type: none"> ○ Adventure Activities ○ Lifetime Activities ○ Team Sports ○ Weight Training 	<ul style="list-style-type: none"> ○ Adventure Activities ○ Lifetime Activities ○ Team Sports ○ Weight Training 	<ul style="list-style-type: none"> ○ Adventure Activities ○ Lifetime Activities ○ Team Sports ○ Weight Training
Health	<ul style="list-style-type: none"> ○ <i>Health 8</i> 		<ul style="list-style-type: none"> ○ Health 10-12 	<ul style="list-style-type: none"> ○ Health 10-12 	<ul style="list-style-type: none"> ○ Health 10-12
Fine Arts	<ul style="list-style-type: none"> ○ <i>Visual Art</i> ○ <i>Performing Art</i> 				
Computers	<ul style="list-style-type: none"> ○ <i>Computer Literacy</i> 	The Information and Communication Technology (ICT) requirement will be met in one of three ways: <ul style="list-style-type: none"> ○ Completion of an upper-level computer course (8th Grade Computer Literacy or Computer Literacy are pre-requisites) ○ Preparation of an integrated digital portfolio of computer work through your regular coursework ○ Completion of a Senior ICT Portfolio Course 			
Electives					<ul style="list-style-type: none"> ○ American Government and Citizenship ○ Cold War <p style="text-align: center;"><i>Either of these courses may be used to meet the State Scholar Initiative requirement for US History and Government.</i></p>



Agriculture, Food & Natural Resources

	Transition	Freshman	Sophomore	Junior	Senior
English	<ul style="list-style-type: none"> Language Arts 8 Reading 8 	<ul style="list-style-type: none"> English 9 	<ul style="list-style-type: none"> English 10 	<ul style="list-style-type: none"> Literature Elective Writing Elective 	<ul style="list-style-type: none"> Literature Elective Writing Elective
Mathematics	<ul style="list-style-type: none"> Mathematics 8 Pre-Algebra Algebra I 	<ul style="list-style-type: none"> Pre-Algebra & Pre-Geometry Algebra I Algebra II and/or Geometry 	<ul style="list-style-type: none"> Algebra I Algebra II and/or Geometry Pre-Calculus H 	<ul style="list-style-type: none"> Algebra II and/or Geometry Pre-Calculus H Statistics 	<ul style="list-style-type: none"> Algebra II and/or Geometry Pre-Calculus H AP Calculus Statistics
Science	<ul style="list-style-type: none"> Science 8 	<ul style="list-style-type: none"> Earth Science or Agricultural Science 	<ul style="list-style-type: none"> Earth Science Biology and/or Agricultural Science 	<ul style="list-style-type: none"> Chemistry 	<ul style="list-style-type: none"> AP Chemistry Physics
Social Studies	<ul style="list-style-type: none"> Social Studies 8 	<ul style="list-style-type: none"> World History & Geography 	<ul style="list-style-type: none"> US History I 	<ul style="list-style-type: none"> Economics US History II AP History II 	<ul style="list-style-type: none"> Economics US History II AP History II
Foreign Language	<ul style="list-style-type: none"> Spanish I French I 	<ul style="list-style-type: none"> Spanish I French I Spanish II French II 	<ul style="list-style-type: none"> Exploring Spanish Exploring French Spanish I French I Spanish II French II Spanish III French III 	<ul style="list-style-type: none"> Exploring Spanish Exploring French Spanish II French II Spanish III French III Spanish IV H French IV H 	<ul style="list-style-type: none"> Spanish III French III Spanish IV H French IV H Spanish V H French V H
Physical Education	<ul style="list-style-type: none"> Physical Education 8 	<ul style="list-style-type: none"> Physical Education 9 	<ul style="list-style-type: none"> Adventure Activities Lifetime Activities Team Sports Weight Training 	<ul style="list-style-type: none"> Adventure Activities Lifetime Activities Team Sports Weight Training 	<ul style="list-style-type: none"> Adventure Activities Lifetime Activities Team Sports Weight Training
Health	<ul style="list-style-type: none"> Health 8 	<ul style="list-style-type: none"> Students must complete one 0.5 credit Health course for WRHS graduation. 			
Fine Arts	<ul style="list-style-type: none"> Visual Art Performing Art 	<ul style="list-style-type: none"> Students must complete one 0.5 credit Fine Arts course for WRHS graduation. 			
Computer Literacy	<ul style="list-style-type: none"> Computer Literacy 	<p>The Information and Communication Technology (ICT) requirement will be met in one of three ways:</p> <ul style="list-style-type: none"> Completion of an upper-level computer course (8th Grade Computer Literacy or Computer Literacy are pre-requisites) Preparation of an integrated digital portfolio of computer work through your regular coursework Completion of a Senior ICT Portfolio Course 			
Technical Electives	<ul style="list-style-type: none"> Introduction to Agriculture 8 Technical Education Career Guidance 8 	<ul style="list-style-type: none"> Introduction to Agriculture 9 Agricultural Science 	<p>WRHS Agricultural Center</p> <ul style="list-style-type: none"> Horticulture: Interior Horticulture: Exterior Animal Biology Forestry & Natural Resources Veterinary Services 	<p>WRHS Agricultural Center</p> <ul style="list-style-type: none"> Horticulture: Interior Horticulture: Exterior Consumer Agriculture: Plant Kingdom Animal Biology Consumer Agriculture: Animal Kingdom Forestry & Natural Resources Veterinary Services <p>JO Huot Technical Center</p> <ul style="list-style-type: none"> Biotechnology 	<p>WRHS Agricultural Center</p> <ul style="list-style-type: none"> Horticulture: Interior Horticulture: Exterior Consumer Agriculture: Plant Kingdom Animal Biology Consumer Agriculture: Animal Kingdom Forestry & Natural Resources Veterinary Services <p>JO Huot Technical Center</p> <ul style="list-style-type: none"> Biotechnology
Career Cluster Electives	<ul style="list-style-type: none"> Science 8 Career Guidance 8 		<ul style="list-style-type: none"> Biology Lab 	<ul style="list-style-type: none"> Chemistry Lab <p>State Scholar Initiative</p> <ul style="list-style-type: none"> American Government and Citizenship Cold War 	<ul style="list-style-type: none"> Physics Lab <p>State Scholar Initiative</p> <ul style="list-style-type: none"> American Government and Citizenship Cold War



Agriculture, Food & Natural Resources

WRHS Learning Expectations <ul style="list-style-type: none"> ○ Literacy skills ○ Critical thinking skills ○ Problem solving skills ○ Communication skills ○ Productive use of technology 	<ul style="list-style-type: none"> ○ Career, educational and life planning ○ Understand the role of arts ○ Civic responsibility and environmental stewardship ○ Healthy lifestyles ○ Civil, non-violent conflict resolution 	Cluster Knowledge and Skills <ul style="list-style-type: none"> ○ Academic Foundations ○ Communications ○ Problem Solving and Critical Thinking ○ Information Technology Systems 	<ul style="list-style-type: none"> ○ Safety, Health and Environment ○ Leadership and Teamwork ○ Ethics and Legal Responsibilities ○ Employability and Career Development ○ Technical Skills
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Pathways	Food Products and Processing Systems	Plant Systems	Animal Systems	Power, Structural & Technical Systems	Natural Resources Systems	Environmental Service Systems	Agribusiness Systems
Sample Career Specialties / Occupations	<ul style="list-style-type: none"> ○ Agricultural Sales ○ Agricultural Communications Specialists ○ Business-Educators ○ Food Scientists ○ Meat Processors-Toxicologists ○ Biochemists-Nutritionists-Dieticians ○ Food Brokers-Food Inspectors ○ Meat Cutters-Meat Graders ○ Meat Science Researchers ○ Food Meal Supervisors ○ Cheese Makers ○ Microbiologists ○ Produce Buyers ○ Bacteriologists ○ Food & Drug Inspectors ○ Bioengineers ○ Biochemists ○ Food & Fiber Engineers ○ Food Processors ○ Storage Supervisors ○ Fieldman ○ Quality Control Specialists 	<ul style="list-style-type: none"> ○ Bioinformatics Specialists ○ Plant Breeders and Geneticists ○ Biotechnology Lab Technician ○ Soil & Water Specialists ○ Crop Farm Managers ○ Agricultural Educators ○ Plant Pathologists ○ Aquaculturalists ○ Sales Representatives ○ Botanists ○ Tree Surgeons ○ Education & Extension Specialists ○ Agricultural Journalists ○ Commodity Marketing Specialists ○ Grain Operations Superintendents ○ Custom Hay/Silage Operators ○ Forest Geneticists ○ Golf Course Superintendents ○ Greenhouse Mangers ○ Farmers ○ Ranchers 	<ul style="list-style-type: none"> ○ Agricultural Educators ○ Livestock Producers ○ AI Technicians-Aquaculturalists ○ Animal Caretakers-Poultry Managers ○ Equine Managers-Veterinarians ○ Veterinary Assistants ○ Animal Scientists ○ Embryo Technologists ○ Livestock Buyers ○ Feed Sales Representatives ○ Vivarian Technicians ○ Wildlife Biologists ○ Livestock Geneticists ○ Animal Nutritionists ○ Dairy Producers ○ Livestock Inspectors ○ Feed Sales Specialists ○ Animal Health Salespersons ○ Meat Science Researcher ○ Reproductive Physiologists ○ Embryo Transfer Technicians ○ Pet Shop Operators ○ USDA Inspectors 	<ul style="list-style-type: none"> ○ Machine Operators ○ Electronics Systems Technicians ○ Agricultural Engineers ○ Agricultural Engineering Specialists ○ Heavy Equipment Maintenance Technicians ○ Recycling Technicians ○ Waste Water Treatment Plant Operators ○ Equipment/Parts Mangers ○ Welders ○ Machinists ○ Communication Technicians ○ Agricultural Software Developers ○ Database Administrators ○ Computer Service Technical Support Technicians ○ Information Lab Specialists ○ GPS Technicians ○ Remote Sensing Specialists 	<ul style="list-style-type: none"> ○ Cartographers ○ Wildlife Managers ○ Range Technicians ○ Ecologists ○ Park Mangers ○ Environmental Interpreters ○ Fish and Game Officers ○ Loggers ○ Forest Technicians ○ Log Graders ○ Pulp and Paper Manager ○ Soil Geology Technician ○ Geologists ○ Mining Engineers ○ Fisheries Technicians ○ Water Monitoring Technician ○ Hydrologists ○ Fish Hatchery Manager ○ Commercial Fishermen ○ Fishing Vessel Operators ○ Vessel Crew 	<ul style="list-style-type: none"> ○ Pollution Prevention and Control Managers ○ Pollution Prevention and Control Technicians ○ Environmental Sampling and Analysis Scientist/Technician ○ Health and Safety Sanitarians ○ Environmental Compliance Managers ○ Hazardous Materials Handlers ○ Hazardous Materials Technicians ○ Water Environment Managers ○ Water Quality Managers ○ Toxicologists ○ Solid Waste Disposers / Recyclers ○ Solid Waste Technician ○ Solid Waste Managers ○ Solid Waste Specialists 	<ul style="list-style-type: none"> ○ Salesperson ○ Sales Manager ○ Banker/Loan Officer ○ Farm Investment Manager ○ Agricultural Commodity Broker ○ Agricultural Economist ○ Farmer/Rancher/Feedlot Operator ○ Farm Manager ○ Livestock Rancher / Breeder ○ Dairy Herd Supervisor (DHIA) ○ Agricultural Products Buyer ○ Animal Health Products Distributor ○ Livestock Seller ○ Feed and Supply Store Manager ○ Produce Commission Agent ○ Ag Lenders ○ Agricultural Chemical Dealer ○ Field Service Representative ○ Chemical Sales Representative

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Architecture & Construction

	Transition	Freshman	Sophomore	Junior	Senior
English	<ul style="list-style-type: none"> o <i>Language Art 8</i> o <i>Reading 8</i> 	<ul style="list-style-type: none"> o English 9 	<ul style="list-style-type: none"> o English 10 	<ul style="list-style-type: none"> o Literature Elective o Writing Elective 	<ul style="list-style-type: none"> o Literature Elective o Writing Elective
Mathematics	<ul style="list-style-type: none"> o <i>Mathematics 8</i> o <i>Pre-Algebra</i> o <i>Algebra I</i> 	<ul style="list-style-type: none"> o Pre-Algebra & o Pre-Geometry o Algebra I o Algebra II and/or o Geometry 	<ul style="list-style-type: none"> o Algebra I o Algebra II and/or o Geometry o Pre-Calculus H 	<ul style="list-style-type: none"> o Algebra II and/or o Geometry o Pre-Calculus H o Statistics 	<ul style="list-style-type: none"> o Algebra II and/or o Geometry o Pre-Calculus H o AP Calculus o Statistics
Science	<ul style="list-style-type: none"> o <i>Science 8</i> 	<ul style="list-style-type: none"> o Earth Science and/or o Agricultural Science 	<ul style="list-style-type: none"> o Earth Science o Biology and/or o Agricultural Science 	<ul style="list-style-type: none"> o Chemistry 	<ul style="list-style-type: none"> o AP Chemistry and/or o Physics
Social Studies	<ul style="list-style-type: none"> o <i>Social Studies 8</i> 	<ul style="list-style-type: none"> o World History & Geography 	<ul style="list-style-type: none"> o US History I 	<ul style="list-style-type: none"> o Economics o US History II o AP US History II 	<ul style="list-style-type: none"> o Economics o US History II o AP US History II
Foreign Language	<ul style="list-style-type: none"> o <i>Spanish I</i> o <i>French I</i> 	<ul style="list-style-type: none"> o Exploring Spanish o Exploring French o Spanish I o French I o Spanish II o French II 	<ul style="list-style-type: none"> o Exploring Spanish o Exploring French o Spanish I o French I o Spanish II o French II o Spanish III o French III 	<ul style="list-style-type: none"> o Spanish II o French II o Spanish III o French III o Spanish IV H o French IV H 	<ul style="list-style-type: none"> o Spanish III o French III o Spanish IV H o French IV H o Spanish V H o French V H
Physical Education	<ul style="list-style-type: none"> o <i>Physical Education 8</i> 	<ul style="list-style-type: none"> o Physical Education 9 	<ul style="list-style-type: none"> o Adventure Activities o Lifetime Activities o Team Sports o Weight Training 	<ul style="list-style-type: none"> o Adventure Activities o Lifetime Activities o Team Sports o Weight Training 	<ul style="list-style-type: none"> o Adventure Activities o Lifetime Activities o Team Sports o Weight Training
Health	<ul style="list-style-type: none"> o <i>Health 8</i> 	<ul style="list-style-type: none"> o Students must complete one 0.5 credit Health course for WRHS graduation. 			
Fine Arts	<ul style="list-style-type: none"> o <i>Visual Art</i> o <i>Performing Art</i> 	<ul style="list-style-type: none"> o Students must complete one 0.5 credit Fine Arts course for WRHS graduation. 			
Computer Literacy	<ul style="list-style-type: none"> o <i>Computer Literacy</i> 	The Information and Communication Technology (ICT) requirement will be met in one of three ways: <ul style="list-style-type: none"> o Completion of an upper-level computer course (8th Grade Computer Literacy or Computer Literacy are pre-requisites) o Preparation of an integrated digital portfolio of computer work through your regular coursework o Completion of a Senior ICT Portfolio Course 			
Technical Electives	<ul style="list-style-type: none"> o <i>Technical Education</i> o <i>Career Guidance 8</i> 	<ul style="list-style-type: none"> o Woods I 	<ul style="list-style-type: none"> o CAD Drafting 	JO Huot Technical Center <ul style="list-style-type: none"> o Building Trades I 	JO Huot Technical Center <ul style="list-style-type: none"> o Building Trades II
		<ul style="list-style-type: none"> o Woods II o Electricity o Metals 	<ul style="list-style-type: none"> o Plumbing/Heating I 		
Career Cluster Electives	<ul style="list-style-type: none"> o <i>Visual Art</i> o <i>Career Guidance 8</i> 	<ul style="list-style-type: none"> o Fundamentals of Art o House Design 	<ul style="list-style-type: none"> o Drawing o House Design 	WRHS Agriculture Center <ul style="list-style-type: none"> o Horticulture: Exterior Applications 	
		<ul style="list-style-type: none"> o Introduction to Business 	<ul style="list-style-type: none"> o Accounting I 	<ul style="list-style-type: none"> o Accounting II o American Government and Citizenship o Cold War 	<ul style="list-style-type: none"> o Entrepreneurship & Small Business Management State Scholar Initiative <ul style="list-style-type: none"> o American Government and Citizenship o Cold War



Architecture & Construction

WRHS Learning Expectations <ul style="list-style-type: none"> ○ Literacy skills ○ Critical thinking skills ○ Problem solving skills ○ Communication skills ○ Productive use of technology 	<ul style="list-style-type: none"> ○ Career, educational and life planning ○ Understand the role of arts ○ Civic responsibility and environmental stewardship ○ Healthy lifestyles ○ Civil, non-violent conflict resolution 	Cluster Knowledge and Skills <ul style="list-style-type: none"> ○ Academics ○ Communications ○ Problem Solving and Critical Thinking ○ Information Technology Applications ○ Systems 	<ul style="list-style-type: none"> ○ Safety, Health and Environmental ○ Leadership and Teamwork ○ Ethics and Legal Responsibilities ○ Employability and Career Development ○ Technical Skills
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Pathways	Design/Pre-Construction	Construction	Maintenance/Operations
Sample Career Specialties / Occupations	<ul style="list-style-type: none"> ○ Architect ○ Architectural and Civil Drafter ○ Drafter ○ Regional and Urban Planner/Designer ○ Industrial Engineer ○ Materials Engineer ○ Mechanical Drafter ○ Environmental Designer ○ Civil Engineer (structural, geotechnical, transportation, etc.) ○ Programmer ○ Mechanical Engineer (HVAC, plumbing, fire protection, etc.) ○ Electrical Engineer (electronics, security, telecommunications) ○ Preservationist ○ Environmental Engineer (hydro engineering, acoustical, etc.) ○ Landscape Architect ○ Surveyor ○ Fire Prevention and Protection Engineer ○ Cost Estimator ○ Electrical and Electronic Engineering Technician ○ Civil Engineering Technician ○ Environmental Engineering Technician ○ Surveying and Mapping Technician 	<ul style="list-style-type: none"> ○ General Contractor/Builder ○ Construction Engineer ○ Construction Manager ○ Project Manager ○ Construction Foreman ○ Project Inspector ○ Manufacturer's Representative ○ Sales and Marketing Manager ○ Equipment and Material Manager ○ Education and Training Director/Coordinator ○ Safety Director ○ Construction Inspector ○ Preservationist ○ Service Contractor ○ Specialty Trades Subcontractor ○ Construction Craft Laborer ○ Iron/Metalworker (structural and reinforcing) ○ Carpenter ○ Electrician ○ Electronic Systems Technician ○ Security and Fire Alarm Systems Installer ○ Concrete Finisher ○ Glazier ○ Tile and Marble Setter ○ Landscaper/Groundskeeper ○ Elevator Installer ○ Roofer ○ Painter ○ Explosives Worker ○ Plasterer/Drywall ○ Insulation Worker ○ Drywall Installer ○ Plumber 	<ul style="list-style-type: none"> ○ General Maintenance Contractor ○ Construction Engineer ○ Construction Manager ○ Project Manager ○ Construction Foreman ○ Estimator ○ Facilities Engineer ○ Reliability Engineer ○ Environmental Engineer ○ Demolition Engineer ○ Project Inspector ○ Operating Engineer ○ Manufacturer's Representative ○ Sales and Marketing Manager ○ Maintenance Planner/Scheduler ○ Maintenance Estimator ○ Security Controls Manager ○ Preservationist ○ Safety Director ○ Construction Inspector ○ Service Contractor ○ Specialty Trades Subcontractor ○ Iron/Metalworker (structural and reinforcing) ○ Carpenter ○ System Installer ○ Electrician ○ Boilermaker ○ Security and Fire Alarm System Installer ○ Concrete Finisher ○ Tile and Marble Setter ○ Landscaper/Groundskeeper ○ Elevator Installer ○ Drywall Installer

All information on this page was taken from www.careerclusters.org



Arts, Audio Video Technology & Communications

	Transition	Freshman	Sophomore	Junior	Senior
English	<ul style="list-style-type: none"> o Language Art 8 o Reading 8 	<ul style="list-style-type: none"> o English 9 	<ul style="list-style-type: none"> o English 10 	<ul style="list-style-type: none"> o Literature Elective o Writing Elective 	<ul style="list-style-type: none"> o Literature Elective o Writing Elective
Mathematics	<ul style="list-style-type: none"> o Mathematics 8 o Pre-Algebra o Algebra I 	<ul style="list-style-type: none"> o Pre-Algebra & o Pre-Geometry o Algebra I o Algebra II and/or o Geometry 	<ul style="list-style-type: none"> o Algebra I o Algebra II and/or o Geometry o Pre-Calculus H 	<ul style="list-style-type: none"> o Algebra II and/or o Geometry o Pre-Calculus H o Statistics 	<ul style="list-style-type: none"> o Algebra II and/or o Geometry o Pre-Calculus H o AP Calculus o Statistics
Science	<ul style="list-style-type: none"> o Science 8 	<ul style="list-style-type: none"> o Earth Science and/or o Agricultural Science 	<ul style="list-style-type: none"> o Earth Science o Biology and/or o Agricultural Science 	<ul style="list-style-type: none"> o Chemistry 	<ul style="list-style-type: none"> o AP Chemistry and/or o Physics
Social Studies	<ul style="list-style-type: none"> o Social Studies 8 	<ul style="list-style-type: none"> o World History & Geography 	<ul style="list-style-type: none"> o US History I 	<ul style="list-style-type: none"> o Economics o US History II o AP US History II 	<ul style="list-style-type: none"> o Economics o US History II o AP US History II
Foreign Language	<ul style="list-style-type: none"> o Spanish I o French I 	<ul style="list-style-type: none"> o Exploring Spanish o Exploring French o Spanish I o French I o Spanish II o French II 	<ul style="list-style-type: none"> o Spanish I o French I o Spanish II o French II o Spanish III o French III 	<ul style="list-style-type: none"> o Spanish II o French II o Spanish III o French III o Spanish IV H o French IV H 	<ul style="list-style-type: none"> o Spanish III o French III o Spanish IV H o French IV H o Spanish V H o French V H
Physical Education	<ul style="list-style-type: none"> o Physical Education 8 	<ul style="list-style-type: none"> o Physical Education 9 	<ul style="list-style-type: none"> o Adventure Activities o Lifetime Activities o Team Sports o Weight Training 	<ul style="list-style-type: none"> o Adventure Activities o Lifetime Activities o Team Sports o Weight Training 	<ul style="list-style-type: none"> o Adventure Activities o Lifetime Activities o Team Sports o Weight Training
Health	<ul style="list-style-type: none"> o Health 8 	<ul style="list-style-type: none"> o Students must complete one 0.5 credit Health course for WRHS graduation. 			
Fine Arts	<ul style="list-style-type: none"> o Visual Art o Performing Art 	<ul style="list-style-type: none"> o Students must complete one 0.5 credit Fine Arts course for WRHS graduation. 			
Computer Literacy	<ul style="list-style-type: none"> o Computer Literacy 	The Information and Communication Technology (ICT) requirement will be met in one of three ways: <ul style="list-style-type: none"> o Completion of an upper-level computer course (8th Grade Computer Literacy or Computer Literacy are pre-requisites) o Preparation of an integrated digital portfolio of computer work through your regular coursework o Completion of a Senior ICT Portfolio Course 			
Technical Electives	<ul style="list-style-type: none"> o Visual Art o Performing Art o Industrial Art o Career Guidance 8 	<ul style="list-style-type: none"> o Fundamentals. of Acting 	<ul style="list-style-type: none"> o Advanced Acting 	J O Huot Technical Center <ul style="list-style-type: none"> o Multimedia Communication I 	J O Huot Technical Center <ul style="list-style-type: none"> o Multimedia Communication II
		<ul style="list-style-type: none"> o Band o Chorus o Music Appreciation o Music in the Movies o Music Theory I 	<ul style="list-style-type: none"> o Band o Chorus o Music Appreciation o Music in the Movies o Music Theory II 	J O Huot Technical Center <ul style="list-style-type: none"> o Multimedia Communication I 	J O Huot Technical Center Multimedia Communication II
		<ul style="list-style-type: none"> o Fundamentals of Art 	<ul style="list-style-type: none"> o Drawing o Painting o Ceramics o Desktop Publisher o Yearbook I 	<ul style="list-style-type: none"> o Multimedia 2-D o Multimedia 3-D o Graphic Design o Yearbook I & III J O Huot Technical Center <ul style="list-style-type: none"> o Multimedia Communication II 	<ul style="list-style-type: none"> o Multimedia Communication II o Art Electives o Individualized Art o Yearbook I & III J O Huot Technical Center <ul style="list-style-type: none"> o Multimedia Communication II
Career Cluster Electives				State Scholar Initiative <ul style="list-style-type: none"> o American Government and Citizenship o Cold War 	State Scholar Initiative <ul style="list-style-type: none"> o American Government and Citizenship o Cold War



Arts, Audio Video Technology & Communications

WRHS Learning Expectations

- Literacy skills
- Critical thinking skills
- Problem solving skills
- Communication skills
- Productive use of technology

- Career, educational and life planning
- Understand the role of arts
- Civic responsibility and environmental stewardship
- Healthy lifestyles
- Civil, non-violent conflict resolution

Cluster Knowledge and Skills

- Academic Foundations
- Communications
- Problem Solving and Critical Thinking
- Information Technology Applications
- Systems
- Safety, Health and Environmental

- Leadership and Teamwork
- Ethics and Legal Responsibilities
- Employability and Career Development
- Technical Skills

Pathways	Audio and Video Technologies	Printing Technologies	Visual Arts	Performing Arts	Journalism and Broadcasting	Telecommunications Technologies
Sample Career Specialties/Occupations	<ul style="list-style-type: none"> ○ Video Systems Technicians ○ Video Graphics, Special Effects, and Animation ○ Audio-Video Designers and Engineers ○ Technical Computer Support Technicians, State, Film, Video, and DVD ○ Audio-Video System Service Technicians ○ Audio Systems Technicians 	<ul style="list-style-type: none"> ○ Graphics and Printing Equipment Operators ○ Lithographers and Platemakers ○ Computer Typography and Composition ○ Equipment Operators ○ Desktop Publishing Specialists ○ Web Page Designers 	<ul style="list-style-type: none"> ○ Commercial Photographers, Digital, Still, Video, Film ○ Interior Designers, Commercial/Residential and Home Furnishings Coordinators ○ Graphic Designers, CAD Technicians, and Fashion Illustrators ○ Textile Designers ○ Commercial Artists, Illustrators, and Artists, all Media ○ Curators and Gallery Managers ○ Fashion Designers 	<ul style="list-style-type: none"> ○ Production Managers, Digital, Video, Stage ○ Cinematographers, Film/Video Editors ○ Dancers ○ Play Writers, Screen Writers, Screen Editors, Script Writers ○ Directors and Coaches ○ Performers, Actors, Musicians ○ Make-Up Artists and Costume Designers ○ Stagecraft Designers, Lighters, Sets, Sound Effects, Acoustics, Painters ○ Composers, Conductors, and Music Instructors 	<ul style="list-style-type: none"> ○ Audio/Video Operations, Control Room Technician ○ Station Mangers and Radio & TV Announcers ○ Publishers, Editors, and Journalists and Reporters, Print, Broadcast, Other ○ Broadcast Technicians 	<ul style="list-style-type: none"> ○ Telecommunication Technicians ○ Telecommunication Equipment, Cable, Line Repairers/Installers ○ Telecommunication Computer Programmers, and Systems Analysts

All information on this page was taken from www.careerclusters.org



Business Management & Administration

	Transition	Freshman	Sophomore	Junior	Senior
English	<ul style="list-style-type: none"> ○ Language Art 8 ○ Reading 8 	<ul style="list-style-type: none"> ○ English 9 	<ul style="list-style-type: none"> ○ English 10 	<ul style="list-style-type: none"> ○ Literature Elective ○ Writing Elective 	<ul style="list-style-type: none"> ○ Literature Elective ○ Writing Elective
Mathematics	<ul style="list-style-type: none"> ○ Mathematics 8 ○ Pre-Algebra ○ Algebra I 	<ul style="list-style-type: none"> ○ Pre-Algebra & ○ Pre-Geometry ○ Algebra I ○ Algebra II and/or ○ Geometry 	<ul style="list-style-type: none"> ○ Algebra I ○ Algebra II and/or ○ Geometry ○ Pre-Calculus H 	<ul style="list-style-type: none"> ○ Algebra II and/or ○ Geometry ○ Pre-Calculus H ○ Statistics 	<ul style="list-style-type: none"> ○ Algebra II and/or ○ Geometry ○ Pre-Calculus H ○ AP Calculus ○ Statistics
Science	<ul style="list-style-type: none"> ○ Science 8 	<ul style="list-style-type: none"> ○ Earth Science and/or ○ Agricultural Science 	<ul style="list-style-type: none"> ○ Earth Science ○ Biology and/or ○ Agricultural Science 	<ul style="list-style-type: none"> ○ Chemistry 	<ul style="list-style-type: none"> ○ AP Chemistry and/or ○ Physics
Social Studies	<ul style="list-style-type: none"> ○ Social Studies 8 	<ul style="list-style-type: none"> ○ World History & Geography 	<ul style="list-style-type: none"> ○ US History I 	<ul style="list-style-type: none"> ○ Economics ○ US History II 	<ul style="list-style-type: none"> ○ Economics ○ US History II
Foreign Language	<ul style="list-style-type: none"> ○ Spanish I ○ French I 	<ul style="list-style-type: none"> ○ Exploring Spanish ○ Exploring French ○ Spanish I ○ French I ○ Spanish II ○ French II 	<ul style="list-style-type: none"> ○ Exploring Spanish ○ Exploring French ○ Spanish I ○ French I ○ Spanish II ○ French II ○ Spanish III ○ French III 	<ul style="list-style-type: none"> ○ Spanish II ○ French II ○ Spanish III ○ French III ○ Spanish IV H ○ French IV H 	<ul style="list-style-type: none"> ○ Spanish III ○ French III ○ Spanish IV H ○ French IV H ○ Spanish V H ○ French V H
Physical Education	<ul style="list-style-type: none"> ○ Physical Education 8 	<ul style="list-style-type: none"> ○ Physical Education 9 	<ul style="list-style-type: none"> ○ Adventure Activities ○ Lifetime Activities ○ Team Sports ○ Weight Training 	<ul style="list-style-type: none"> ○ Adventure Activities ○ Lifetime Activities ○ Team Sports ○ Weight Training 	<ul style="list-style-type: none"> ○ Adventure Activities ○ Lifetime Activities ○ Team Sports ○ Weight Training
Health	<ul style="list-style-type: none"> ○ Health 8 	<ul style="list-style-type: none"> ○ Students must complete one 0.5 credit Health course for WRHS graduation. 			
Fine Arts	<ul style="list-style-type: none"> ○ Visual Art ○ Performing Art 	<ul style="list-style-type: none"> ○ Students must complete one 0.5 credit Fine Arts course for WRHS graduation. 			
Computer Literacy	<ul style="list-style-type: none"> ○ Computer Literacy 	<p>The Information and Communication Technology (ICT) requirement will be met in one of three ways:</p> <ul style="list-style-type: none"> ○ Completion of an upper-level computer course (8th Grade Computer Literacy or Computer Literacy are pre-requisites) ○ Preparation of an integrated digital portfolio of computer work through your regular coursework ○ Completion of a Senior ICT Portfolio Course 			
Technical Electives	<ul style="list-style-type: none"> ○ Career Guidance 8 	<ul style="list-style-type: none"> ○ Introduction to Business 	<ul style="list-style-type: none"> ○ Accounting I 	<ul style="list-style-type: none"> ○ Accounting II ○ Entrepreneurship & Small Business Management <p>J O Huot Technical Center</p> <ul style="list-style-type: none"> ○ Business Management 	<ul style="list-style-type: none"> ○ Entrepreneurship & Small Business Management <p>J O Huot Technical Center</p> <ul style="list-style-type: none"> ○ Business Management
Career Cluster Electives	<ul style="list-style-type: none"> ○ Career Guidance 8 	<ul style="list-style-type: none"> ○ Business Software Applications ○ Desktop Publisher 	<ul style="list-style-type: none"> ○ Business Software Applications 	<ul style="list-style-type: none"> ○ Psychology ○ Anthropology/Sociology ○ Consumer & the Law ○ Economic Analysis H ○ Statistics ○ Business & Personal Finance <p>State Scholar Initiative</p> <ul style="list-style-type: none"> ○ American Government and Citizenship ○ Cold War 	<ul style="list-style-type: none"> ○ Psychology ○ Anthropology/Sociology ○ Consumer & the Law ○ Economic Analysis H ○ Statistics ○ Business & Personal Finance <p>State Scholar Initiative</p> <ul style="list-style-type: none"> ○ American Government and Citizenship ○ Cold War

All information on this page was taken from www.careerclusters.org



Business Management & Administration

WRHS Learning Expectations <ul style="list-style-type: none"> ○ Literacy skills ○ Critical thinking skills ○ Problem solving skills ○ Communication skills ○ Productive use of technology 	<ul style="list-style-type: none"> ○ Career, educational and life planning ○ Understand the role of arts ○ Civic responsibility and environmental stewardship ○ Healthy lifestyles ○ Civil, non-violent conflict resolution 	Cluster Knowledge and Skills <ul style="list-style-type: none"> ○ Academic Foundations ○ Communications ○ Problem Solving and Critical Thinking ○ Information Technology Applications ○ Systems 	<ul style="list-style-type: none"> ○ Safety, Health and Environmental ○ Leadership and Teamwork ○ Ethics and Legal Responsibilities ○ Employability and Career Development ○ Technical Skills
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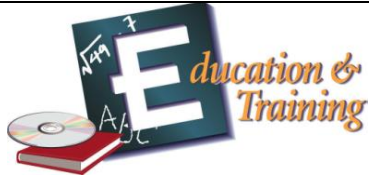
Pathways	Management	Business Financial Management & Accounting	Human Resources	Business Analysis	Marketing and Communications	Administrative & Information Support
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Sample Career Specialties / Occupations	<ul style="list-style-type: none"> ○ Entrepreneurs ○ Chief Executives ○ General Managers ○ Accounting Manager ○ Accounts Payable Manager ○ Assistant Credit Manager ○ Billing Manager ○ Business & Development Manager ○ Compensation & Benefits Manager ○ Credit & Collections Manager ○ Payroll Manager ○ Risk Manager ○ Operations Managers ○ Public Relations Managers ○ Human Resource Managers ○ Management Analysts ○ Facilities Managers ○ Association Managers ○ Meeting & Convention Planners ○ Administrative Services Managers ○ Hospital Management ○ Government Management ○ Public Organization Management ○ Purchasing Management ○ First Line Supervisors ○ Senior Managers ○ Management Trainees 	<ul style="list-style-type: none"> ○ Accountants ○ Accounting Clerk ○ Accounting Supervisor ○ Adjuster ○ Adjustment Clerk ○ Assistant Treasurer ○ Auditor ○ Bookkeeper ○ Budget Analyst ○ Budget Manager ○ Billing Supervisor ○ Cash Manager ○ Controller ○ Merger & Acquisitions Manager ○ Price Analyst ○ Top Collections Executive ○ Top Investment Executive ○ Treasurer ○ Chief Financial Officer ○ Finance Director ○ Certified Public Accountant ○ Accounts Receivable Clerk ○ Cost Accountant ○ Financial Accountant ○ Billing Clerk ○ Payroll Accounting Clerk 	<ul style="list-style-type: none"> ○ Human Resources Managers ○ Industrial Relations Director ○ Compensation & Benefits Managers ○ Employment & Placement Managers ○ Employee Assistance Plan Managers ○ Training & Development Managers ○ Human Resources Consultant ○ Corporate Trainer ○ Training & Development Specialists ○ Employer Relations Representatives ○ Labor & Personnel Relations Specialists ○ Affirmative Action Coordinators ○ OSHA/ADA Compliance Officer ○ Pay Equity Officers ○ Interpreters & Translators ○ Organizational Behaviorists ○ Occupational Analysts ○ Meeting & Convention Planners ○ Employment Interviewers ○ Payroll Professional ○ Assignment Clerks ○ Identification Clerks ○ Human Resources Clerks 	<ul style="list-style-type: none"> ○ Systems Analyst ○ E-Commerce Analyst ○ Requirements Specialist ○ Marketing Analyst ○ Operations Research Analyst ○ Business Consultant ○ Business Analyst ○ Budget Analyst ○ Product Manager ○ Price Analyst 	<ul style="list-style-type: none"> ○ Marketing Manager ○ Assistant Marketing Manager ○ Sales Engineer ○ Sales Manager ○ Sales Representative ○ Broker ○ Agents ○ Assistant Store Manager ○ Department Manager ○ Salesperson ○ Customer Service Supervisor ○ Customer Service Consultant ○ Counter Person ○ Customer Service Clerk ○ Product Manager ○ Project Manager ○ International Marketing Manager & Supervisor ○ Marketing Manager ○ Small Business Owner & Entrepreneur ○ Wholesale & Retail Buyer ○ Warehouse Manager ○ Logistics Manager/Supervisor ○ Market Researcher ○ Marketing Information Manager ○ Public Relations Writer ○ Copywriter ○ Media Coordinator ○ Art Director ○ Graphic Designer ○ Event Manager 	<ul style="list-style-type: none"> ○ Administrative Assistant ○ Executive Assistant ○ Office Manager ○ Administrative Support ○ Medial Front Office Assistant ○ Information Assistant ○ Desktop Publisher ○ Customer Service Assistant ○ Data Entry Specialists ○ Communications Equipment Operator ○ Computer Operator ○ Court Reporter ○ Stenographer ○ Dispatcher ○ Shipping & Receiving Personnel ○ Records Processing Occupations ○ Word Processor ○ Typists ○ Medical Transcriptionist ○ Legal Secretaries ○ Paralegals
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Education & Training

	Transition	Freshman	Sophomore	Junior	Senior
English	<ul style="list-style-type: none"> ○ <i>Language Art 8</i> ○ <i>Reading 8</i> 	<ul style="list-style-type: none"> ○ English 9 	<ul style="list-style-type: none"> ○ English 10 	<ul style="list-style-type: none"> ○ Literature Elective ○ Writing Elective 	<ul style="list-style-type: none"> ○ Literature Elective ○ Writing Elective
Mathematics	<ul style="list-style-type: none"> ○ <i>Math 8</i> ○ <i>Pre-Algebra</i> ○ <i>Algebra I</i> 	<ul style="list-style-type: none"> ○ Pre-Algebra & ○ Pre-Geometry ○ Algebra I ○ Algebra II and/or ○ Geometry 	<ul style="list-style-type: none"> ○ Algebra I ○ Algebra II and/or ○ Geometry ○ Pre-Calculus H 	<ul style="list-style-type: none"> ○ Algebra II and/or ○ Geometry ○ Pre-Calculus H ○ Statistics 	<ul style="list-style-type: none"> ○ Algebra II and/or ○ Geometry ○ Pre-Calculus H ○ Calculus ○ Statistics
Science	<ul style="list-style-type: none"> ○ <i>Science 8</i> 	<ul style="list-style-type: none"> ○ Earth Science and/or ○ Agricultural Science 	<ul style="list-style-type: none"> ○ Earth Science ○ Biology and/or ○ Agricultural Science 	<ul style="list-style-type: none"> ○ Chemistry 	<ul style="list-style-type: none"> ○ AP Chemistry and/or ○ Physics
Social Studies	<ul style="list-style-type: none"> ○ <i>Social Studies 8</i> 	<ul style="list-style-type: none"> ○ World History & Geography 	<ul style="list-style-type: none"> ○ US History I 	<ul style="list-style-type: none"> ○ Economics ○ US History II ○ AP US History II 	<ul style="list-style-type: none"> ○ Economics ○ US History II ○ AP US History II
Foreign Language	<ul style="list-style-type: none"> ○ <i>Spanish I</i> ○ <i>French I</i> 	<ul style="list-style-type: none"> ○ Exploring Spanish ○ Exploring French ○ Spanish I ○ French I ○ Spanish II ○ French II 	<ul style="list-style-type: none"> ○ Exploring Spanish ○ Exploring French ○ Spanish I ○ French I ○ Spanish II ○ French II ○ Spanish III ○ French III 	<ul style="list-style-type: none"> ○ Spanish II ○ French II ○ Spanish III ○ French III ○ Spanish IV H ○ French IV H 	<ul style="list-style-type: none"> ○ Spanish III ○ French III ○ Spanish IV H ○ French IV H ○ Spanish V H ○ French V H
Physical Education	<ul style="list-style-type: none"> ○ <i>Physical Education 8</i> 	<ul style="list-style-type: none"> ○ Physical Education 9 	<ul style="list-style-type: none"> ○ Adventure Activities ○ Lifetime Activities ○ Team Sports ○ Weight Training 	<ul style="list-style-type: none"> ○ Adventure Activities ○ Lifetime Activities ○ Team Sports ○ Weight Training 	<ul style="list-style-type: none"> ○ Adventure Activities ○ Lifetime Activities ○ Team Sports ○ Weight Training
Health	<ul style="list-style-type: none"> ○ <i>Health 8</i> 	<ul style="list-style-type: none"> ○ Students must complete one 0.5 credit Health course for WRHS graduation. 			
Fine Arts	<ul style="list-style-type: none"> ○ <i>Visual Art</i> ○ <i>Performing Art</i> 	<ul style="list-style-type: none"> ○ Students must complete one 0.5 credit Fine Arts course for WRHS graduation. 			
Computer Literacy	<ul style="list-style-type: none"> ○ <i>Computer Literacy</i> 	The Information and Communication Technology (ICT) requirement will be met in one of three ways: <ul style="list-style-type: none"> ○ Completion of an upper-level computer course (8th Grade Computer Literacy or Computer Literacy are pre-requisites) ○ Preparation of an integrated digital portfolio of computer work through your regular coursework ○ Completion of a Senior ICT Portfolio Course 			
Technical Electives	<ul style="list-style-type: none"> ○ <i>Social Studies 8</i> ○ <i>Career Guidance 8</i> 	<ul style="list-style-type: none"> ○ Child Development I 	<ul style="list-style-type: none"> ○ Child Development II 	J O Huot Technical Center <ul style="list-style-type: none"> ○ Early Childhood Education I 	J O Huot Technical Center <ul style="list-style-type: none"> ○ Early Childhood Education II
Career Cluster Electives	<ul style="list-style-type: none"> ○ <i>Visual Art</i> ○ <i>Performing Art</i> ○ <i>Career Guidance 8</i> 	<ul style="list-style-type: none"> ○ Foods I ○ Art Electives ○ Music Electives ○ Business Electives 	<ul style="list-style-type: none"> ○ Foods II ○ Art Electives ○ Music Electives ○ Business Electives 	<ul style="list-style-type: none"> ○ Critical Analysis of Children's Literature ○ Anthropology/Sociology ○ Psychology ○ Statistics State Scholar Initiative <ul style="list-style-type: none"> ○ American Government and Citizenship ○ Cold War 	<ul style="list-style-type: none"> ○ Critical Analysis of Children's Literature ○ Anthropology/Sociology ○ Psychology ○ Statistics State Scholar Initiative <ul style="list-style-type: none"> ○ American Government and Citizenship ○ Cold War



Education & Training

WRHS Learning Expectations <ul style="list-style-type: none"> ○ Literacy skills ○ Critical thinking skills ○ Problem solving skills ○ Communication skills ○ Productive use of technology ○ Career, educational and life planning 	<ul style="list-style-type: none"> ○ Understand the role of arts ○ Civic responsibility and environmental stewardship ○ Healthy lifestyles ○ Civil, non-violent conflict resolution 	Cluster Knowledge and Skills <ul style="list-style-type: none"> ○ Academic Foundation ○ Communications ○ Systems ○ Employability Skills ○ Legal Responsibilities 	<ul style="list-style-type: none"> ○ Ethics ○ Safety Practices ○ Teamwork ○ Health Maintenance Practices ○ Technical Skills ○ Information Technology Applications
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Pathways	Administration and Administrative Support	Professional Support Services	Teaching/Training
Sample Career Specialties / Occupations	<ul style="list-style-type: none"> ○ Superintendents ○ Principals, Administrators ○ Supervisors and Instructional Coordinators ○ Education Researchers ○ Test Measurement Specialists ○ College Presidents ○ College Deans ○ Curriculum Developers ○ Instructional Media Designers 	<ul style="list-style-type: none"> ○ Clinical Psychologists ○ Developmental Psychologists ○ Social Psychologists ○ Social Workers ○ Parent Educators ○ Counselors ○ Speech-Language Pathologists ○ Audiologists 	<ul style="list-style-type: none"> ○ Preschool, Kindergarten Teachers, Aids ○ ●Elementary Teachers, Aids ○ Secondary Teachers, Aids ○ Special Education Teachers, Aids ○ College/University Lecturers, Professors ○ Human Resource Trainers ○ Physical Trainers ○ Coaches ○ Child Care Directors ○ Child Care Workers ○ Child Life Specialist ○ Nanny ○ Early Childhood Teachers and Assistants ○ Teacher Aids ○ Group Workers and Assistants

All information on this page was taken from www.careerclusters.org



Finance

	Transition	Freshman	Sophomore	Junior	Senior
English	<ul style="list-style-type: none"> ○ <i>Language Art 8</i> ○ <i>Reading 8</i> 	<ul style="list-style-type: none"> ○ English 9 	<ul style="list-style-type: none"> ○ English 10 	<ul style="list-style-type: none"> ○ Literature Elective ○ Writing Elective 	<ul style="list-style-type: none"> ○ Literature Elective ○ Writing Elective
Mathematics	<ul style="list-style-type: none"> ○ <i>Mathematics 8</i> ○ <i>Pre-Algebra</i> ○ <i>Algebra I</i> 	<ul style="list-style-type: none"> ○ Pre-Algebra & ○ Pre-Geometry ○ Algebra I ○ Algebra II and/or ○ Geometry 	<ul style="list-style-type: none"> ○ Algebra I ○ Algebra II and/or ○ Geometry ○ Pre-Calculus H 	<ul style="list-style-type: none"> ○ Algebra II and/or ○ Geometry ○ Pre-Calculus H ○ Statistics 	<ul style="list-style-type: none"> ○ Algebra II and/or ○ Geometry ○ Pre-Calculus H ○ AP Calculus ○ Statistics
Science	<ul style="list-style-type: none"> ○ <i>Science 8</i> 	<ul style="list-style-type: none"> ○ Earth Science and/or ○ Agricultural Science 	<ul style="list-style-type: none"> ○ Earth Science ○ Biology and/or ○ Agricultural Science 	<ul style="list-style-type: none"> ○ Chemistry 	<ul style="list-style-type: none"> ○ AP Chemistry and/or ○ Physics
Social Studies	<ul style="list-style-type: none"> ○ <i>Social Studies 8</i> 	<ul style="list-style-type: none"> ○ World History & Geography 	<ul style="list-style-type: none"> ○ US History I 	<ul style="list-style-type: none"> ○ Economics ○ US History II ○ AP US History II 	<ul style="list-style-type: none"> ○ Economics ○ US History II ○ AP US History II
Foreign Language	<ul style="list-style-type: none"> ○ <i>Spanish I</i> ○ <i>French I</i> 	<ul style="list-style-type: none"> ○ Exploring Spanish ○ Exploring French ○ Spanish I ○ French I ○ Spanish II ○ French II 	<ul style="list-style-type: none"> ○ Exploring Spanish ○ Exploring French ○ Spanish I ○ French I ○ Spanish II ○ French II ○ Spanish III ○ French III 	<ul style="list-style-type: none"> ○ Spanish II ○ French II ○ Spanish III ○ French III ○ Spanish IV H ○ French IV H 	<ul style="list-style-type: none"> ○ Spanish III ○ French III ○ Spanish IV H ○ French IV H ○ Spanish V H ○ French V H
Physical Education	<ul style="list-style-type: none"> ○ <i>Physical Education 8</i> 	<ul style="list-style-type: none"> ○ Physical Education 9 	<ul style="list-style-type: none"> ○ Adventure Activities ○ Lifetime Activities ○ Team Sports ○ Weight Training 	<ul style="list-style-type: none"> ○ Adventure Activities ○ Lifetime Activities ○ Team Sports ○ Weight Training 	<ul style="list-style-type: none"> ○ Adventure Activities ○ Lifetime Activities ○ Team Sports ○ Weight Training
Health	<ul style="list-style-type: none"> ○ <i>Health 8</i> 	<ul style="list-style-type: none"> ○ Students must complete one 0.5 credit Health course for WRHS graduation. 			
Fine Arts	<ul style="list-style-type: none"> ○ <i>Visual Art</i> ○ <i>Performing Art</i> 	<ul style="list-style-type: none"> ○ Students must complete one 0.5 credit Fine Arts course for WRHS graduation. 			
Computer Literacy	<ul style="list-style-type: none"> ○ <i>Computer Literacy</i> 	The Information and Communication Technology (ICT) requirement will be met in one of three ways: <ul style="list-style-type: none"> ○ Completion of an upper-level computer course (8th Grade Computer Literacy or Computer Literacy are pre-requisites) ○ Preparation of an integrated digital portfolio of computer work through your regular coursework ○ Completion of a Senior ICT Portfolio Course 			
Technical Electives	<ul style="list-style-type: none"> ○ <i>Career Guidance 8</i> 	<ul style="list-style-type: none"> ○ Introduction to Business 	<ul style="list-style-type: none"> ○ Accounting I 	<ul style="list-style-type: none"> ○ Accounting II ○ Business & Personal Finance <p>J O Huot Technical Center</p> <ul style="list-style-type: none"> ○ Financial Services 	<ul style="list-style-type: none"> ○ Business & Personal Finance ○ Statistics <p>J O Huot Technical Center</p> <ul style="list-style-type: none"> ○ Financial Services
Career Cluster Electives	<ul style="list-style-type: none"> ○ <i>Career Guidance 8</i> 			<ul style="list-style-type: none"> ○ Street Law ○ Economic Analysis H <p>State Scholar Initiative</p> <ul style="list-style-type: none"> ○ American Government and Citizenship ○ Cold War 	<ul style="list-style-type: none"> ○ Street Law ○ Economic Analysis H <p>State Scholar Initiative</p> <ul style="list-style-type: none"> ○ American Government and Citizenship ○ Cold War



Finance

WRHS Learning Expectations <ul style="list-style-type: none"> Literacy skills Critical thinking skills Problem solving skills Communication skills Productive use of technology 					<ul style="list-style-type: none"> Career, educational and life planning Understand the role of arts Civic responsibility and environmental stewardship Healthy lifestyles Civil, non-violent conflict resolution 					Cluster Knowledge and Skills <ul style="list-style-type: none"> Academic Foundations Communications Problem Solving and Critical Thinking Information Technology Applications Systems Safety, Health and Environmental 					<ul style="list-style-type: none"> Leadership and Teamwork Ethics and Legal Responsibilities Employability and Career Development Technical Skills 				
Pathways	Financial & Investment Planning				Business Financial Management				Banking & Related Services				Insurance Services						
	<ul style="list-style-type: none"> Personal Financial Advisor Tax Preparation Sales Agents, Securities, Commodities Investment Advisors Brokerage Clerk (Assistant) Development Officers 				<ul style="list-style-type: none"> Accountants Financial Analysts Treasurers, Controllers and Chief Revenue Agents Auditor Economists Tax Examiners Collectors Revenue Agents 				<ul style="list-style-type: none"> Credit Analyst Loan Officers Bill and Account Collectors Tellers Loan Processors Customer Service Reps Data Processors Accounting Internal Auditors Compliance Officers Title Researchers & Examiners Abstractors Credit Report Providers Repossession Agents Network Services Operations Managers Debt Counselors 				<ul style="list-style-type: none"> Claims Agents, Examiners, and Investigators Claims Clerks Insurance Appraisers Underwriters Actuaries Sales Agents Customer Service Agents Processing Clerks Direct Marketing 						
Sample Career Specialties / Occupations																			

All information on this page was taken from www.careerclusters.org



Government & Public Administration

	Transition	Freshman	Sophomore	Junior	Senior
English	<ul style="list-style-type: none"> o <i>Language Art 8</i> 	<ul style="list-style-type: none"> o English 9 	<ul style="list-style-type: none"> o English 10 	<ul style="list-style-type: none"> o Literature Elective o Writing Elective 	<ul style="list-style-type: none"> o Literature Elective o Writing Elective
Mathematics	<ul style="list-style-type: none"> o <i>Mathematics 8</i> o <i>Pre-Algebra</i> o <i>Algebra I</i> 	<ul style="list-style-type: none"> o Pre-Algebra & Pre-Geometry o Algebra I o Algebra II and/or Geometry 	<ul style="list-style-type: none"> o Algebra I o Algebra II and/or Geometry o Pre-Calculus H 	<ul style="list-style-type: none"> o Algebra II and/or Geometry o Pre-Calculus H o Statistics 	<ul style="list-style-type: none"> o Algebra II and/or Geometry o Pre-Calculus H o AP Calculus o Statistics
Science	<ul style="list-style-type: none"> o <i>Science 8</i> 	<ul style="list-style-type: none"> o Earth Science or Agricultural Science 	<ul style="list-style-type: none"> o Earth Science o Biology and/or Agricultural Science 	<ul style="list-style-type: none"> o Chemistry 	<ul style="list-style-type: none"> o AP Chemistry o Physics
Social Studies	<ul style="list-style-type: none"> o <i>Social Studies 8</i> 	<ul style="list-style-type: none"> o World History & Geography 	<ul style="list-style-type: none"> o US History I 	<ul style="list-style-type: none"> o Economics o US History II o AP US History II 	<ul style="list-style-type: none"> o Economics o US History II o AP US History II
Foreign Language	<ul style="list-style-type: none"> o <i>Spanish I</i> o <i>French I</i> 	<ul style="list-style-type: none"> o Exploring Spanish o Exploring French o Spanish I o French I o Spanish II o French II 	<ul style="list-style-type: none"> o Exploring Spanish o Exploring French o Spanish I o French I o Spanish II o French II o Spanish III o French III 	<ul style="list-style-type: none"> o Spanish II o French II o Spanish III o French III o Spanish IV H o French IV H 	<ul style="list-style-type: none"> o Spanish III o French III o Spanish IV H o French IV H o Spanish V H o French V H
Physical Education	<ul style="list-style-type: none"> o <i>Physical Education 8</i> 	<ul style="list-style-type: none"> o Physical Education 9 	<ul style="list-style-type: none"> o Adventure Activities o Lifetime Activities o Team Sports o Weight Training 	<ul style="list-style-type: none"> o Adventure Activities o Lifetime Activities o Team Sports o Weight Training 	<ul style="list-style-type: none"> o Adventure Activities o Lifetime Activities o Team Sports o Weight Training
Health	<ul style="list-style-type: none"> o <i>Health 8</i> 	<ul style="list-style-type: none"> o Students must complete one 0.5 credit Health course for WRHS graduation. 			
Fine Arts	<ul style="list-style-type: none"> o <i>Visual Art</i> o <i>Performing Art</i> 	<ul style="list-style-type: none"> o Students must complete one 0.5 credit Fine Arts course for WRHS graduation. 			
Computer Literacy	<ul style="list-style-type: none"> o <i>Computer Literacy</i> 	The Information and Communication Technology (ICT) requirement will be met in one of three ways: <ul style="list-style-type: none"> o Completion of an upper-level computer course (8th Grade Computer Literacy or Computer Literacy are pre-requisites) o Preparation of an integrated digital portfolio of computer work through your regular coursework o Completion of a Senior ICT Portfolio Course 			
Technical Electives	<ul style="list-style-type: none"> o <i>Social Studies 8</i> o <i>Career Guidance 8</i> 			<ul style="list-style-type: none"> o Anthology/Sociology o Psychology o Economic Analysis H o Oral Communication & Debate o Street Law State Scholar Initiative o American Government and Citizenship o Cold War 	<ul style="list-style-type: none"> o Anthropology/Sociology o Psychology o Economic Analysis H o Oral Communication & Debate o Street Law State Scholar Initiative o American Government and Citizenship o Cold War



Government & Public Administration

WRHS Learning Expectations <ul style="list-style-type: none"> ○ Literacy skills ○ Critical thinking skills ○ Problem solving skills ○ Communication skills ○ Productive use of technology ○ Career, educational and life planning ○ Understand the role of arts 	<ul style="list-style-type: none"> ○ Civic responsibility and environmental stewardship ○ Healthy lifestyles ○ Civil, non-violent conflict resolution 	Cluster Knowledge and Skills <ul style="list-style-type: none"> ○ Academic Foundations ○ Communications ○ Problem Solving and Critical Thinking ○ Information Technology ○ Systems ○ Safety, Health and Environment 	<ul style="list-style-type: none"> ○ Leadership and Teamwork ○ Ethics and Legal Responsibilities ○ Employability and Career Development ○ Technical Skills ○ Fiscal Responsibilities
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Pathways	Governance	National Security	Foreign Service	Planning	Revenue and Taxation	Regulation	Public Management and Administration
Sample Career Specialties / Occupations	<ul style="list-style-type: none"> ○ President ○ Vice President ○ Governor ○ Lieutenant Governor ○ Mayor ○ Cabinet Level Secretary (Fed/State) ○ Representative (Fed/State) ○ Senator (Fed/State) ○ Assistants, Deputies, and Chiefs of Staff ○ Commissioner (County, Parish, City) ○ Commissioner (State Agency) ○ Congressional Aide ○ Legislative Aide ○ Legislative Assistant ○ Specialist ○ Lobbyist ○ Policy Advisor 	<ul style="list-style-type: none"> ○ National Security Advisor ○ Staff or Field Officer ○ Officer/Specialist: <ul style="list-style-type: none"> ○ Electronic Warfare Operations ○ Combat Operations ○ Infantry Field Artillery ○ Air Defense Artillery ○ Special Forces ○ Armor ○ Munitions ○ Nuclear Weapons ○ Missile and Space Systems ○ Military Intelligence ○ Signals Intelligence ○ Surface Ship Warfare Officer ○ Submarine Officer ○ Combat Engineer ○ Combat Aircraft Pilot/Crew ○ Airborne Warning/Control Specialist ○ Cryptographer 	<ul style="list-style-type: none"> ○ Ambassador ○ Foreign Service Officer: <ul style="list-style-type: none"> ○ Consular Officer ○ Administrative Officer ○ Political Officer ○ Economic Officer ○ Diplomatic Courier 	<ul style="list-style-type: none"> ○ Business/Enterprise Official ○ Chief of Vital Statistics ○ Commissioner ○ Director (Various Agencies) ○ Economic Development Coordinator ○ Federal Aid Coordinator ○ Census Clerk ○ County Director ○ Census Enumerator ○ Planner ○ Program Associate ○ Global Imaging Systems Specialist 	<ul style="list-style-type: none"> ○ Assessor ○ Tax Auditor ○ Internal Revenue Investigator ○ Revenue Agent/Officer ○ Tax Examiner/Assistant/Clerk ○ Inspector General ○ Tax Attorney ○ Tax Policy Analyst 	<ul style="list-style-type: none"> ○ Business Regulation Investigator ○ Chief of Field Operations ○ Code Inspector/Officer ○ Director ○ Equal-Opportunity Officer ○ Inspector Investigator / Examiner ○ Chief Bank Examiner ○ Bank Examiner ○ Aviation Safety Officer ○ Border Inspector ○ Cargo Inspector ○ Election Supervisor ○ Enforcement Specialist ○ Immigration Officer 	<ul style="list-style-type: none"> ○ City Manager ○ City Council ○ City or County Clerk ○ Court Administrator or Clerk ○ Executive Director/Officer/Associate: ○ Foundation ○ Association ○ Charitable Organization ○ Industrial Foundation ○ Chamber of Commerce ○ General Service Officer ○ Management Analysis Officer ○ Program Administration Officer

All information on this page was taken from www.careerclusters.org



Health Science

	Transition	Freshman	Sophomore	Junior	Senior
English	<ul style="list-style-type: none"> ○ <i>Language Art 8</i> ○ <i>Reading 8</i> 	<ul style="list-style-type: none"> ○ English 9 	<ul style="list-style-type: none"> ○ English 10 	<ul style="list-style-type: none"> ○ Literature Elective ○ Writing Elective 	<ul style="list-style-type: none"> ○ Literature Elective ○ Writing Elective
Mathematics	<ul style="list-style-type: none"> ○ <i>Mathematics 8</i> ○ <i>Pre-Algebra</i> ○ <i>Algebra I</i> 	<ul style="list-style-type: none"> ○ Pre-Algebra & Pre-Geometry ○ Algebra I ○ Algebra II and/or ○ Geometry 	<ul style="list-style-type: none"> ○ Algebra I ○ Algebra II and/or ○ Geometry ○ Pre-Calculus H 	<ul style="list-style-type: none"> ○ Algebra II and/or ○ Geometry ○ Pre-Calculus H ○ Statistics 	<ul style="list-style-type: none"> ○ Algebra II and/or ○ Geometry ○ Pre-Calculus H ○ AP Calculus ○ Statistics
Science	<ul style="list-style-type: none"> ○ <i>Science 8</i> 	<ul style="list-style-type: none"> ○ Earth Science or ○ Agricultural Science 	<ul style="list-style-type: none"> ○ Earth Science ○ Biology and/or ○ Agricultural Science 	<ul style="list-style-type: none"> ○ Chemistry 	<ul style="list-style-type: none"> ○ AP Chemistry ○ Physics
Social Studies	<ul style="list-style-type: none"> ○ <i>Social Studies 8</i> 	<ul style="list-style-type: none"> ○ World History & Geography 	<ul style="list-style-type: none"> ○ US History I 	<ul style="list-style-type: none"> ○ Economics ○ US History II ○ AP US History II 	<ul style="list-style-type: none"> ○ Economics ○ US History II ○ AP US History II
Foreign Language	<ul style="list-style-type: none"> ○ <i>Spanish I</i> ○ <i>French I</i> 	<ul style="list-style-type: none"> ○ Exploring Spanish ○ Exploring French ○ Spanish I ○ French I ○ Spanish II ○ French II 	<ul style="list-style-type: none"> ○ Exploring Spanish ○ Exploring French ○ Spanish I ○ French I ○ Spanish II ○ French II ○ Spanish III ○ French III 	<ul style="list-style-type: none"> ○ Spanish II ○ French II ○ Spanish III ○ French III ○ Spanish IV H ○ French IV H 	<ul style="list-style-type: none"> ○ Spanish III ○ French III ○ Spanish IV H ○ French IV H ○ Spanish V H ○ French V H
Physical Education	<ul style="list-style-type: none"> ○ <i>Physical Education 8</i> 	<ul style="list-style-type: none"> ○ Physical Education 9 	<ul style="list-style-type: none"> ○ Adventure Activities ○ Lifetime Activities ○ Team Sports ○ Weight Training 	<ul style="list-style-type: none"> ○ Adventure Activities ○ Lifetime Activities ○ Team Sports ○ Weight Training 	<ul style="list-style-type: none"> ○ Adventure Activities ○ Lifetime Activities ○ Team Sports ○ Weight Training
Health	<ul style="list-style-type: none"> ○ <i>Health 8</i> 	<ul style="list-style-type: none"> ○ Students must complete one 0.5 credit Health course for WRHS graduation. 			
Fine Arts	<ul style="list-style-type: none"> ○ <i>Visual Art</i> ○ <i>Performing Art</i> 	<ul style="list-style-type: none"> ○ Students must complete one 0.5 credit Fine Arts course for WRHS graduation. 			
Computer Literacy	<ul style="list-style-type: none"> ○ <i>Computer Literacy</i> 	The Information and Communication Technology (ICT) requirement will be met in one of three ways: <ul style="list-style-type: none"> ○ Completion of an upper-level computer course (8th Grade Computer Literacy or Computer Literacy are pre-requisites) ○ Preparation of an integrated digital portfolio of computer work through your regular coursework ○ Completion of a Senior ICT Portfolio Course 			
Technical Electives	<ul style="list-style-type: none"> ○ <i>Science 8</i> ○ <i>Career Guidance 8</i> 		<ul style="list-style-type: none"> ○ Biology Lab 	<ul style="list-style-type: none"> ○ Chemistry Lab <p>J O Huot Technical Center</p> <ul style="list-style-type: none"> ○ Health Sciences & Technology I ○ Biotechnology 	<ul style="list-style-type: none"> ○ Physics Lab <p>J O Huot Technical Center</p> <ul style="list-style-type: none"> ○ Health Sciences & Technology II ○ Biotechnology
Career Cluster Electives	<ul style="list-style-type: none"> ○ <i>Social Studies 8</i> ○ <i>Career Guidance 8</i> 	<ul style="list-style-type: none"> ○ Foods I ○ Child Development I 	<ul style="list-style-type: none"> ○ Foods II ○ Child Development II 	<ul style="list-style-type: none"> ○ Psychology ○ Anthropology/Sociology ○ Street Law <p>State Scholar Initiative</p> <ul style="list-style-type: none"> ○ American Government and Citizenship ○ Cold War 	<ul style="list-style-type: none"> ○ Psychology ○ Anthropology/Sociology ○ Street Law <p>State Scholar Initiative</p> <ul style="list-style-type: none"> ○ American Government and Citizenship ○ Cold War



Health Science

WRHS Learning Expectations <ul style="list-style-type: none"> ○ Literacy skills ○ Critical thinking skills ○ Problem solving skills ○ Communication skills ○ Productive use of technology ○ Career, educational and life planning 	<ul style="list-style-type: none"> ○ Understand the role of arts ○ Civic responsibility and environmental stewardship ○ Healthy lifestyles ○ Civil, non-violent conflict resolution 	Cluster Knowledge and Skills <ul style="list-style-type: none"> ○ Academic Foundation ○ Communications ○ Systems ○ Employability Skills ○ Legal Responsibilities 	<ul style="list-style-type: none"> ○ Ethics ○ Safety Practices ○ Teamwork ○ Health Maintenance Practices ○ Technical Skills ○ Information Technology Applications
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Pathways	Therapeutic Services	Diagnostics Services	Health Informatics	Support Services	Biotechnology Research and Development
Sample-Career Specialties/Occupations	<ul style="list-style-type: none"> ○ Acupuncturist ○ Anesthesiologist Assistant ○ Art / Music / Dance Therapist(s) ○ Athletic Trainer ○ Audiologist ○ Certified Nursing Assistant ○ Chiropractor ○ Dental Assistant / Hygienist ○ Dental Lab Technician ○ Dentist ○ Dietician ○ Dosimetrist ○ EMT ○ Exercise Physiologist ○ Home Health Aide ○ Kinesiotherapist ○ Licensed Practical Nurse ○ Massage Therapist ○ Medical Assistant ○ Mortician ○ Occupational Therapist / Asst ○ Ophthalmic Medical Personnel ○ Optometrist ○ Orthotist/Prosthetist ○ Paramedic ○ Pharmacist/Pharmacy Tech ○ Physical Therapist / Assistant ○ Physician (MD/DO) ○ Physician's Assistant ○ Psychologist ○ Recreation Therapist ○ Registered Nurse ○ Respiratory Therapist ○ Social Worker ○ Speech Language Pathologist ○ Surgical Technician ○ Veterinarian / Vet Tech 	<ul style="list-style-type: none"> ○ Cardiovascular Technologist ○ Clinical Lab Technician ○ Computer Tomography (CT)Technologist ○ Cytogenetic Technologist ○ Cytotechnologists ○ Diagnostic Medical Sonographers ○ Electrocardiographic (ECG) Technician ○ Electronic Diagnostic (EEG) Technologist ○ Exercise Physiologist ○ Geneticist ○ Histotechnician ○ Histotechnologist ○ Magnetic Resonance (MR) Technologist ○ Mammographer ○ Medical Technologist / Clinical Laboratory Scientist ○ Nuclear Medicine Technologist ○ Nutritionist ○ Pathologist ○ Pathology Assistant ○ Phlebotomist ○ Positron Emission Tomography (PET) Technologist ○ Radiologic Technologist ○ Radiographer ○ Radiologist 	<ul style="list-style-type: none"> ○ Admitting Clerk ○ Applied Researcher ○ Community Services Specialists ○ Data Analyst ○ Epidemiologist (SHSMD Stratsociety.org) ○ Ethicist ○ Health Educator ○ Health Information Coder ○ Health Information Services ○ Healthcare Administrator ○ Medical Assistant ○ Medical Biller/Patient Financial Ser ○ Medical Information Technologist ○ Medical Librarian/Cybrarian ○ Patient Advocates ○ Public Health Educator ○ Reimbursement Specialist (HFMA) ○ Risk Management ○ Social Worker ○ Transcriptionist ○ Unit Coordinator ○ Utilization Manager 	<ul style="list-style-type: none"> ○ Biomedical / Clinical Engineer ○ Biomedical / Clinical Technician ○ Central Services ○ Environmental Health and Safety ○ Environmental Services ○ Facilities Manager ○ Food Service ○ Hospital Maintenance Engineer ○ Industrial Hygienist ○ Materials Management ○ Transport Technician 	<ul style="list-style-type: none"> ○ Biochemist ○ Bioinformatics Associate ○ Bioinformatics Scientist ○ Bioinformatics Specialist ○ Biomedical Chemist ○ Biostatistician ○ Cell Biologist ○ Clinical Trials Research Associate ○ Clinical Trials Research Coordinator ○ Geneticist ○ Lab Assistant-Genetics ○ Lab Technician ○ Microbiologist ○ Molecular Biologist ○ Pharmaceutical Scientist ○ Quality Assurance Technician ○ Quality Control Technician ○ Regulatory Affairs Specialist ○ Research Assistant ○ Research Associate ○ Research Scientist ○ Toxicologist



Hospitality & Tourism

	Transition	Freshman	Sophomore	Junior	Senior
English	<ul style="list-style-type: none"> o Language Art 8 o Reading 8 	<ul style="list-style-type: none"> o English 9 	<ul style="list-style-type: none"> o English 10 	<ul style="list-style-type: none"> o Literature Elective o Writing Elective 	<ul style="list-style-type: none"> o Literature Elective o Writing Elective
Mathematics	<ul style="list-style-type: none"> o Mathematics 8 o Pre-Algebra o Algebra I 	<ul style="list-style-type: none"> o Pre-Algebra & o Pre-Geometry o Algebra I o Algebra II and/or o Geometry 	<ul style="list-style-type: none"> o Algebra I o Algebra II and/or o Geometry o Advanced Math o Pre-Calculus H 	<ul style="list-style-type: none"> o Algebra II and/or o Geometry o Pre-Calculus H o Statistics 	<ul style="list-style-type: none"> o Algebra II and/or o Geometry o Pre-Calculus H o AP Calculus o Statistics
Science	<ul style="list-style-type: none"> o Science 8 	<ul style="list-style-type: none"> o Earth Science and/or o Agricultural Science 	<ul style="list-style-type: none"> o Earth Science o Biology and/or o Agricultural Science 	<ul style="list-style-type: none"> o Chemistry 	<ul style="list-style-type: none"> o AP Chemistry and/or o Physics
Social Studies	<ul style="list-style-type: none"> o Social Studies 8 	<ul style="list-style-type: none"> o World History & Geography 	<ul style="list-style-type: none"> o US History I 	<ul style="list-style-type: none"> o Economics o US History II o AP US History II 	<ul style="list-style-type: none"> o Economics o US History II o AP US History II
Foreign Language	<ul style="list-style-type: none"> o Spanish I o French I 	<ul style="list-style-type: none"> o Exploring Spanish o Exploring French o Spanish I o French I o Spanish II o French II 	<ul style="list-style-type: none"> o Exploring Spanish o Exploring French o Spanish I o French I o Spanish II o French II o Spanish III o French III 	<ul style="list-style-type: none"> o Spanish II o French II o Spanish III o French III o Spanish IV H o French IV H 	<ul style="list-style-type: none"> o Spanish III o French III o Spanish IV H o French IV H o Spanish V H o French V H
Physical Education	<ul style="list-style-type: none"> o Physical Education 8 	<ul style="list-style-type: none"> o Physical Education 9 	<ul style="list-style-type: none"> o Adventure Activities o Lifetime Activities o Team Sports o Weight Training 	<ul style="list-style-type: none"> o Adventure Activities o Lifetime Activities o Team Sports o Weight Training 	<ul style="list-style-type: none"> o Adventure Activities o Lifetime Activities o Team Sports o Weight Training
Health	<ul style="list-style-type: none"> o Health 8 	<ul style="list-style-type: none"> o Students must complete one 0.5 credit Health course for WRHS graduation. 			
Fine Arts	<ul style="list-style-type: none"> o Visual Art o Performing Art 	<ul style="list-style-type: none"> o Students must complete one 0.5 credit Fine Arts course for WRHS graduation. 			
Computer Literacy	<ul style="list-style-type: none"> o Computer Literacy 	The Information and Communication Technology (ICT) requirement will be met in one of three ways: <ul style="list-style-type: none"> o Completion of an upper-level computer course (8th Grade Computer Literacy or Computer Literacy are pre-requisites) o Preparation of an integrated digital portfolio of computer work through your regular coursework o Completion of a Senior ICT Portfolio Course 			
Technical Electives	<ul style="list-style-type: none"> o Career Guidance 8 	<ul style="list-style-type: none"> o Food I 	<ul style="list-style-type: none"> o Foods II o Travel & Tourism 	<ul style="list-style-type: none"> o Travel & Tourism <p>J O Huot Technical Center</p> <ul style="list-style-type: none"> o Culinary Arts I 	<ul style="list-style-type: none"> o Travel & Tourism <p>J O Huot Technical Center</p> <ul style="list-style-type: none"> o Culinary Arts II
Career Cluster Electives	<ul style="list-style-type: none"> o Career Guidance 8 	<ul style="list-style-type: none"> o Introduction to Business 	<ul style="list-style-type: none"> o Accounting I 	<ul style="list-style-type: none"> o Accounting II o Business & Personal Finance <p>J O Huot Technical Center</p> <ul style="list-style-type: none"> o Business Management <p>State Scholar Initiative</p> <ul style="list-style-type: none"> o American Government and Citizenship o Cold War 	<ul style="list-style-type: none"> o Business & Personal Finance o Entrepreneurship & Small Business Management <p>J O Huot Technical Center</p> <ul style="list-style-type: none"> o Business Management <p>State Scholar Initiative</p> <ul style="list-style-type: none"> o American Government and Citizenship o Cold War



Hospitality & Tourism

WRHS Learning Expectations <ul style="list-style-type: none"> Literacy skills Critical thinking skills Problem solving skills Communication skills Productive use of technology 	<ul style="list-style-type: none"> Career, educational and life planning Understand the role of arts Civic responsibility and environmental stewardship Healthy lifestyles Civil, non-violent conflict resolution 	Cluster Knowledge and Skills <ul style="list-style-type: none"> Academic Foundations Communications Problem Solving and Critical Thinking Information Technology Applications Systems 	<ul style="list-style-type: none"> Safety, Health and Environmental Leadership and Teamwork Ethics and Legal Responsibilities Employability and Career Development Technical Skills
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Pathways	Restaurants and Food/Beverage Services	Lodging	Travel & Tourism	Recreation, Amusements & Attractions
Sample Career Specialties/Occupations	<ul style="list-style-type: none"> Food & Beverage Manager Kitchen Manager Catering & Banquets Manager Service Manager Maitre'd Restaurant Owner Baker Brewer Caterer Executive Chef Cook Pastry & Specialty Chef Bartender Restaurant Server Banquet Server Cocktail Server Banquet Set-Up Employee Bus Person Room Service Attendant Kitchen Steward Counter Server Wine Steward Host 	<ul style="list-style-type: none"> Front Office Manager Executive Housekeeper Director of Sales & Marketing Chief Engineer Director of Human Resources Rooms Division Manager Director of Security Controller Food & Beverage Director Resident Manager Director of Operations General Manager Regional Manager Quality Assurance Manager Corporate Management Lodging Management Owner/Franchisee Administrative Support Uniformed Services Support Communications Supervisor Front Desk Supervisor Reservations Supervisor Room Supervisor Bell Captain Shift Supervisor Sales Professional Night Auditor Front Desk Employee Valet Attendant Bell Attendant Door Attendant Concierge PBX Operator Reservationist Guestroom Attendant Public Space Cleaner 	<ul style="list-style-type: none"> Executive Director Assistant Director Director of Tourism Development Director of Membership Development Director of Communications Director of Visitor Services Director of Sales Director of Marketing and Advertising Director of Volunteer Services Director of Convention and Visitors Bureau Market Development Manager Group Sales Manager Events Manager Sales Manager Destination Manager Convention Services Manager Heritage Tourism Developer Travel Agent (Commercial & Vacation) Event Planner Meeting Planner Special Events Producer Nature Tourism Coordinator Tour and Travel Coordinator Tourism Marketing Specialist •Transportation Specialist Welcome Center Supervisor Visitor Center Counselor Tourism Assistant Executive Assistant Tour Guide Tour Operator Motor Coach Operator Tour and Ticket Reservationist Interpreter 	<ul style="list-style-type: none"> Club Manager Club Instructor Club Equipment & Facility Maintenance Club Scheduler Club Event Planner Club Membership Developer Parks & Gardens Director Parks & Gardens Activity Coordinator Parks & Gardens Access Management Parks & Gardens Safety & Security Parks & Garden Ranger Resort Trainer Resort Instructor Resort Equipment Maintenance Resort Scheduler Fairs/Festival Event Planner Fairs/Festival Set up Supervisor Fairs/Festival Facility Manager Fairs/Festival Promotional Developer Theme Parks/Amusement Parks Resale Department Manager Theme Parks/Amusement Parks Area Retail Manager Theme Parks/Amusement Parks Area Ride Operations Manager Theme Parks/Amusement Parks Group Events Manager Family Centers Manager Family Centers Equipment Operator/Maintenance Historical/Cultural/Architectural Ecological Industrial Sites Guides/Ranger Museums/Zoos/Aquariums Docent Museum/Zoos/Aquariums Animal Trainer Museums/Zoos/Aquariums Exhibit Developer

All information on this page was taken from www.careerclusters.org



Human Services

	Transition	Freshman	Sophomore	Junior	Senior
English	<ul style="list-style-type: none"> ○ Language Art 8 ○ Reading 8 	<ul style="list-style-type: none"> ○ English 9 	<ul style="list-style-type: none"> ○ English 10 	<ul style="list-style-type: none"> ○ Literature Elective ○ Writing Elective 	<ul style="list-style-type: none"> ○ Literature Elective ○ Writing Elective
Mathematics	<ul style="list-style-type: none"> ○ Mathematics 8 ○ Pre-Algebra ○ Algebra I 	<ul style="list-style-type: none"> ○ Pre-Algebra & ○ Pre-Geometry ○ Algebra I ○ Algebra II and/or ○ Geometry 	<ul style="list-style-type: none"> ○ Algebra I ○ Algebra II and/or ○ Geometry ○ Pre-Calculus H 	<ul style="list-style-type: none"> ○ Algebra II and/or ○ Geometry ○ Pre-Calculus H ○ Statistics 	<ul style="list-style-type: none"> ○ Algebra II and/or ○ Geometry ○ Pre-Calculus H ○ AP Calculus ○ Statistics
Science	<ul style="list-style-type: none"> ○ Science 8 	<ul style="list-style-type: none"> ○ Earth Science and/or ○ Agricultural Science 	<ul style="list-style-type: none"> ○ Earth Science ○ Biology and/or ○ Agricultural Science 	<ul style="list-style-type: none"> ○ Chemistry 	<ul style="list-style-type: none"> ○ AP Chemistry and/or ○ Physics
Social Studies	<ul style="list-style-type: none"> ○ Social Studies 8 	<ul style="list-style-type: none"> ○ World History & Geography 	<ul style="list-style-type: none"> ○ US History I 	<ul style="list-style-type: none"> ○ Economics ○ US History II ○ AP US History II 	<ul style="list-style-type: none"> ○ Economics ○ US History II ○ AP US History II
Foreign Language	<ul style="list-style-type: none"> ○ Spanish I ○ French I 	<ul style="list-style-type: none"> ○ Exploring Spanish ○ Exploring French ○ Spanish I ○ French I ○ Spanish II ○ French II 	<ul style="list-style-type: none"> ○ Exploring Spanish ○ Exploring French ○ Spanish I ○ French I ○ Spanish II ○ French II ○ Spanish III ○ French III 	<ul style="list-style-type: none"> ○ Spanish II ○ French II ○ Spanish III ○ French III ○ Spanish IV H ○ French IV H 	<ul style="list-style-type: none"> ○ Spanish III ○ French III ○ Spanish IV H ○ French IV H ○ Spanish V H ○ French V H
Physical Education	<ul style="list-style-type: none"> ○ Physical Education 8 	<ul style="list-style-type: none"> ○ Physical Education 9 	<ul style="list-style-type: none"> ○ Adventure Activities ○ Lifetime Activities ○ Team Sports ○ Weight Training 	<ul style="list-style-type: none"> ○ Adventure Activities ○ Lifetime Activities ○ Team Sports ○ Weight Training 	<ul style="list-style-type: none"> ○ Adventure Activities ○ Lifetime Activities ○ Team Sports ○ Weight Training
Health	<ul style="list-style-type: none"> ○ Health 8 	<ul style="list-style-type: none"> ○ Students must complete one 0.5 credit Health course for WRHS graduation. 			
Fine Arts	<ul style="list-style-type: none"> ○ Visual Art ○ Performing Art 	<ul style="list-style-type: none"> ○ Students must complete one 0.5 credit Fine Arts course for WRHS graduation. 			
Computer Literacy	<ul style="list-style-type: none"> ○ Computer Literacy 	The Information and Communication Technology (ICT) requirement will be met in one of three ways: <ul style="list-style-type: none"> ○ Completion of an upper-level computer course (8th Grade Computer Literacy or Computer Literacy are pre-requisites) ○ Preparation of an integrated digital portfolio of computer work through your regular coursework ○ Completion of a Senior ICT Portfolio Course 			
Technical Electives	<ul style="list-style-type: none"> ○ Social Studies 8 ○ Career Guidance 8 	<ul style="list-style-type: none"> ○ Child Development I ○ Foods I 	<ul style="list-style-type: none"> ○ Child Development II ○ Foods II 	<ul style="list-style-type: none"> ○ Anthropology/Sociology ○ Psychology ○ Street Law 	<ul style="list-style-type: none"> ○ Anthropology/Sociology ○ Psychology ○ Street Law
Career Cluster Electives	<ul style="list-style-type: none"> ○ Language Art 8 ○ Career Guidance 8 			<ul style="list-style-type: none"> ○ Business & Personal Finance ○ Statistics ○ Oral Communication & Debate State Scholar Initiative ○ American Government and Citizenship ○ Cold War 	<ul style="list-style-type: none"> ○ Business & Personal Finance ○ Statistics ○ Oral Communication & Debate State Scholar Initiative ○ American Government and Citizenship ○ Cold War



Human Services

WRHS Learning Expectations <ul style="list-style-type: none"> ○ Literacy skills ○ Critical thinking skills ○ Problem solving skills ○ Communication skills ○ Productive use of technology 	<ul style="list-style-type: none"> ○ Career, educational and life planning ○ Understand the role of arts ○ Civic responsibility and environmental stewardship ○ Healthy lifestyles ○ Civil, non-violent conflict resolution 	Cluster Knowledge and Skills <ul style="list-style-type: none"> ○ Academic Foundations ○ Communications ○ Problem Solving and Critical Thinking ○ Information Technology Applications ○ Systems 	<ul style="list-style-type: none"> ○ Safety, Health and Environmental ○ Leadership and Teamwork ○ Ethics and Legal Responsibilities ○ Employability and Career Development ○ Technical Skills
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Pathways	Early Childhood Development & Services	Counseling & Mental Health Services	Family & Community Services	Personal Care Services	Consumer Services
Sample Career Specialties / Occupations	<ul style="list-style-type: none"> ○ Directors, Childcare Facilities ○ Assistant Directors, Childcare Facilities ○ Elementary School Counselors ○ Preschool Teachers ○ Educators for Parents ○ Nannies ○ Teachers' Assistants ○ Childcare Assistants/Workers 	<ul style="list-style-type: none"> ○ Clinical and Counseling Psychologists ○ Industrial-Organizational Psychologists ○ Sociologists ○ School Counselors/Psychologists ○ Substance Abuse and Behavioral Disorder Counselors ○ Mental Health Counselors ○ Vocational Rehabilitation Counselors ○ Career Counselors ○ Employment Counselors ○ Residential Advisors ○ Marriage, Child and Family Counselors 	<ul style="list-style-type: none"> ○ Community Service Directors ○ Adult Day Care Coordinators ○ Coordinators of Volunteers ○ Licensed Professional Counselors ○ Religious Leaders ○ Directors, Religious Activities/Education Programs ○ Human Services Workers ○ Social Services Workers ○ Vocational Rehabilitation Counselors ○ Employment Counselors ○ Career Counselors ○ Vocational Rehabilitation Service Workers ○ Leisure Activities Coordinators ○ Dieticians ○ Geriatric Service Workers ○ Adult Day Care Workers ○ Residential Advisors ○ Emergency and Relief Workers ○ Community Food Service Workers ○ Community Housing Service Workers ○ Social and Human Services Assistants 	<ul style="list-style-type: none"> ○ Barbers ○ Cosmetologists, Hairdressers, & Hairstylists ○ Shampooers ○ Nail Technicians, Manicurists & Pedicurists ○ Skin Care Specialists/Estheticians ○ Electrolysis Technicians ○ Electrologists ○ Funeral Directors/Morticians ○ Embalmers ○ Funeral Attendants ○ Personal and Home Care Aides ○ Companions ○ Spa Attendants ○ Personal Trainers ○ Massage Therapists 	<ul style="list-style-type: none"> ○ Consumer Credit Counselors ○ Consumer Affairs Officers ○ Consumer Advocates ○ Certified Financial Planners ○ Insurance Representatives ○ Bankers ○ Real Estate Services Representatives ○ Financial Advisors ○ Investment Brokers ○ Employee Benefits Representatives ○ Hospital Patient Accounts Representatives ○ Customer Service Representatives ○ Consumer Research Department Representatives ○ Consumer Goods or Services Retailing Representatives ○ Market Researchers ○ Account Executives ○ Sales Consultants ○ Event Specialists ○ Inside Sales Representatives ○ Field Merchandising Representatives ○ Buyers ○ Small Business Owners

All information on this page was taken from www.careerclusters.org



Information Technology

	Transition	Freshman	Sophomore	Junior	Senior
English	<ul style="list-style-type: none"> ○ <i>Language Art 8</i> ○ <i>Reading 8</i> 	<ul style="list-style-type: none"> ○ English 9 	<ul style="list-style-type: none"> ○ English 10 	<ul style="list-style-type: none"> ○ Literature Elective ○ Writing Elective 	<ul style="list-style-type: none"> ○ Literature Elective ○ Writing Elective
Mathematics	<ul style="list-style-type: none"> ○ <i>Mathematics 8</i> ○ <i>Pre-Algebra</i> ○ <i>Algebra I</i> 	<ul style="list-style-type: none"> ○ Pre-Algebra & ○ Pre-Geometry ○ Algebra I ○ Algebra II and/or ○ Geometry 	<ul style="list-style-type: none"> ○ Algebra I ○ Algebra II and/or ○ Geometry ○ Pre-Calculus H 	<ul style="list-style-type: none"> ○ Algebra II and/or ○ Geometry ○ Pre-Calculus H ○ Statistics 	<ul style="list-style-type: none"> ○ Algebra II and/or ○ Geometry ○ Pre-Calculus H ○ AP Calculus ○ Statistics
Science	<ul style="list-style-type: none"> ○ <i>Science 8</i> 	<ul style="list-style-type: none"> ○ Earth Science and/or ○ Agricultural Science 	<ul style="list-style-type: none"> ○ Earth Science ○ Biology and/or ○ Agricultural Science 	<ul style="list-style-type: none"> ○ Chemistry 	<ul style="list-style-type: none"> ○ AP Chemistry and/or ○ Physics
Social Studies	<ul style="list-style-type: none"> ○ <i>Social Studies 8</i> 	<ul style="list-style-type: none"> ○ World History & Geography 	<ul style="list-style-type: none"> ○ US History I 	<ul style="list-style-type: none"> ○ Economics ○ US History II ○ AP US History II 	<ul style="list-style-type: none"> ○ Economics ○ US History II ○ AP US History II
Foreign Language	<ul style="list-style-type: none"> ○ <i>Spanish I</i> ○ <i>French I</i> 	<ul style="list-style-type: none"> ○ Exploring Spanish ○ Exploring French ○ Spanish I ○ French I ○ Spanish II ○ French II 	<ul style="list-style-type: none"> ○ Exploring Spanish ○ Exploring French ○ Spanish I ○ French I ○ Spanish II ○ French II ○ Spanish III ○ French III 	<ul style="list-style-type: none"> ○ Spanish II ○ French II ○ Spanish III ○ French III ○ Spanish IV H ○ French IV H 	<ul style="list-style-type: none"> ○ Spanish III ○ French III ○ Spanish IV H ○ French IV H ○ Spanish V H ○ French V H
Physical Education	<ul style="list-style-type: none"> ○ <i>Physical Education 8</i> 	<ul style="list-style-type: none"> ○ Physical Education 9 	<ul style="list-style-type: none"> ○ Adventure Activities ○ Lifetime Activities ○ Team Sports ○ Weight Training 	<ul style="list-style-type: none"> ○ Adventure Activities ○ Lifetime Activities ○ Team Sports ○ Weight Training 	<ul style="list-style-type: none"> ○ Adventure Activities ○ Lifetime Activities ○ Team Sports ○ Weight Training
Health	<ul style="list-style-type: none"> ○ <i>Health 8</i> 	<ul style="list-style-type: none"> ○ Students must complete one 0.5 credit Health course for WRHS graduation. 			
Fine Arts	<ul style="list-style-type: none"> ○ <i>Visual Art</i> ○ <i>Performing Art</i> 	<ul style="list-style-type: none"> ○ Students must complete one 0.5 credit Fine Arts course for WRHS graduation. 			
Computer Literacy	<ul style="list-style-type: none"> ○ <i>Computer Literacy</i> 	The Information and Communication Technology (ICT) requirement will be met in one of three ways: <ul style="list-style-type: none"> ○ Completion of an upper-level computer course (8th Grade Computer Literacy or Computer Literacy are pre-requisites) ○ Preparation of an integrated digital portfolio of computer work through your regular coursework ○ Completion of a Senior ICT Portfolio Course 			
Technical Electives	<ul style="list-style-type: none"> ○ <i>Computer Literacy & State Exam</i> ○ <i>Career Guidance 8</i> 	<ul style="list-style-type: none"> ○ Business Software Application 	<ul style="list-style-type: none"> ○ Business Software Application ○ Computer Programming 	<ul style="list-style-type: none"> ○ Business Software Applications ○ Computer Programming <p style="margin-left: 20px;">J O Huot Technical Center</p> <ul style="list-style-type: none"> ○ Business Technology 	<ul style="list-style-type: none"> ○ Business Software Applications ○ Computer Programming <p style="margin-left: 20px;">J O Huot Technical Center</p> <ul style="list-style-type: none"> ○ Business Technology
Career Cluster Electives	<ul style="list-style-type: none"> ○ <i>Computer Literacy & State Exam</i> ○ <i>Visual Art</i> ○ <i>Career Guidance 8</i> 	<ul style="list-style-type: none"> ○ Desktop Publishing ○ Graphic Design 	<ul style="list-style-type: none"> ○ Desktop Publishing ○ Graphic Design ○ Yearbook I 	<ul style="list-style-type: none"> ○ Desktop Publishing ○ Graphic Design ○ Yearbook I ○ Yearbook II <p style="margin-left: 20px;">State Scholar Initiative</p> <ul style="list-style-type: none"> ○ American Government and Citizenship ○ Cold War 	<ul style="list-style-type: none"> ○ Desktop Publishing ○ Graphic Design ○ Yearbook I ○ Yearbook II <p style="margin-left: 20px;">State Scholar Initiative</p> <ul style="list-style-type: none"> ○ American Government and Citizenship ○ Cold War



Information Technology

WRHS Learning Expectations <ul style="list-style-type: none"> ○ Literacy skills ○ Critical thinking skills ○ Problem solving skills ○ Communication skills ○ Productive use of technology 	<ul style="list-style-type: none"> ○ Career, educational and life planning ○ Understand the role of arts ○ Civic responsibility and environmental stewardship ○ Healthy lifestyles ○ Civil, non-violent conflict resolution 	Cluster Knowledge and Skills <ul style="list-style-type: none"> ○ Academic Foundations ○ Communications ○ Problem Solving and Critical Thinking ○ Information Technology Applications ○ Systems 	<ul style="list-style-type: none"> ○ Safety, Health and Environmental ○ Leadership and Teamwork ○ Ethics and Legal Responsibilities ○ Employability and Career Development ○ Technical Skills
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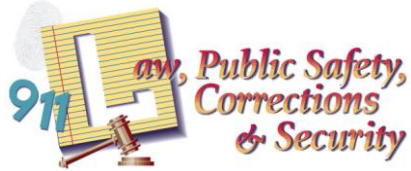
Pathways	Network Systems	Information Support and Services	Interactive Media	Programming and Software Development
Sample of Career Specialties / Occupations	Network Design and Administration <ul style="list-style-type: none"> ○ Communications Analyst ○ Data Communications Analyst ○ Information Systems Administrator ○ Information Systems Operator ○ Information Technology Engineer Network <ul style="list-style-type: none"> ○ Administrator ○ Analyst ○ Architect ○ Engineer ○ Manager ○ Operations Analyst ○ Security Analyst ○ Specialist ○ Technician ○ Transport Administrator ○ PC Support Specialist Systems <ul style="list-style-type: none"> ○ Administrator ○ Engineer ○ Support Lead ○ Technical Support Specialist ○ User Support Specialist ○ Telecommunications Network Technician 	Database <ul style="list-style-type: none"> ○ Administration Associate ○ Administrator ○ Analyst ○ Developer ○ Manager ○ Modeler * Security Expert ○ DSS (Decision Support Services) ○ Knowledge Architect Technical Writer <ul style="list-style-type: none"> ○ Desktop Publisher ○ Document Specialist ○ Electronic Publications Specialist ○ Publisher ○ Instructional Designer ○ Online Publisher ○ Technical Communicator ○ Editor ○ Publications Manager Technical Support: <ul style="list-style-type: none"> ○ Call Center Support Representative ○ Content Manager ○ Customer Liaison ○ Service Representative ○ Service Professional ○ Help Desk Specialist ○ Technician ○ Maintenance Technician ○ PC Support Specialist ○ PC Systems Coordinator ○ Product Support Engineer ○ Sales Support Technician ○ Systems Analyst 	Digital Media <ul style="list-style-type: none"> ○ 2D/3D Artist ○ Animator ○ Audio/Video Engineer ○ Designer ○ Media Specialist ○ Media/Instructional Designer Multimedia <ul style="list-style-type: none"> ○ Author ○ Authoring Specialist ○ Developer ○ Specialist ○ Producer ○ Production Assistant ○ Programmer ○ Streaming Media Specialist ○ Virtual Reality Specialist Web Development and Administration <ul style="list-style-type: none"> ○ Administrator ○ Architect ○ Designer ○ Page Developer ○ Producer ○ Site Developer ○ Specialist ○ Webmaster 	Applications <ul style="list-style-type: none"> ○ Analyst ○ Engineer ○ Business Analyst ○ Computer Engineer ○ Data Modeler Operating System <ul style="list-style-type: none"> ○ Designer/Engineer ○ Programmer Analyst ○ Program Manager ○ Programmer ○ Programmer/Analyst ○ Project Lead Software Applications <ul style="list-style-type: none"> ○ Specialist ○ Architect ○ Design Engineer ○ Development Engineer ○ Engineer ○ QA Specialist ○ Tester Systems <ul style="list-style-type: none"> ○ Analyst ○ Administrator ○ Test Engineer ○ Tester

All information on this page was taken from www.careerclusters.org



Law, Corrections, Public Safety & Security

	Transition	Freshman	Sophomore	Junior	Senior
English	<ul style="list-style-type: none"> ○ <i>Language Art 8</i> ○ <i>Reading 8</i> 	<ul style="list-style-type: none"> ○ English 9 	<ul style="list-style-type: none"> ○ English 10 	<ul style="list-style-type: none"> ○ Literature Elective ○ Writing Elective 	<ul style="list-style-type: none"> ○ Literature Elective ○ Writing Elective
Mathematics	<ul style="list-style-type: none"> ○ <i>Mathematics 8</i> ○ <i>Pre-Algebra</i> ○ <i>Algebra I</i> 	<ul style="list-style-type: none"> ○ Pre-Algebra & ○ Pre-Geometry ○ Algebra I ○ Algebra II and/or ○ Geometry 	<ul style="list-style-type: none"> ○ Algebra I ○ Algebra II and/or ○ Geometry ○ Pre-Calculus H 	<ul style="list-style-type: none"> ○ Algebra II and/or ○ Geometry ○ Pre-Calculus H ○ Statistics 	<ul style="list-style-type: none"> ○ Algebra II and/or ○ Geometry ○ Pre-Calculus H ○ AP Calculus ○ Statistics
Science	<ul style="list-style-type: none"> ○ <i>Science 8</i> 	<ul style="list-style-type: none"> ○ Earth Science and/or ○ Agricultural Science 	<ul style="list-style-type: none"> ○ Earth Science ○ Biology and/or ○ Agricultural Science 	<ul style="list-style-type: none"> ○ Chemistry 	<ul style="list-style-type: none"> ○ AP Chemistry and/or ○ Physics
Social Studies	<ul style="list-style-type: none"> ○ <i>Social Studies 8</i> 	<ul style="list-style-type: none"> ○ World History & Geography 	<ul style="list-style-type: none"> ○ US History I 	<ul style="list-style-type: none"> ○ Economics ○ US History II ○ AP US History II 	<ul style="list-style-type: none"> ○ Economics ○ US History II ○ AP US History II
Foreign Language	<ul style="list-style-type: none"> ○ <i>Spanish I</i> ○ <i>French I</i> 	<ul style="list-style-type: none"> ○ Exploring Spanish ○ Exploring French ○ Spanish I ○ French I ○ Spanish II ○ French II 	<ul style="list-style-type: none"> ○ Exploring Spanish ○ Exploring French ○ Spanish I ○ French I ○ Spanish II ○ French II ○ Spanish III ○ French III 	<ul style="list-style-type: none"> ○ Spanish II ○ French II ○ Spanish III ○ French III ○ Spanish IV H ○ French IV H 	<ul style="list-style-type: none"> ○ Spanish III ○ French III ○ Spanish IV H ○ French IV H ○ Spanish V H ○ French V H
Physical Education	<ul style="list-style-type: none"> ○ <i>Physical Education 8</i> 	<ul style="list-style-type: none"> ○ Physical Education 9 	<ul style="list-style-type: none"> ○ Adventure Activities ○ Lifetime Activities ○ Team Sports ○ Weight Training 	<ul style="list-style-type: none"> ○ Adventure Activities ○ Lifetime Activities ○ Team Sports ○ Weight Training 	<ul style="list-style-type: none"> ○ Adventure Activities ○ Lifetime Activities ○ Team Sports ○ Weight Training
Health	<ul style="list-style-type: none"> ○ <i>Health 8</i> 	<ul style="list-style-type: none"> ○ Students must complete one 0.5 credit Health course for WRHS graduation. 			
Fine Arts	<ul style="list-style-type: none"> ○ <i>Visual Art</i> ○ <i>Performing Art</i> 	<ul style="list-style-type: none"> ○ Students must complete one 0.5 credit Fine Arts course for WRHS graduation. 			
Computer Literacy	<ul style="list-style-type: none"> ○ <i>Computer Literacy</i> 	The Information and Communication Technology (ICT) requirement will be met in one of three ways: <ul style="list-style-type: none"> ○ Completion of an upper-level computer course (8th Grade Computer Literacy or Computer Literacy are pre-requisites) ○ Preparation of an integrated digital portfolio of computer work through your regular coursework ○ Completion of a Senior ICT Portfolio Course 			
Technical Electives	<ul style="list-style-type: none"> ○ <i>Social Studies 8</i> ○ <i>Language Art 8</i> ○ <i>Career Guidance 8</i> 			<ul style="list-style-type: none"> ○ Anthropology/Sociology ○ Psychology ○ Street Law ○ Oral Communication & Debate 	<ul style="list-style-type: none"> ○ Anthology/Sociology ○ Psychology ○ Street Law ○ Oral Communication & Debate
Career Cluster Electives	<ul style="list-style-type: none"> ○ 			State Scholar Initiative <ul style="list-style-type: none"> ○ American Government and Citizenship ○ Cold War 	State Scholar Initiative <ul style="list-style-type: none"> ○ American Government and Citizenship ○ Cold War



Law, Corrections, Public Safety & Security

WRHS Learning Expectations <ul style="list-style-type: none"> Literacy skills Critical thinking skills Problem solving skills Communication skills Productive use of technology 	<ul style="list-style-type: none"> Career, educational and life planning Understand the role of arts Civic responsibility and environmental stewardship Healthy lifestyles Civil, non-violent conflict resolution 	Cluster Knowledge and Skills <ul style="list-style-type: none"> Academic Foundations Communications Problem Solving and Critical Thinking Information Technology Applications Systems 	<ul style="list-style-type: none"> Safety, Health and Environmental Leadership and Teamwork Ethics and Legal Responsibilities Employability and Career Development Technical Skills
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Pathways	Correction Services	Emergency and Fire Management Services	Security & Protective Services	Law Enforcement Services	Legal Services
Sample Career Specialties / Occupations	<ul style="list-style-type: none"> Warden Jail Administrator Mid-level Manager Program Coordinator and Counselor Public Information Officer Correctional Trainer Case Manager Community Corrections Practitioner Probation/ Parole Officer Corrections Educator Corrections Officer Detention Deputy Youth Services Worker Facility Maintenance Workers Transport Officer Food Service Staff Medical Staff Dietitian Support Staff 	<ul style="list-style-type: none"> Emergency Management and Response Coordinator Emergency Planning Manager Emergency medical Technician Fire Fighter Mgr/Supv. Of Fire Fighters Forest Fire Fighter Mgr/Supv. of Forest Fire Fighters Forest Fire Inspector & Investigator Hazardous Materials Responder Dispatcher Training Officer, Grant Writer and Coordinator Rescue Workers 	<ul style="list-style-type: none"> Security Director Corporate/Agency Security Director/VP Corporate Director of Sales Security Systems Designer/Consultant Physical Security Specialist Consultant Computer Forensics Specialist Private/Corporate Investigator Manager/Specialist Loss Prevention/Security Manager/Specialist Security Trainer/Educator Physical Security Assistant Security Systems Technician Investigative Assistant Security Sales Assistant Information Security Assistant Personnel Security Assistant Executive Protection Officer Supervisory Security Officer Certified Security Officer Armored Car Guard Control Center Operator Uniformed Security Officer Loss Prevention Assistant Computer Security Specialist Computer Forensics Examiner Executive Protection Specialist Information Security Specialist Information Technology Security Armored Car Guards Industrial Espionage Security Life Guard, Ski Patrol Physical Property Security Private Security Specialist 	<ul style="list-style-type: none"> Animal Control Officer Bailiffs Child Support Missing Persons Unemployment Fraud Investigators Criminal Investigators & Special Agents Gaming Investigator Bomb Technician Game Enforcement Officer Highway Patrol Pilots Immigration & Customs Inspectors Mgr/Supv. Police & Detectives Police Detectives and Criminal Investigators Police, Fire & Ambulance Dispatchers Police & Patrol Officers Private Detectives & Investigators Sheriffs & Deputy Sheriffs Training Officer Transit & Railroad Police Park Ranger Evidence Technician Federal Marshall 	<ul style="list-style-type: none"> Administrative Law Attorney Case Management Specialist Court Reporter File and Document Manager Information Officer Investigator Judge Law Clerk Legal Assistant Legal Secretary Magistrate Mediator/Arbitrator Negotiator Para legal

All information on this page was taken from www.careerclusters.org



Manufacturing

	Transition	Freshman	Sophomore	Junior	Senior
English	<ul style="list-style-type: none"> o <i>Language Art 8</i> o <i>Reading 8</i> 	<ul style="list-style-type: none"> o English 9 	<ul style="list-style-type: none"> o English 10 	<ul style="list-style-type: none"> o Literature Elective o Writing Elective 	<ul style="list-style-type: none"> o Literature Elective o Writing Elective
Mathematics	<ul style="list-style-type: none"> o <i>Mathematics 8</i> o <i>Pre-Algebra</i> o <i>Algebra I</i> 	<ul style="list-style-type: none"> o Pre-Algebra & o Pre-Geometry o Algebra I o Algebra II and/or o Geometry 	<ul style="list-style-type: none"> o Algebra I o Algebra II and/or o Geometry o Pre-Calculus H 	<ul style="list-style-type: none"> o Algebra II and/or o Geometry o Pre-Calculus H o Statistics 	<ul style="list-style-type: none"> o Algebra II and/or o Geometry o Pre-Calculus H o AP Calculus o Statistics
Science	<ul style="list-style-type: none"> o <i>Science 8</i> 	<ul style="list-style-type: none"> o Earth Science and/or o Agricultural Science 	<ul style="list-style-type: none"> o Earth Science o Biology and/or o Agricultural Science 	<ul style="list-style-type: none"> o Chemistry 	<ul style="list-style-type: none"> o AP Chemistry and/or o Physics
Social Studies	<ul style="list-style-type: none"> o <i>Social Studies 8</i> 	<ul style="list-style-type: none"> o World History & Geography 	<ul style="list-style-type: none"> o US History I 	<ul style="list-style-type: none"> o Economics o US History II o AP US History II 	<ul style="list-style-type: none"> o Economics o US History II o AP US History II
Foreign Language	<ul style="list-style-type: none"> o <i>Spanish I</i> o <i>French I</i> 	<ul style="list-style-type: none"> o Exploring Spanish o Exploring French o Spanish I o French I o Spanish II o French II 	<ul style="list-style-type: none"> o Exploring Spanish o Exploring French o Spanish I o French I o Spanish II o French II o Spanish III o French III 	<ul style="list-style-type: none"> o Spanish II o French II o Spanish III o French III o Spanish IV H o French IV H 	<ul style="list-style-type: none"> o Spanish III o French III o Spanish IV H o French IV H o Spanish V H o French V H
Physical Education	<ul style="list-style-type: none"> o <i>Physical Education 8</i> 	<ul style="list-style-type: none"> o Physical Education 9 	<ul style="list-style-type: none"> o Adventure Activities o Lifetime Activities o Team Sports o Weight Training 	<ul style="list-style-type: none"> o Adventure Activities o Lifetime Activities o Team Sports o Weight Training 	<ul style="list-style-type: none"> o Adventure Activities o Lifetime Activities o Team Sports o Weight Training
Health	<ul style="list-style-type: none"> o <i>Health 8</i> 	<ul style="list-style-type: none"> o Students must complete one 0.5 credit Health course for WRHS graduation. 			
Fine Arts	<ul style="list-style-type: none"> o <i>Visual Art</i> o <i>Performing Art</i> 	<ul style="list-style-type: none"> o Students must complete one 0.5 credit Fine Arts course for WRHS graduation. 			
Computer Literacy	<ul style="list-style-type: none"> o <i>Computer Literacy</i> 	The Information and Communication Technology (ICT) requirement will be met in one of three ways: <ul style="list-style-type: none"> o Completion of an upper-level computer course (8th Grade Computer Literacy or Computer Literacy are pre-requisites) o Preparation of an integrated digital portfolio of computer work through your regular coursework o Completion of a Senior ICT Portfolio Course 			
Technical Electives	<ul style="list-style-type: none"> o <i>Industrial Art</i> o <i>Career Guidance 8</i> 	<ul style="list-style-type: none"> o Woods I o Electricity o Metals 	<ul style="list-style-type: none"> o Woods II o Electricity o Metals 	J O Huot Technical Center <ul style="list-style-type: none"> o Manufacturing Technology I 	J O Huot Technical Center <ul style="list-style-type: none"> o Manufacturing Technology II
Career Cluster Electives	<ul style="list-style-type: none"> o <i>Industrial Art</i> o <i>Career Guidance 8</i> 		<ul style="list-style-type: none"> o CAD Drafting 	State Scholar Initiative <ul style="list-style-type: none"> o American Government and Citizenship o Cold War 	State Scholar Initiative <ul style="list-style-type: none"> o American Government and Citizenship o Cold War



Manufacturing

Pathway	Production	Manufacturing Production Process Development	Maintenance, Installation & Repair	Quality Assurance	Logistics & Inventory Control	Health, Safety and Environmental Assurance
Sample Career Specialties/Occupations	<ul style="list-style-type: none"> o Assemblers o Automated Manufacturing Technicians o Bookbinders o Calibration Technicians o Electrical Installers and Repairers o Electromechanical Equipment Assemblers o Extruding and Drawing Machine Setters/Set-Up Operators o Extrusion Machine Operators o Foundry Workers o Grinding, Lapping, and Buffing Machine Operators o Hand Packers and Packagers o Hoist and Winch Operators o Instrument Makers o Large Printing Press Machine Setters and Set-Up Operators o Machine Operators o Managers, Supervisors o Medical Appliance Makers o Milling Machine Setters, Set-Up Operators o Millwrights o Painters o Pattern & Model Makers o Precision Layout Workers o Production Associates o Sheet Metal Workers o Solderers and Brazers o Tool and Die Makers o Welders 	<ul style="list-style-type: none"> o Design Engineers o Electrical and Electronic Technicians and Technologists o Electronics Engineers o Engineering and Related Technicians and Technologists o Engineering Technicians o Industrial Engineers o Labor Relations Managers o Manufacturing Engineers o Manufacturing Technicians o Power Generating and Reactor Plant Operators o Precision Inspectors, Testers, and Graders o Process Improvement Technicians o Production Managers o Purchasing Agents o Supervisors 	<ul style="list-style-type: none"> o Biomedical Equipment Technicians o Boilermakers o Communication System Installers/Repairers o Computer Installers/Repairers o Computer Maintenance Technicians o Electrical Equipment Installers/Repairers o Facility Electricians o Industrial Electronic Installers/Repairers o Industrial Facilities Managers o Industrial Machinery Mechanics o Industrial Maintenance Electricians o Industrial Maintenance Mechanics o Industrial Maintenance Technicians o Instrument Calibration and Repairers o Instrument Control Technicians o Job/Fixture Designers o Laser Systems Technicians o Maintenance Repairers o Major Appliance Repairers o Meter Installers/Repairers o Millwrights o Plumbers, Pipe Fitters and Steam Fitters o Security System Installers/Repairers 	<ul style="list-style-type: none"> o Calibration Technicians o Inspectors o Lab Technicians o Process Control Technicians o Quality Control Technicians o Quality Engineers o SPC Coordinators 	<ul style="list-style-type: none"> o Communications, Transportation and Utilities Managers o Dispatchers o Freight, Stock, and Material Movers o Industrial Truck and Tractor Operators o Logistical Engineers o Logisticians o Material Associates o Material Handlers o Material Movers o Process Improvement Technicians o Quality Control Technicians o Traffic Managers o Traffic, Shipping, and Receiving Clerks 	<ul style="list-style-type: none"> o Environmental Engineers o Environmental Specialists o Health and Safety Representatives o Safety Coordinators o Safety Engineers o Safety Team Leaders o Safety Technicians

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Marketing, Sales & Service

	Transition	Freshman	Sophomore	Junior	Senior
English	<ul style="list-style-type: none"> o Language Art 8 o Reading 8 	<ul style="list-style-type: none"> o English 9 	<ul style="list-style-type: none"> o English 10 	<ul style="list-style-type: none"> o Literature Elective o Writing Elective 	<ul style="list-style-type: none"> o Literature Elective o Writing Elective
Mathematics	<ul style="list-style-type: none"> o Mathematics 8 o Pre-Algebra o Algebra I 	<ul style="list-style-type: none"> o Pre-Algebra & Pre-Geometry o Algebra I o Algebra II and/or Geometry 	<ul style="list-style-type: none"> o Algebra I o Algebra II and/or Geometry o Pre-Calculus H 	<ul style="list-style-type: none"> o Algebra II and/or Geometry o Pre-Calculus H o Statistics 	<ul style="list-style-type: none"> o Algebra II and/or Geometry o Pre-Calculus H o AP Calculus o Statistics
Science	<ul style="list-style-type: none"> o Science 8 	<ul style="list-style-type: none"> o Earth Science and/or Agricultural Science 	<ul style="list-style-type: none"> o Earth Science o Biology and/or Agricultural Science 	<ul style="list-style-type: none"> o Chemistry 	<ul style="list-style-type: none"> o Physics
Social Studies	<ul style="list-style-type: none"> o Social Studies 8 	<ul style="list-style-type: none"> o World History & Geography 	<ul style="list-style-type: none"> o US History I 	<ul style="list-style-type: none"> o Economics o US History II o AP History II 	<ul style="list-style-type: none"> o Economics o US History II o AP History II
Foreign Language	<ul style="list-style-type: none"> o Spanish I o French I 	<ul style="list-style-type: none"> o Exploring Spanish o Exploring French o Spanish I o French I o Spanish II o French II 	<ul style="list-style-type: none"> o Exploring Spanish o Exploring French o Spanish I o French I o Spanish II o French II o Spanish III o French III 	<ul style="list-style-type: none"> o Spanish II o French II o Spanish III o French III o Spanish IV H o French IV H 	<ul style="list-style-type: none"> o Spanish III o French III o Spanish IV H o French IV H o Spanish V H o French V H
Physical Education	<ul style="list-style-type: none"> o Physical Education 8 	<ul style="list-style-type: none"> o Physical Education 9 	<ul style="list-style-type: none"> o Adventure Activities o Lifetime Activities o Team Sports o Weight Training 	<ul style="list-style-type: none"> o Adventure Activities o Lifetime Activities o Team Sports o Weight Training 	<ul style="list-style-type: none"> o Adventure Activities o Lifetime Activities o Team Sports o Weight Training
Health	<ul style="list-style-type: none"> o Health 8 	<ul style="list-style-type: none"> o Students must complete one 0.5 credit Health course for WRHS graduation. 			
Fine Arts	<ul style="list-style-type: none"> o Visual Art o Performing Art 	<ul style="list-style-type: none"> o Students must complete one 0.5 credit Fine Arts course for WRHS graduation. 			
Computer Literacy	<ul style="list-style-type: none"> o Computer Literacy 	The Information and Communication Technology (ICT) requirement will be met in one of three ways: <ul style="list-style-type: none"> o Completion of an upper-level computer course (8th Grade Computer Literacy or Computer Literacy are pre-requisites) o Preparation of an integrated digital portfolio of computer work through your regular coursework o Completion of a Senior ICT Portfolio Course 			
Technical Electives	<ul style="list-style-type: none"> o Language Art o Visual Art o Performing Art o Career Guidance 8 	<ul style="list-style-type: none"> o Desktop Publishing 	<ul style="list-style-type: none"> o Desktop Publishing o Yearbook I 	<ul style="list-style-type: none"> o Multimedia Communication I o Anthropology/Sociology o Psychology o Graphic Design o Yearbook I o Yearbook II 	<ul style="list-style-type: none"> o Multimedia Communication II o Anthropology/Sociology o Psychology o Graphic Design o Yearbook I o Yearbook II
Career Cluster Electives	<ul style="list-style-type: none"> o Language Art o Visual Art o Performing Art o Career Guidance 8 	<ul style="list-style-type: none"> o Fundamentals of Art o Sewing I 	<ul style="list-style-type: none"> o Drawing o Painting o Ceramics o Sewing I o Sewing II 	<ul style="list-style-type: none"> o Sewing I o Sewing II o Mixed Media 2-D o Mixed Media 3-D o Oral Communication & Debate State Scholar Initiative o American Government and Citizenship o Cold War 	<ul style="list-style-type: none"> o Sewing I o Sewing II o Mixed Media 2-D o Mixed Media 3-D o Oral Communication & Debate State Scholar Initiative o American Government and Citizenship o Cold War



Marketing, Sales & Service

WRHS Learning Expectations <ul style="list-style-type: none"> ○ Literacy skills ○ Critical thinking skills ○ Problem solving skills ○ Communication skills ○ Productive use of technology 	<ul style="list-style-type: none"> ○ Career, educational and life planning ○ Understand the role of arts ○ Civic responsibility and environmental stewardship ○ Healthy lifestyles ○ Civil, non-violent conflict resolution 	Cluster Knowledge and Skills <ul style="list-style-type: none"> ○ Academic Foundations ○ Communications ○ Problem Solving and Critical Thinking ○ Information Technology Applications ○ Systems 	<ul style="list-style-type: none"> ○ Safety, Health and Environmental ○ Leadership and Teamwork ○ Ethics and Legal Responsibilities ○ Employability and Career Development ○ Technical Skills
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Path-ways	Management and Entrepreneurship	Professional Sales and Marketing	Buying and Merchandising	Marketing Communications and Promotion	Marketing Information Management and Research	Distribution and Logistics	E-Marketing
Sample Career Specialties / Occupations	<ul style="list-style-type: none"> ○ Entrepreneurs ○ Owners ○ Small Business Owners ○ Presidents ○ Chief Executive Officers ○ Principals ○ Partners ○ Proprietors ○ Franchisees ○ Independent X's (e.g., distributor) ○ Customer Service Representatives ○ Administrative Support Representatives (e.g., human resources, clerical, finance, technical) 	<ul style="list-style-type: none"> ○ Inbound Call Managers ○ Channel Sales Managers ○ Regional Sales Managers ○ Client Relationship Managers ○ Business Development Managers ○ Key Account Managers ○ National Account Managers ○ Account Executives ○ Sales Engineers ○ Sales Executives ○ Technical Sales Specialists ○ Outside Sales Representatives ○ Industrial Sales Representatives ○ Manufacturer's Representatives ○ Salespersons ○ Field Marketing Representatives ○ Brokers ○ Agents ○ Field Representatives ○ Solutions Advisors ○ Telemarketers ○ Customer Service Representatives 	<ul style="list-style-type: none"> ○ Store Managers ○ Retail Marketing Coordinators ○ Merchandising Managers ○ Merchandise Buyers ○ Operations Managers ○ Visual Merchandise Managers ○ Sales Managers ○ Department Managers ○ Sales Associates ○ Customer Service Representatives ○ Clerks (e.g., stock, receiving, etc.) ○ Administrative Support Representatives (e.g. human resources, clerical, finance, technical) 	<ul style="list-style-type: none"> ○ Advertising Managers ○ Public Relations Managers ○ Public Information Directors ○ Sales Promotion Managers ○ Co-op Managers ○ Trade Show Managers ○ Circulation Managers ○ Promotions Managers ○ Art/Graphics Directors ○ Creative Directors ○ Account Executives ○ Account Supervisors ○ Sales Representatives ○ Marketing Associates ○ Media Buyers/Planners ○ Interactive Media Specialists ○ Analysts ○ Contract Administrators ○ Copywriters ○ Research Specialists ○ Research Assistants ○ Customer Service Representatives) 	<ul style="list-style-type: none"> ○ Database Managers ○ Research Specialists / Managers ○ Brand Managers ○ Marketing Services Managers ○ Customer Satisfaction Managers ○ (Research) Project Managers ○ CRM Managers ○ Forecasting Managers ○ Strategic Planners, Marketing ○ Product Planners ○ Planning Analysts ○ Directors of Market Development ○ Database Analysts ○ Analysts ○ Research Associates ○ Frequency Marketing Specialists ○ Knowledge Management Specialists ○ Interviewers ○ Customer Service Representatives ○ Administrative 	<ul style="list-style-type: none"> ○ Warehouse Managers ○ Materials Managers ○ Traffic Managers ○ Logistics Managers ○ Transportation Managers ○ Inventory Managers / Analysts ○ Logistics Analysts/ Engineers ○ Distribution Coordinators ○ Shipping / Receiving Administrators ○ Shipping / Receiving Clerks ○ Customer Service Representatives ○ Administrative Support Representatives (e.g., human resources, clerical, finance, technical) 	<ul style="list-style-type: none"> ○ Fulfillment Managers ○ E-Merchandising Managers ○ E-Commerce Directors ○ Web Site Project Managers ○ Internet Project Directors ○ Brand Managers ○ Forum Managers ○ Web Masters ○ Web Designers ○ Interactive Media Specialists ○ Internet Sales Engineers ○ Site Architects ○ User Interface Designers ○ On-line Market Researchers ○ Copywriters-Designers ○ Account Supervisors ○ Customer Support Specialists ○ Customer Service Representatives ○ Administrative Support Representatives

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Science, Technology, Engineering & Mathematics

	Transition	Freshman	Sophomore	Junior	Senior
English	<ul style="list-style-type: none"> Language Art 8 Reading 8 	<ul style="list-style-type: none"> English 9 	<ul style="list-style-type: none"> English 10 	<ul style="list-style-type: none"> Literature Elective Writing Elective 	<ul style="list-style-type: none"> Literature Elective Writing Elective
Mathematics	<ul style="list-style-type: none"> Mathematics 8 Pre-Algebra Algebra I 	<ul style="list-style-type: none"> Pre-Algebra & Pre-Geometry Algebra I Algebra II and/or Geometry 	<ul style="list-style-type: none"> Algebra I Algebra II and/or Geometry Pre-Calculus H 	<ul style="list-style-type: none"> Algebra II and/or Geometry Pre-Calculus H Statistics 	<ul style="list-style-type: none"> Algebra II and/or Geometry Pre-Calculus H AP Calculus Statistics
Science	<ul style="list-style-type: none"> Science 8 	<ul style="list-style-type: none"> Earth Science and/or Agricultural Science 	<ul style="list-style-type: none"> Earth Science Biology and/or Agricultural Science 	<ul style="list-style-type: none"> Chemistry 	<ul style="list-style-type: none"> AP Chemistry and/or Physics
Social Studies	<ul style="list-style-type: none"> Social Studies 8 	<ul style="list-style-type: none"> World History & Geography 	<ul style="list-style-type: none"> US History I 	<ul style="list-style-type: none"> Economics US History II AP US History II 	<ul style="list-style-type: none"> Economics US History II AP US History II
Foreign Language	<ul style="list-style-type: none"> Spanish I French I 	<ul style="list-style-type: none"> Exploring Spanish Exploring French Spanish I French I Spanish II French II 	<ul style="list-style-type: none"> Exploring Spanish Exploring French Spanish I French I Spanish II French II Spanish III French III 	<ul style="list-style-type: none"> Spanish II French II Spanish III French III Spanish IV H French IV H 	<ul style="list-style-type: none"> Spanish III French III Spanish IV H French IV H Spanish V H French V H
Physical Education	<ul style="list-style-type: none"> Physical Education 8 	<ul style="list-style-type: none"> Physical Education 9 	<ul style="list-style-type: none"> Adventure Activities Lifetime Activities Team Sports Weight Training 	<ul style="list-style-type: none"> Adventure Activities Lifetime Activities Team Sports Weight Training 	<ul style="list-style-type: none"> Adventure Activities Lifetime Activities Team Sports Weight Training
Health	<ul style="list-style-type: none"> Health 8 	<ul style="list-style-type: none"> Students must complete one 0.5 credit Health course for WRHS graduation. 			
Fine Arts	<ul style="list-style-type: none"> Visual Art Performing Art 	<ul style="list-style-type: none"> Students must complete one 0.5 credit Fine Arts course for WRHS graduation. 			
Computer Literacy	<ul style="list-style-type: none"> Computer Literacy 	The Information and Communication Technology (ICT) requirement will be met in one of three ways: <ul style="list-style-type: none"> Completion of an upper-level computer course (8th Grade Computer Literacy or Computer Literacy are pre-requisites) Preparation of an integrated digital portfolio of computer work through your regular coursework Completion of a Senior ICT Portfolio Course 			
Technical Electives	<ul style="list-style-type: none"> Industrial Arts Career Guidance 8 	<ul style="list-style-type: none"> Woods I Electricity Metals 	<ul style="list-style-type: none"> Woods II Electricity Metals CAD Drafting 	J O Huot Technical Center <ul style="list-style-type: none"> Project Lead the Way: Introduction to Engineering Design 	J O Huot Technical Center <ul style="list-style-type: none"> Project Lead the Way: Principles of Engineering
Career Cluster Electives	<ul style="list-style-type: none"> Visual Art Career Guidance 8 	<ul style="list-style-type: none"> Fundamentals of Art 	<ul style="list-style-type: none"> Drawing Painting Ceramics 	<ul style="list-style-type: none"> Chemistry Lab Mixed Media 2-D Mixed Media 3-D State Scholar Initiative <ul style="list-style-type: none"> American Government and Citizenship Cold War 	<ul style="list-style-type: none"> Physics Lab Mixed Media 2-D Mixed Media 3-D State Scholar Initiative <ul style="list-style-type: none"> American Government and Citizenship Cold War

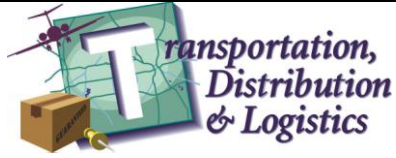


Science, Technology, Engineering & Mathematics

WRHS Learning Expectations <ul style="list-style-type: none"> Literacy skills Critical thinking skills Problem solving skills Communication skills Productive use of technology 	<ul style="list-style-type: none"> Career, educational and life planning Understand the role of arts Civic responsibility and environmental stewardship Healthy lifestyles Civil, non-violent conflict resolution 	Cluster Knowledge and Skills <ul style="list-style-type: none"> Academic Foundations Communications Problem Solving and Critical Thinking Information Technology Applications Systems 	<ul style="list-style-type: none"> Safety, Health and Environmental Leadership and Teamwork Ethics and Legal Responsibilities Employability and Career Development Technical Skills
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Pathways	Engineering and Technology		Science and Math	
	Sample Career Specialties / Occupations	<ul style="list-style-type: none"> Aerospace Engineer Aeronautical Engineer Agricultural Engineer Agricultural Technician Application Engineer Architectural Engineer Automotive Engineer Biomedical Engineer Biotechnology Engineer Chemical Engineer Civil Engineer Communications Engineer Computer Engineer Computer Hardware Engineer Computer Programmer Computer Science Technician Computer Software Engineer Construction Engineer Consultant Development Engineer Drafter Electrical Engineer Electrician Electronics Technician Energy Transmission Engineer Environmental Engineer Facilities Technician Fire Protection Engineer Geothermal Engineer Hazardous Waste Engineer Hazardous Waste Technician Human Factors Engineer Industrial Engineer Licensing Engineer Manufacturing Engineer Manufacturing Technician Manufacturing Processes Engineer 	<ul style="list-style-type: none"> Marine Engineer Materials Engineer Materials Lab & Supply Technician Mechanical Engineer Metallurgic Engineer Mining Engineer Naval Engineer Network Technician Nuclear Engineer Ocean Engineer Operations Research Engineer Packaging Engineer Packaging Technician Petroleum Engineer Pharmaceutical Engineer Plastics Engineer Power Systems Engineer Product Design Engineer Project Engineer Project Manager Prototype Engineer Quality Engineer Quality Technician Radio/TV Broadcast Technician Radiology Engineer Researcher Software Engineer Sound Technician Structural Engineer Survey Technician Systems Design Engineer Technical Sales Manager Technical Writer Telecommunications Engineer Textile Engineer Transportation Engineer 	<ul style="list-style-type: none"> Analytical Chemist Anthropologist Applied Mathematician Archeologist Astronomer Astrophysicist Atmospheric Scientist Biologist Botanist CAD Operator Cartographer Chemist Communications Technologist Conservation Scientist Cosmologist Cryptographer Crystallographer Demographer Dye Chemist Ecologist Economist Electronmicroscopist Environmental Scientist Expert Systems Scientist Geneticist Geologist Geophysicist Geoscientist Herpetologist Hydrologist Ichthyologist Inorganic Chemist Laboratory Technician Mammalogist Marine Scientist Materials Analyst

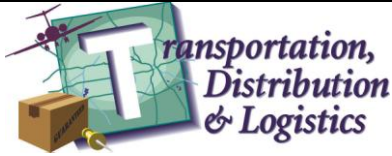
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Transportation, Distribution & Logistics

	Transition	Freshman	Sophomore	Junior	Senior
English	<ul style="list-style-type: none"> o Language Art 8 o Reading 8 	<ul style="list-style-type: none"> o English 9 	<ul style="list-style-type: none"> o English 10 	<ul style="list-style-type: none"> o Literature Elective o Writing Elective 	<ul style="list-style-type: none"> o Literature Elective o Writing Elective
Mathematics	<ul style="list-style-type: none"> o Mathematics 8 o Pre-Algebra o Algebra I 	<ul style="list-style-type: none"> o Pre-Algebra & o Pre-Geometry o Algebra I o Algebra II and/or o Geometry 	<ul style="list-style-type: none"> o Algebra I o Algebra II and/or o Geometry o Pre-Calculus H 	<ul style="list-style-type: none"> o Algebra II and/or o Geometry o Pre-Calculus H o Statistics 	<ul style="list-style-type: none"> o Algebra II and/or o Geometry o Pre-Calculus H o AP Calculus o Statistics
Science	<ul style="list-style-type: none"> o Science 8 	<ul style="list-style-type: none"> o Earth Science and/or o Agricultural Science 	<ul style="list-style-type: none"> o Earth Science o Biology and/or o Agricultural Science 	<ul style="list-style-type: none"> o Chemistry 	<ul style="list-style-type: none"> o AP Chemistry and/or o Physics
Social Studies	<ul style="list-style-type: none"> o Social Studies 8 	<ul style="list-style-type: none"> o World History & Geography 	<ul style="list-style-type: none"> o US History I 	<ul style="list-style-type: none"> o Economics o US History II o AP US History II 	<ul style="list-style-type: none"> o Economics o US History II o AP US History II
Foreign Language	<ul style="list-style-type: none"> o Spanish I o French I 	<ul style="list-style-type: none"> o Exploring Spanish o Exploring French o Spanish I o French I o Spanish II o French II 	<ul style="list-style-type: none"> o Exploring Spanish o Exploring French o Spanish I o French I o Spanish II o French II o Spanish III o French III 	<ul style="list-style-type: none"> o Spanish II o French II o Spanish III o French III o Spanish IV H o French IV H 	<ul style="list-style-type: none"> o Spanish III o French III o Spanish IV H o French IV H o Spanish V H o French V H
Physical Education	<ul style="list-style-type: none"> o Physical Education 8 	<ul style="list-style-type: none"> o Physical Education 9 	<ul style="list-style-type: none"> o Adventure Activities o Lifetime Activities o Team Sports o Weight Training 	<ul style="list-style-type: none"> o Adventure Activities o Lifetime Activities o Team Sports o Weight Training 	<ul style="list-style-type: none"> o Adventure Activities o Lifetime Activities o Team Sports o Weight Training
Health	<ul style="list-style-type: none"> o Health 8 	<ul style="list-style-type: none"> o Students must complete one 0.5 credit Health course for WRHS graduation. 			
Fine Arts	<ul style="list-style-type: none"> o Visual Art o Performing Art 	<ul style="list-style-type: none"> o Students must complete one 0.5 credit Fine Arts course for WRHS graduation. 			
Computer Literacy	<ul style="list-style-type: none"> o Computer Literacy 	<p>The Information and Communication Technology (ICT) requirement will be met in one of three ways:</p> <ul style="list-style-type: none"> o Completion of an upper-level computer course (8th Grade Computer Literacy or Computer Literacy are pre-requisites) o Preparation of an integrated digital portfolio of computer work through your regular coursework o Completion of a Senior ICT Portfolio Course 			
Technical Electives	<ul style="list-style-type: none"> o Industrial Arts o Career Guidance 8 	<ul style="list-style-type: none"> o CAD Drafting 	<ul style="list-style-type: none"> o Electricity o Metals 	J O Huot Technical Center <ul style="list-style-type: none"> o Automotive Technology I 	J O Huot Technical Center <ul style="list-style-type: none"> o Automotive Technology II
Career Cluster Electives				State Scholar Initiative <ul style="list-style-type: none"> o American Government and Citizenship o Cold War 	State Scholar Initiative <ul style="list-style-type: none"> o American Government and Citizenship o Cold War

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Transportation, Distribution & Logistics

WRHS Learning Expectations

- Literacy skills
- Critical thinking skills
- Problem solving skills
- Communication skills
- Productive use of technology

- Career, educational and life planning
- Understand the role of arts
- Civic responsibility and environmental stewardship
- Healthy lifestyles
- Civil, non-violent conflict resolution

Cluster Knowledge and Skills

- Academic Foundations ♦ Communications
- Problem Solving and Critical Thinking
- Information Technology Applications
- Systems

- Safety, Health and Environmental
- Leadership and Teamwork
- Ethics and Legal Responsibilities
- Employability and Career Development
- Technical Skills

Pathways	Transportation Operations	Logistics Planning and Management Services	Warehousing and Distribution Center Operations	Facility and Mobile Equipment Maintenance	Transportation Systems/ Infrastructure Planning, Management, and Regulation	Health, Safety and Environmental Management	Sales and Service
Sample of Career Specialties / Occupations	<ul style="list-style-type: none"> ○ Managers—air ○ Airplane Pilots/Copilots ○ Commercial Pilots ○ Flight Engineers ○ Flight Attendants ○ Dispatchers-air ○ Air Traffic Managers ○ Air Traffic Controllers ○ Airfield Operations Specialists ○ Transportation Managers---rail ○ Dispatchers-rail ○ Traffic Managers ○ Locomotive Engineers ○ Locomotive Firers ○ Railyard Conductors and Yardmasters ○ Railyard Engineers, Dinkey Operators, and Hostlers ○ Transportation Managers—water ○ Dispatchers—water ○ Traffic Managers ○ Captains ○ Mates ○ Pilots of Water Vessels ○ Sailors/Marine Oilers ○ Ship/Boat Captains ○ Ship Engineers ○ Motorboat Operators ○ Bridge/Lock Tenders 	<p>Transportation Operations (cont.)</p> <ul style="list-style-type: none"> ○ Transportation Managers—road ○ Dispatchers--Truck/Bus/Taxi, Traffic managers ○ Truck Drivers-heavy ○ Truck Drivers-tractor-trailer ○ Truck Drivers—light or delivery services ○ Bus Drivers-transit and intercity ○ Bus Drivers-school ○ Taxi Drivers and Chauffeurs ○ Truck/Bus/Taxi Terminal Operations and Support Jobs ○ Traffic Managers ○ Dispatchers-rail ○ Traffic Managers ○ Bus Drivers—transit and intercity ○ Subway and Streetcar Operators <p>Logistics</p> <ul style="list-style-type: none"> ○ Logisticians ○ Logistics Managers ○ Logistics Engineers ○ Logistics Analysts ○ Logistics Consultants ○ International Logistics 	<ul style="list-style-type: none"> ○ Warehouse Managers Storage and Distribution Managers ○ Industrial and Packaging Engineers ○ Traffic, Shipping and Receiving Clerks ○ Production, Planning, Expediting clerks ○ First-line Supervisors ○ Laborers, and Material Movers ○ Managers of Transportation and Material-moving Machine and Vehicle Operators ○ Laborers and Freight, Stock and Material Movers-hand ○ Car, Truck and Ship Loaders ○ Packers and Packagers-hand 	<ul style="list-style-type: none"> ○ Facility Maintenance Managers ○ Industrial Electricians ○ Mobile Equipment Maintenance Managers ○ Aerospace Engineering Technicians ○ Aircraft Mechanics/ Service Technicians ○ Airframe Mechanics ○ Aircraft Engine Specialists ○ Aircraft Body and Bonded Structure Repairers ○ Avionics Technicians ○ Motorboat/Ship Mechanics ○ Ship Mechanics and Repairers ○ Automotive/Truck/ Bus Mechanics and Body Repairers ○ Rail Car Repairers ○ Signal and Track Switch Repairers ○ Rail Locomotive/Car Mechanics/ Repairers ○ Diesel Engine Specialists ○ Motorcycle Mechanics 	<ul style="list-style-type: none"> ○ Urban and Regional Planners ○ Civil Engineers ○ Engineering Technicians ○ Surveying and Mapping Technicians ○ Government Service Executives ○ Environmental Compliance Inspectors ○ Air Traffic Controllers ○ Aviation Inspectors ○ Traffic Engineers ○ Traffic Technicians ○ Motor Vehicle Inspectors ○ Freight Inspectors ○ Railroad Inspectors ○ Marine Cargo Inspectors Vessel Traffic Control Specialists ○ Public Transportation Inspectors 	<ul style="list-style-type: none"> ○ Health and Safety Managers ○ Industrial Health and Safety Engineers ○ Environmental Scientists and Specialists ○ Environmental Science and Protection Technicians ○ Environmental Managers and Engineers ○ Environmental Compliance Inspectors ○ Safety Analysts 	<ul style="list-style-type: none"> ○ Marketing Managers ○ Sales Managers ○ Sales Representatives—Transportation/Logistics Services ○ Reservation, Travel and Transportation Agents/Clerks ○ Cargo and Freight Agents Customer Service Managers ○ Customer Service Representatives ○ Customer Order and Billing Clerks ○ Cashiers, Counter and Rental Clerks

All information on this page was taken from www.careerclusters.org

	Winnisquam Regional High School Graduation Requirements		New Hampshire State Scholar Initiative Requirements		Most Competitive College Admissions Requirements		Most Four-Year College Admissions Requirements		Four-Year Nursing & Allied Health Programs Admissions Requirements		Two-Year Technical College/Institute Admissions Requirements	
English	4.0	○ Literature ○ Writing	4.0	○ Literature ○ Writing	4.0	○ Literature ○ Writing	4.0	○ Literature ○ Writing	4.0	○ Literature ○ Writing	4.0	○ Literature ○ Writing
Math	3.0	○ Pre-Algebra and Pre-Geometry ○ Algebra I ○ Algebra 2 and or Geometry	3.0	○ Algebra I ○ Algebra II ○ Geometry	5.0	○ Algebra I ○ Algebra 2 ○ Geometry ○ Pre-Calculus ○ Calculus	4-5	○ Algebra I ○ Algebra 2 ○ Geometry ○ Pre-Calculus and/or Statistics	4-5	○ Algebra I ○ Algebra 2 ○ Geometry ○ Pre-Calculus and/or Statistics	4.0	○ Algebra I ○ Algebra 2 ○ Geometry ○ Pre-Calculus and/or Statistics
Science	2.0	○ Physical Science ○ Biological Science	3.0	○ Biology ○ Chemistry ○ Physics	4.0	○ Biology w/Lab ○ Chemistry w/Lab ○ Physics w/Lab ○ AP Chemistry	3-4	○ Earth Science ○ Biology w/Lab ○ Chemistry w/Lab ○ Physics w/Lab	3-4	○ Earth Science ○ Biology w/Lab ○ Chemistry w/Lab ○ Physics w/Lab	2-3	○ Earth Science ○ Biology ○ Chemistry
Social Studies	3.0	○ World History & Geography ○ US History I ○ US History II ○ US Economy	3.5	○ World History & Geography ○ US History I ○ US History II ○ US Economy ○ American Government & Citizenship and/or Cold War	3.0	○ World History & Geography ○ US History I ○ US History II ○ US Economy	3.0	○ World History & Geography ○ US History I ○ US History II ○ US Economy	3.0	○ World History & Geography ○ US History I ○ US History II ○ US Economy	3.0	○ World History & Geography ○ US History I ○ US History II ○ US Economy
Foreign Language	0.0	Recommended	2.0	○ One Language	3-4	One Language	2-3	One Language	2-3	One Language		Recommended
Fine Arts	0.5	Visual or Performing		Visual or Performing	1-2	Visual or Performing	1-2	○ Visual or Performing		○ Visual or Performing		○ Visual or Performing
Other	1.5 0.5 0.5 P 6+	Physical Education Health Freshman Seminar ICT-Computers Recommended: Electives related to the career cluster that reflects your goals.				AP Courses are highly recommended				Recommended: ○ Psychology ○ Sociology Huot Tech Center ○ Health Sciences I & II (Anatomy and Physiology)		Recommended: Related Technology Courses

Freshmen, Sophomores, and Juniors are required to carry 5.5 credits each year.

Seniors are required to carry a minimum of 5.0 credits.

In order to pass from one grade level to the next grade level students must have earned:

- **5.0 CREDITS TO ENTER 10TH GRADE**
- **11 CREDITS TO ENTER 11TH GRADE**
- **16 CREDITS TO ENTER 12TH GRADE**

STUDENTS SHOULD BE AWARE THAT COLLEGES MAKE ADMISSION DECISIONS BASED ON MANY FACTS INCLUDING THE FOLLOWING:

- **Class standing and grades**
- **Level of difficulty of class**
- **SAT I/ACT scores**
- **Recommendations from teachers/principal/counselor**
- **School and community activities**

<i>New Hampshire Community Technical College System Certificate, Professional Certificate & Diploma Programs</i>	<i>Berlin</i>	<i>Claremont</i>	<i>Concord</i>	<i>Laconia</i>	<i>Manchester</i>	<i>Nashua</i>	<i>Stratham</i>
Accounting		*	*	*	*	*	*
Addiction Counseling/Criminal Justice			*				
Administrative Assistant		*		*	*		
Administrative Professional					*		
Adventure Recreation & Leisure Studies		*					
Air Conditioning & Refrigeration					*		
Application Developer				*			
Architectural Drafting					*		
Associate Teacher, Early Childhood Education				*			
Automotive Technology	*				*		*
Baking & Pastry				*			
Biotechnology							*
Broadband & Telecommunications Technology			*				
Building Construction					*		
Building Maintenance					*		
Business Administration	*						
Business Computer		*					
Business Management		*		*			
Camera/Stripping				*			
Career & Technical Education	*			*			
Career & Technical Education Alternate Certification		*					
Cisco Networking		*					
Commercial Construction Wiring				*			
Commercial Illustration					*		
Community Social Service			*				
Computer-Aided Design/Architectural Concentration			*				
Computer-Aided Design/Mechanical Concentration						*	
Computer Information Systems						*	

<i>New Hampshire Community Technical College System Certificate, Professional Certificate & Diploma Programs</i>	<i>Berlin</i>	<i>Claremont</i>	<i>Concord</i>	<i>Laconia</i>	<i>Manchester</i>	<i>Nashua</i>	<i>Stratham</i>
Computer Networking			*		*	*	
Computer Programming				*	*		
Computer Technology Programming			*				
Corporate Finance							*
Criminal Justice	*						
Database Administration				*			
Database Design					*		
Dental Assisting			*				
Diagnostic Medical Technology			*				
Digital Design & Animation							*
Early Childhood Education	*	*	*	*	*	*	*
Early Intervention/Family Support		*					
Education			*				
Electrical Apprenticeship (Non-Credit)					*		
Electrical Power & Control Technologies				*			
Electrical Systems Installation & Maintenance				*			
Electronic Publishing				*			
Electronic Technology			*				
Energy Services Technology				*			
Entrepreneurship	*				*		*
E-Travel			*				
Event/Conference Management			*				
Family Childcare Provider		*			*	*	*
Fiber Optics						*	
Financial Management/Corporate					*		
Financial Management/Personal					*		
Fire Investigation				*			
Fire Protection				*			
Fire Service				*			
Food Service Production	*						
Gas Appliance Installation & Service					*		
Geographic Information	*						

<i>New Hampshire Community Technical College System Certificate, Professional Certificate & Diploma Programs</i>	<i>Berlin</i>	<i>Claremont</i>	<i>Concord</i>	<i>Laconia</i>	<i>Manchester</i>	<i>Nashua</i>	<i>Stratham</i>
Systems			*	*			
Gerontology			*	*			
Graphic Design/Illustration				*	*		
Health Science Technology	*						
Health Unit Coordinator				*			
Heating Services					*		
Hotel Administration			*				
Human Resource Management			*			*	
Human Services	*	*		*	*	*	
Industrial Construction Wiring				*			
Information Processing						*	
Information Systems/Information Technology			*				*
Institutional Food Service				*			
Interior Design					*		
Internet Developer						*	
Landscape Design			*				
Lead Teacher, Early Childhood Education				*			
Liberal Arts	*	*		*		*	
Licensed Nursing Assistant	*	*		*			
Linux					*		*
Lodging & Conference Management				*			
Machine Tool Technology Certificate	*			*		*	
Management			*	*	*		*
Marine Technology				*			
Marketing			*		*	*	*
Massage Therapy		*				*	
Medical Administrative Assistant		*		*		*	
Medical Assistant	*	*			*		
Medical Coding			*		*	*	*
Medical Secretary				*	*		
Medical Transcription	*		*	*			
Microcomputer Technology	*						

Mobile Equipment Technology	*						
National Electrical Code Interpretation				*			
Network Administration				*	*		
New Hampshire Community Technical College System Certificate, Professional Certificate & Diploma Programs	<i>Berlin</i>	<i>Claremont</i>	<i>Concord</i>	<i>Laconia</i>	<i>Manchester</i>	<i>Nashua</i>	<i>Stratham</i>
Numerical Control Programming						*	
Office Assistant	*						
Office Technology				*			
Paralegal Studies			*	*		*	
PC Applications				*			
PC Systems Management				*			
Personal Finance							*
Personal Training					*		
Phlebotomy		*			*		*
Practical Nursing		*	*				
Press Operations				*			
Printing Management				*			
Printing Technology				*			
Programming					*		*
Radiation Therapy			*				
Real Estate			*				
Residential Construction Wiring				*			
Restaurant Management				*			
Septic System Installation					*		
Sign Language						*	
Small Business Management			*			*	
Special Education	*		*	*	*		*
Sports Management			*				
Spreadsheet Certificate						*	
Surveying Technology	*						
Teacher Education Conversion Program			*				
Technologies for Education				*			
Tractor Trailer Driving Training	*						
Travel & Tourism			*				
Water Quality	*						
Web Development/Website Design		*		*		*	

Welding Technology						*		
New Hampshire Community Technical College System Associate Degrees	<i>Berlin</i>	<i>Claremont</i>	<i>Concord</i>	<i>Laconia</i>	<i>Manchester</i>	<i>Nashua</i>	<i>Stratham</i>	
Accounting/Finance	*	*	*	*	*	*	*	
Administrative Professional					*			
Addiction Counseling			*					
Adventure Recreation & Leisure Studies		*						
Animation & Graphic Game Programming			*					
Architectural Engineering Technology			*					
Automation & Robotics						*		
Automotive Technology	*				*			
Automotive Technology/Daimler-Chrysler					*			
Automotive Technology/General Motors				*				
Automotive Technology/Honda PACT						*		
Automotive Technology/Multi-Line					*	*	*	
Automotive Technology/Service Management	*							
Automotive Technology/Toyota							*	
Aviation Technology						*		
Biotechnology							*	
Broadband & Telecommunications Technology			*					
Building Construction Technology					*			
Business Administration	*		*					
Business Computer Management		*						
Business Management				*		*		
CAD Technology						*	*	
Clinical Laboratory Technician		*						

Collision Repair Technology						*	
Computer Engineering Technology			*				
Computer Information Systems						*	
Computer Science		*				*	
Computer Technology				*	*		*
New Hampshire Community Technical College System Associate Degrees	<i>Berlin</i>	<i>Claremont</i>	<i>Concord</i>	<i>Laconia</i>	<i>Manchester</i>	<i>Nashua</i>	<i>Stratham</i>
Criminal Justice	*	*	*				
Culinary Arts	*						
Dental Hygiene			*				
Early Childhood Education	*	*	*	*	*	*	*
Education			*				
Electrical Power & Control Technologies				*			
Electrical System Installation & Maintenance				*			
Electronic Engineering Technology			*			*	
Energy Services Technology				*			
Environmental Science	*						
Exercise Science					*		
Fine Arts				*			
Fire Investigation				*			
Fire Protection				*			
Fire Science				*			
General Studies	*	*	*	*	*	*	*
Geographic Information Systems	*						
Graphic Design					*		
Graphic Design & Printing Technology				*			
Heating, Ventilation, & Air Conditioning					*		
Health Science			*				
Hotel Administration			*				
Human Services	*	*	*	*	*	*	*
Information Systems Technology							*
Information Technology	*		*				
Interior Design					*		
Liberal Arts	*	*	*	*	*	*	*

Lodging & Conference Management				*			
Machine Tool Technology						*	
Management				*	*	*	*
Manufacturing Engineering Technology			*				
Marine Technology				*			
Marketing					*	*	*
New Hampshire Community Technical College System <i>Associate Degrees</i>	<i>Berlin</i>	<i>Claremont</i>	<i>Concord</i>	<i>Laconia</i>	<i>Manchester</i>	<i>Nashua</i>	<i>Stratham</i>
Mechanical Engineering Technology			*				
Medical Assistant					*		
Mobile Equipment Technology	*						
Nursing	*	*	*	*	*	*	*
Nursing-Advanced Placement Program		*	*		*		*
Occupational Therapy Assistant		*					
Office Technology				*			
Office Management	*						
Paralegal Studies			*			*	
Paramedic Emergency Medicine			*				
Physical Therapist Assistant		*					
Radiation Therapy			*				
Radio logic Technology			*				
Respiratory Therapy		*					
Restaurant Management		*		*		*	
Small Business Entrepreneurship						*	
Speech-Language Pathology Assistant						*	
Sports Management			*				
Surgical Technology							*
Surveying Technology	*						
Teacher Education		*	*			*	
Teacher Preparation	*			*	*		*
Telecommunications Networking						*	
Travel & Tourism			*				
Veterinary Technology							*
Visual Arts			*				
Welding Technology					*		

Majors in New Hampshire Colleges

This chart and its information is taken from
New Hampshire College and University Council

CCNE Chester College of New England
CSC Colby-Sawyer College
DWC Daniel Webster College
DAR Dartmouth College
FPU Franklin Pierce College
GSC Granite State College
KSC Keene State College
MCPHS MA College of Pharmacy & Health
 Science-Manchester

NEC New England College
NHIA New Hampshire Institute of Art
PSU Plymouth State University
RIV Rivier College
SAC Saint Anselm College
SNHU Southern New Hampshire University
UNH University of New Hampshire

	CCNE	CSC	DWC	DAR	FPU	GSC	KSC	MCPHS	NEC	NHIA	PSU	RIV	SAC	SNHU	UNH
Accounting					•				•		•		•	•	•
Advertising											•	•	•	•	•
Aeronautical Engineering			•												
African & African Amer. Studies				•											
American Studies					•		•						•	•	
Animal Sciences															•
Anthropology				•	•						•				•
Art	•	•		•	•		•		•		•	•	•		•
Arts and Humanities	•			•									•		•
Art History				•					•		•				•
Arts Management					•										
Asian & Middle Eastern Studies				•									•		
Astronomy				•											
Aviation Studies			•												
<i>Air Traffic Management</i>			•												
<i>Aviation Flight Operator</i>			•												
<i>Aviation Management</i>			•												
Behavioral Science						•									
Biology		•		•	•		•		•		•	•	•		•
Biochemistry				•									•		•
Business Administration		•	•		•	•			•		•	•	•	•	•
Ceramics		•								•					
Chemistry				•			•				•		•		•
Child Development		•												•	
Classical Studies				•									•		•
Communications		•			•		•		•		•	•	•	•	•
Community Development															•
Computer Info. Systems			•		•				•		•	•	•	•	•
Computer Mathematics							•						•		•
Computer Science			•	•	•		•				•	•	•	•	•
Creative and Professional Writing	•			•					•					•	
Criminal Justice					•	•			•		•	•	•		•
Culinary Arts														•	•
Earth Sciences				•											•
Economics				•			•						•	•	•

Majors in New Hampshire (Continued)	CCNE	CSC	DWC	DAR	FPU	GSC	KSC	MCPHS	NEC	NHIA	PSU	RIV	SAC	SNHU	UNH
Education		•		•	•		•		•		•	•	•	•	•
<i>Early Childhood</i>		•				•	•				•	•		•	•
<i>Elementary</i>		•			•		•		•		•	•		•	•
<i>Secondary</i>		•			•		•		•		•	•	•	•	•
<i>Special</i>							•		•			•		•	•
Engineering			•	•					•				•		•
English		•		•	•		•		•		•	•	•	•	•
Environmental Studies		•		•	•		•		•		•		•	•	•
Exercise Physiology		•							•			•			•
Film Studies				•			•					•			
Finance					•	•			•		•		•	•	•
Fine Arts	•	•		•	•					•			•		•
Foreign Languages				•			•				•	•	•		•
Forestry															•
Gaming, Simulation and Robotics			•												
Geography				•			•				•				•
Graphic Design	•	•			•		•		•		•	•		•	
Health Care Management						•					•	•			•
Health Sciences							•		•						•
<i>Health Promotion and Fitness</i>							•								•
<i>Nutrition</i>							•								•
<i>Substance Abuse/Addictions</i>							•								
History		•	•	•	•		•		•		•	•	•	•	•
Hotel/Restaurant Management														•	•
Human Resource Management						•									
Illustration	•									•	•	•			
Information Technology			•		•	•					•		•	•	
Interdisciplinary Arts	•														
International Affairs															•
Journalism							•					•	•		•
Justice Studies														•	•
Latin Am. & Caribbean Studies				•									•		
Liberal Arts/Studies				•	•	•					•	•	•	•	•
Linguistics				•											•
Management		•	•		•	•	•		•		•	•	•	•	•
Marketing			•		•				•		•	•	•	•	•
Mathematics				•	•		•		•		•	•	•		•
Mathematics & Social Science				•							•	•	•		
Mathematics-Physics				•			•						•		•
Medical Laboratory Science															•
Meteorology											•				
Microbiology															•
Music				•	•		•				•				•
Native American Studies				•											
Nursing		•						•				•	•		•
Nutritional Studies															•

Majors in New Hampshire (Continued)	CCNE	CSC	DWC	DAR	FPU	GSC	KSC	MCPHS	NEC	NHIA	PSU	RIV	SAC	SNHU	UNH
Occupational Safety							•								
Occupational Therapy															•
Painting	•	•							•	•		•			
Pharmacy								•							
Philosophy				•					•		•		•		•
Photography	•	•							•	•					
Photography and Media Arts	•											•			
Physical Education							•		•		•				•
Physician Assistant								•			•				
Political Science				•	•				•		•	•	•	•	•
Psychology		•	•	•	•		•		•		•	•	•	•	•
Recreation Management		•			•				•		•			•	•
Retailing														•	
Safety Studies							•								
Self-Designed	•	•		•	•	•	•		•		•	•			•
Social Science/Studies		•	•				•				•	•	•	•	
Social Work & Counseling					•				•		•	•			•
Sociology				•			•		•		•	•	•		•
Sports Management		•	•		•				•					•	•
Sports Medicine/Athl. Training		•					•				•	•			•
Studio Art	•	•		•					•		•	•	•		•
Technology						•	•								
Theatre Arts				•	•		•		•		•				•
Theology/Religion				•									•		
Travel/Tourism											•			•	•
Vocational Education															•
Women's Studies				•					•						•
Writing and Publishing									•		•	•			•
Zoology															•

Course Leveling

All courses are given a level number to indicate the difficulty for that course. They are numbered 0, 1, 2 or 3 with number 0 being the most difficult. Based on that level, students will receive quality points for completing the course. The quality points are used to establish a student's class rank. Refer to the course selection guide to determine the level of difficulty of any course.

IMPORTANT: BEFORE SELECTING A COURSE, IT IS IMPORTANT THAT YOU UNDERSTAND THE LEVEL OF DIFFICULTY OF THE COURSES THAT YOU ARE CONSIDERING

The level of the course is useful for the following reasons:

- o To help the student make intelligent course selections
- o To help determine class rank
- o To develop a healthy competitive climate

LEVEL 0: These courses require extensive independent study and outside activity for students with highly developed reading, writing, verbal, conceptual and study skills.

LEVEL 1: These courses provide work for students with well-developed reading, writing, verbal, conceptual and study abilities, or with highly developed subject-related skills.

LEVEL 2: These courses are designed for students who need to develop basic academic or pre-vocational skills and concepts.

LEVEL 3: These courses are designed to bring student's skills up to minimum competencies as stated in the individual course outlines.

Quality Points

LETTER GRADE	LEVEL 0	LEVEL 1	LEVEL 2	LEVEL 3
A	4.50	4.00	3.50	3.00
A-	4.25	3.75	3.25	2.75
B+	4.00	3.50	3.00	2.50
B	3.75	3.25	2.75	2.25
B-	3.50	3.00	2.50	2.00
C+	3.25	2.75	2.25	1.75
C	3.00	2.50	2.00	1.50
C-	2.75	2.25	1.75	1.25
D+	2.50	2.00	1.50	1.00
D	2.25	1.75	1.25	.75
D-	2.00	1.50	1.00	.50

Student's rank in class is computed on the GPA (grade point average) using the weighted points assigned to each level. GPA is defined as the total points earned divided by the credits attempted.

Classes which are not figured into the GPA include: Computer Literacy, Physical Education, Health, and Fundamentals of Acting, Study Skills, Academic Skills, and Freshman Seminar.

Students have the responsibility with the guidance of their parents, teachers and counselors to select those courses which best meet their needs, aptitudes and abilities. However, teacher and department recommendations are considered when assigning courses that are taught at more than one level. Prerequisites must also be met.

Juniors and Seniors can request the option of excluding from the GPA a maximum of one credit of elective courses a year (total of two credits). These must be electives beyond the state and local requirements. This choice must be made before the course begins.

Courses taken at other schools are assigned values after comparing them with similar courses offered at Winnisquam. The class ranking system will not affect student's eligibility for the honor roll.

ENGLISH

ENGLISH – 4 CREDITS REQUIRED FOR GRADUATION

100 ENGLISH GRADE 9, Phase 1	Level 1	1 credit
This is a challenging college preparatory course. In reading, the course emphasizes literary analysis rather than comprehension; in language, the course provides an intensive study of grammar, punctuation, and usage; in writing, students are encouraged to express themselves creatively while adhering to the conventions of correct form.		
101 ENGLISH GRADE 9, Phase 2,	Level 2	1 credit.
This course is designed for students of average ability who need some help in mechanics, writing, and reading. It provides students with writing exercises, grammar skills, vocabulary builders, spelling help and reading material.		
103 ENGLISH GRADE 9, Phase 3	Level 3	1 credit.
This course is similar to phase 2, but designed for students who have more difficulty with spelling, reading comprehension and English mechanics.		
106 ENGLISH GRADE 10, Phase 1	Level 1	1 credit.
This course is designed for the academically talented student to further develop mechanics, writing and reading. It will continue to challenge these students with advanced writing, grammar, vocabulary drills and reading.		
107 ENGLISH GRADE 10, Phase 2	Level 2	1 credit.
This course is designed for students of average ability to further develop mechanics, writing and reading. It presents students with more advanced writing exercises, grammar drills, vocabulary builders, spelling help and reading materials.		
109 ENGLISH GRADE 10, Phase 3	Level 3	1 credit.
This course is designed for students who have difficulty with spelling, reading, comprehension and English mechanics.		

ENGLISH ELECTIVES

Phase 1, level 1. Courses designed primarily for students who enjoy reading, who have little difficulty with the mechanics of writing, and who are looking forward to a more challenging experience in English.

Phase 2, level 2. Courses designed for students of average ability who may need some help in writing, but who enjoy reading about subjects that interest them.

Phase 3, level 3. Courses designed for students who have difficulties expressing themselves in writing and who are not particularly interested in reading.

IMPORTANT NOTE:

- **Students may not take elective courses unless they have successfully completed English 10.**
- **Students may not elect more than two half credits of elective courses in a school year. Exceptions will be considered by the administration, guidance, English department chair, and the teachers involved.**
- **Students must take at least one literature course per year. Exceptions will be considered by the English department chair and the teachers involved.**
- **All English programs are subject to the review and approval of the English department.**

105 READING WORKSHOP**Level 3****Grades 9****½ credit**

This course is designed to enhance student's ability to become an independent reader. The course focuses on improving reading comprehension by learning, applying, and practicing reading strategies suitable for their individual abilities and differing texts. Enrollment limited to 25.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop communication skills across content areas.
4 Understand the role of arts in society.

111 AMERICAN REFLECTIONS**Level 2****Grades 10-12****½ credit**

(Paired with American Reflections/Social Studies). This course introduces the phase 2 and 3 student to American literary themes and their relationship to US history from 1865 to 1965. In addition to reading representative works from the literary canon (and less traditional works from outside the canon), students will write expository essays, improve basic language skills and develop their vocabulary. Enrollment limited to 25. (phase 2&3)

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop communication skills across content areas.
4 Understand the role of arts in society.

112 CRITICAL ANALYSIS OF THE WRITING PROCESS**Level 2****½ credit**

This writing course is designed for students who seriously want to improve their writing skills. It will enable a junior or senior to strengthen vocabulary skills, sentence structure and paragraph construction. Students will learn how to develop essays for a particular audience and how to handle forms and related materials. It is designed to bring the novice writer to a comfortable level of written expression in the work place or in the academic world. Enrollment limited to 15. (phase 2)

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop communication skills across content areas.
4 Develop skills for productive use of technology and information resources.

113 ENGLISH MECHANICS**Level 2****½ credit**

This course is designed primarily for students who feel they need extra help with English syntax. The course will include a review of the fundamental rules of grammar, spelling and punctuation. Enrollment limited to 25. (phase 1,2,3)

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop problem-solving skills across content areas.
3 Develop communication skills across content areas.
4 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

114 MEDIA ANALYSIS**Level 1****½ credit**

This course is a critical study of contemporary communications and mass media – television, radio, newspaper, advertising, music, film – their inter-relationships and contrasts as they influence the moral values and decisions in America and the world today. Students will read and analyze contemporary essays on each medium as well as learn and use the vocabulary that is related to mass media. Students will also be responsible for one independent and one group analysis project. Students will write argumentative essays analyzing the effects of mass media on our American life today. (phase 1&2) Enrollment limited to 25.

Student Learning Expectations

- 1 Develop skills in literacy across content areas.
- 2 Develop communication skills across content areas.
- 3 Develop skills for productive use of technology and information resources.
- 4 Understand the role of arts in society.

115 MULTICULTURAL LITERATURE**Level 2****½ credit**

This course introduces the student to representative works from around the world. Students will examine cultural similarities and differences demonstrated in reading material from Europe, Africa, Asia, and Latin America. Each section of the course will provide insights about the connections between a region's literature and its culture. Enrollment limited to 25. (phase 2&3)

Student Learning Expectations

- 1 Develop skills in literacy across content areas.
- 2 Develop critical thinking skills across the content areas.
- 3 Develop skills for productive use of technology and information resources.
- 4 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

116 MYTH & SYMBOLS**Level 1****½ credit**

A survey of the growth, development and importance of myth and symbol in literature. A background in world mythologies, legends and folk tales enable the student to appreciate the mythical allusions in contemporary literature. Enrollment limited to 25. (phase 1&2)

Student Learning Expectations

- 1 Develop skills in literacy across content areas.
- 2 Develop critical thinking skills across the content areas.
- 3 Develop communication skills across content areas.
- 4 Understand the role of arts in society.

117 READING IMPROVEMENT**Level 3****½ credit**

This course develops those reading skills necessary to becoming a better reader. Stories and essays will be short. The course emphasizes basic reading skills (e.g. word attack, syllabication, context clues) and critical reading skills (e.g. identifying main idea, understanding sequence, making inferences). Students read a minimum of five novels appropriate to their reading level. Enrollment limited to 15. (phase 3)

Student Learning Expectations

- 1 Develop skills in literacy across content areas.
- 2 Develop critical thinking skills across the content areas.
- 3 Develop problem-solving skills across content areas.
- 4 Develop communication skills across content areas.

118 RS - COLLEGE COMPOSITION**Level 1****½ credit**

This course is an individualized approach to writing descriptive, narrative and expository essays. Enrollment limited to 25

Student Learning Expectations

- 1 Develop critical thinking skills across the content areas.
- 2 Develop communication skills across content areas.
- 3 Develop skills for productive use of technology and information resources.
- 4 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

119 WRITING FOR THE VOCATIONAL STUDENT**Level 2****½ credit**

This course concentrates on patterns of writing that will be useful for students in various career and technical programs. Vocational writing emphasizes forms, instructions, letters, and reports. Enrollment limited to 15. (phase 2&3)

Student Learning Expectations

1 Develop skills in literacy across content areas.

2 Develop critical thinking skills across the content areas.

3 Develop communication skills across content areas.

4 Develop career, educational, and life planning skills.

120 AMERICAN LITERATURE SURVEY H**Level 0****½ credit**

This course will provide students with a comprehensive background in American Literature from pre-colonial times to the contemporary novel. Students will read extensively and write frequently to assess the impact of American literature on its people. (phase 1)

Student Learning Expectations

1 Develop skills in literacy across content areas.

2 Develop critical thinking skills across the content areas.

3 Develop communication skills across content areas.

4 Understand the role of arts in society.

121 INTRODUCTION TO LITERARY ANALYSIS**Levels 1,2,3 (TBD by contract)****½ credit**

This course is structured to help the student design an individualized reading program. The structure is designed by the following criteria: reading interest and ability, analytical skills and student motivation. Students write summaries, evaluate literature and keep daily records. Enrollment limited to 15 (Phase 1,2,3)

Student Learning Expectations

1 Develop skills in literacy across content areas.

2 Develop critical thinking skills across the content areas.

3 Develop communication skills across content areas.

4 Understand the role of arts in society.

122 JOURNALISM**Level 1****½ credit**

This course emphasizes basic techniques of reporting as well as the analysis and criticism of mass communication today. Student's writing will be submitted to local media (e.g. radio stations, local newspapers). Enrollment limited to 15. (phase 1)

Student Learning Expectations

1 Develop skills in literacy across content areas.

2 Develop critical thinking skills across the content areas.

3 Develop communication skills across content areas.

4 Understand the role of arts in society.

123 MEDIA ANALYSIS 2**Level 2****½ credit**

This course will cover the same material as Media Analysis, level 1, but will be geared to the interests and needs of the phase 2 and phase 3 student. Enrollment limited to 20.

Student Learning Expectations

1 Develop skills in literacy across content areas.

2 Develop communication skills across content areas.

3 Develop skills for productive use of technology and information resources.

4 Understand the role of arts in society.

124 PHILOSOPHY AND LITERATURE H**Level 0****½ credit**

A thematic approach to literature emphasizing such basic philosophical issues as truth, beauty, goodness and commitment. Philosophers, poets, novelists and playwrights will be studied concurrently. The unit on Truth for example, includes works by Plato, Descartes, Chekhov, Faulkner and Hardy. (phase 1)

Student Learning Expectations

1 Develop skills in literacy across content areas.

2 Develop critical thinking skills across the content areas.

3 Develop communication skills across content areas.

4 Understand the role of arts in society.

125 SHORT STORY**Level 2****½ credit**

This course includes the study of fast paced action stories as well as material related to science fiction, supernatural, mystery and fantasy. The course teaches students how to analyze the elements of the short story (e.g. plot, theme, characterization, mood) and encourages them to create short stories of their own. Enrollment limited to 25. (phase 2&3)

Student Learning Expectations

1 Develop skills in literacy across content areas.

2 Develop critical thinking skills across the content areas.

3 Develop communication skills across content areas.

4 Develop skills for productive use of technology and information resources.

126 SHAKESPEARE & MEDIA**Level 2 & 3****½ credit**

Designed to introduce students of lower levels of reading and/or writing ability to the plays of William Shakespeare by studying Shakespeare's influence on American popular culture, particularly the medium of film. Students will study four to five Shakespearian plays by first watching modern films based on said plays in order to learn plot and characters, then through carefully guided reading of texts, and finally through watching staged or filmed productions of the plays. Enrollment limited to 15. (phase 2 & 3)

Student Learning Expectations

1 Develop skills in literacy across content areas.

2 Develop critical thinking skills across the content areas.

3 Develop skills for productive use of technology and information resources.

4 Understand the role of arts in society.

127 CRITICAL ANALYSIS OF CHILDREN'S LITERATURE**Level 2****½ credit**

This course is designed to introduce high school students to the importance of reading in the child's early experience. There will be emphasis on oral as well as written literary works and the course will include works from local, national and foreign traditions. Students will work independently and in groups and will participate in frequent oral, reading and written assignments. Enrollment limited to 15. (phase 2&3)

Student Learning Expectations

1 Develop skills in literacy across content areas.

2 Develop critical thinking skills across the content areas.

3 Understand the role of arts in society.

4 Demonstrate knowledge and behaviors that will foster the adoption of healthy lifestyles.

128 ENGLISH LITERATURE H**Level 0****½ credit**

This survey of English literature will cover 1300 years of literary history from Beowulf to Dylan Thomas, exposing students not only to different genres and styles of writing, but also to the intellectual foundation of much of America's literary heritage. Enrollment 25. (phase 1)

Student Learning Expectations

1 Develop skills in literacy across content areas.

2 Develop critical thinking skills across the content areas.

3 Develop communication skills across content areas.

4 Understand the role of arts in society.

129 EUROPEAN LITERATURE H**Level 0****½ credit**

This course will introduce the phase 1 student to representative works from European literary tradition. Major units include The Bible, Greek tragedy, medieval literature, Renaissance literature and nineteenth century European Literature. Enrollment 25 (phase 1)

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop communication skills across content areas.
4 Understand the role of arts in society.

130 MODERN SOCIETY-ITS PROBLEMS AND VALUES**Level 2****½ credit**

This course is a reading and discussion of contemporary literature that explores social problems and values. It is designed to aid students in improving reading, writing and listening skills. Enrollment limited to 22 (phase 2&3)

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop communication skills across content areas.
3 Demonstrate civic responsibility and environmental stewardship.
4 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

131 SHAKESPEARE H**Level 0****½ credit**

This course is an intensive discussion of five Shakespearean plays. Thematic concerns, character development and some aspects of Shakespearean performance in Elizabethan and modern theater are explored in depth. A less intensive study of Shakespeare's sonnets will be included if time permits. Enrollment 25 (phase 1)

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop communication skills across content areas.
4 Understand the role of arts in society.

132 THE BIBLE AND ITS INFLUENCE ON LITERATURE –A**Level 2****½ credit**

This course will study the organization of the Hebrew Scriptures (Old Testament). It will consider the importance of studying Biblical literacy through a study of Genesis, Exodus, the Prophets, the Books of Writings, and Wisdom. It will also study the ways in which later writers have used Bible literature, language, and symbols. Students will learn about the language, literary forms, plot lines, characters, and contents of the Bible to produce a better understanding of literature, art, and culture. Enrollment limited to 22. (phase 1&2)

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop communication skills across content areas.
4 Understand the role of arts in society.

133 THE BIBLE AND ITS INFLUENCE ON LITERATURE – B**Level 2****½ credit**

This course will consider how the Christian bible was built upon a foundation of the Hebrew Bible. It will consider the importance of studying biblical literacy through a study of the four gospels, the letters of Paul, and Revelation. It will also study the ways in which later writers have used Bible literature, language, and symbols. Students will learn about language, literary forms, plot lines, characters, and contents of the Bible to produce a better understanding of literature, art, and culture. (phase 1&2) Enrollment limited to 22.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop communication skills across content areas.
4 Understand the role of arts in society.

134 SPEECH COMMUNICATIONS AND APPLIED**Level 2****½ credit**

This course will enable students to develop their listening and speaking skills; it will emphasize the effective use of these skills in school and career settings. The course also develops skills in organization and conflict resolution. (phase 2&3) Enrollment limited to 15.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop communication skills across content areas.
3 Develop critical thinking skills across content areas.

135 ORAL COMMUNICATION & DEBATE**Level 2****½ credit**

This course will introduce students to the craft of developing arguments and speeches for debate, extemporaneous speaking, oratory, and other areas of competitive forensics. Students will learn how to identify reliable evidence, construct a logically reasoned argument, cross-examine an opponent, research, develop and present oral speeches. Enrollment limited to 15. (phase 2).

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop communication skills across content areas.
3 Develop critical thinking skills across content areas.
4 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

136 ADVANCED PLACEMENT LANGUAGE & COMPOSITION**Grade 11 Level 0****1 credit**

A yearlong high honors course designed to give college-bound students the equivalent of a 100-level freshman English Composition course. Students will learn advanced topics in rhetoric and composition, will read and write a variety of non-fiction, and will prepare for the College Board Advanced Placement Exam in English Language & Composition. Students may be admitted to the course only through the recommendation of an English teacher, and the course will include a mandatory summer reading list. Enrollment limited to 15.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop communication skills across content areas.
4 Understand the role of arts in society.

137 ADVANCED PLACEMENT LITERATURE & COMPOSITION**Grade 12 Level 0****1 credit**

A yearlong high honors course designed to give college-bound students the equivalent of a 100-level college freshman English Literature course. Students will learn advanced topics in literary criticism, will read and write about a variety of fictional works, and will prepare for the College Board Advanced Placement Exam in English Literature & Composition. Students may be admitted to the course only through the recommendation of an English teacher, and the course will include a mandatory summer reading list. Enrollment limited to 15.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop communication skills across content areas.
4 Understand the role of arts in society.

140 ADVANCED INDEPENDENT STUDY**Level TBD by contract****½ credit**

Prerequisite: written approval from the English department chair. Advanced study is for the student who wants to do advanced work in language, literature, or composition. The content is to be determined by conferences between student and instructor. All work will be done on an individual basis on a time schedule set by mutual agreement. (phase 1)

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem-solving skills across content areas.
4 Develop skills for productive use of technology and information resources.

145 INDIVIDUALIZED ENGLISH STUDY**Level 3**

Prerequisite: written approval from the English department chair. This is a modified phase 2 or 3 elective course (e.g. Individualized Study: Writing Improvement or Individualized Study: Multicultural Literature) designed for students whose identified needs are not being met by the course outlines or time restrictions of current course offerings. The Individualized Study section of an elective will carry the same academic credit as the non-modified course; however, the English department, Guidance department, parent and student recognize that additional time may be necessary to accomplish the objectives of the course.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem-solving skills across content areas.
4 Develop career, educational, and life planning skills.

146 RS - WRITING FOR THE COLLEGE BOUND**Level 0****½ credit**

This course is an individualized approach to writing descriptive, narrative and expository essays. The course is designed for students planning to attend college. (phase 1) Enrollment limited to 15.

Student Learning Expectations
1 Develop critical thinking skills across the content areas.
2 Develop communication skills across content areas.
3 Develop skills for productive use of technology and information resources.
4 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

MATHEMATICS

MATHEMATICS –3.0 CREDITS REQUIRED FOR GRADUATION (INCLUDING 1.0 IN ALGEBRA I)

200 ALGEBRA 1 A

Level 0

1 credit

This course is the first course in college-preparatory math. This section is for the advanced college-preparatory student. Topics covered will be the same as those covered in Algebra 1, but at a faster pace and in greater depth. A graphing calculator is required (TI-83+/84 graphing calculator is recommended). Enrollment limited to 25

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem-solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.
6 Develop career, educational, and life planning skills.

201 ALGEBRA 1 B

Level 1

1 credit

This course is the first course in college-preparatory math. It is intended that this course be stringent in nature and has been designed for the college-preparatory student. Topics will include signed numbers, polynomials, linear and other equations, word problems and others. A calculator is required for this course (TI-30 is recommended). Enrollment limited to 15.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem-solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.

202 PRE-ALGEBRA

Level 2

½ credit

This course is designed for the student requiring a stronger math foundation in order to be successful in Algebra 1. Algebraic concepts will be introduced at an elementary level in order to create a strong base in logic and reasoning necessary to take Algebra 1 the following year. A calculator is required for this course. Enrollment limited to 15.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem-solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.

203 PRE-GEOMETRY

Level 2

½ credit

This course is designed to introduce students to basic geometry concepts. Course content will be made up of generalized topics of area, perimeter, volume, shape, reflections, rotations, and transformations, as well as topics required by state frameworks. A calculator is required for this course. Enrollment limited to 15.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem-solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.

204 BASIC SKILLS MATH**Level 3****1 credit**

For the student whose educational plan specifies a need for intensive work with the fundamentals of arithmetic. Emphasis will be on drill in the fundamentals and will incorporate life skill topics including the unit on the hand-held calculator. A calculator is necessary for this course. Enrollment limited to 12.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem-solving skills across content areas.
4 Develop communication skills across content areas.

205 GEOMETRY H**Level 0****1 credit**

Prerequisite: C average in Algebra 1 A, or permission from department chair. This course may be taken in conjunction with Algebra 2 Honors, with permission from department chair. This section is designed for the advanced college-preparatory student. The material covered will be the same as covered in geometry, but at a faster pace and in greater depth. A graphing calculator is required. (TI-83+/84 graphing calculator is recommended) Enrollment limited to 25.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem-solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.
6 Develop career, educational, and life planning skills.

206 GEOMETRY**Level 1****1 credit**

Prerequisite: Algebra 1. This course follows Algebra 1 and will be taught with the rigor necessary to classify it as a college preparatory class. Includes topics such as triangles, polygons, perpendicular and parallel lines, proof-deductive and inductive reasoning, areas and volumes, and analytic geometry. A graphing calculator is required. (TI-83+/84 graphing calculator is recommended) Enrollment limited to 25.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem-solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.

207 ALGEBRA 2 H**Level 0****1 credit**

Prerequisite: C average in Geometry Honors or permission from department chair. This course is for the advanced college-preparatory student. The material covered will be the same as in algebra 2, but will be covered at a faster pace and in greater depth. Also included will be units on basic trigonometry. This may be taken in conjunction with geometry honors with department approval. A graphing calculator is required. (TI-83+ /84 is recommended) Enrollment limited to 25.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem-solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.
6 Develop career, educational, and life planning skills.

208 ALGEBRA 2**Level 1****1 credit**

Prerequisite: Algebra 1 and/or Geometry. The course is a logical extension of algebra 1, and may be taken before or after geometry. The content of the course includes signed numbers, factoring, simultaneous equations, algebraic fractions, logarithms, exponents, complex numbers, quadratic functions and others. A graphing calculator is required. (TI-83+/84 calculator is recommended) Enrollment limited to 25.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem-solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.

209 PRE-CALCULUS**Level 1****1 credit**

Prerequisite: Algebra 1, 2 and Geometry. Advanced math is the fourth in a series of college preparatory mathematics. It is designed to further the student's knowledge of mathematics beyond algebra and trigonometry. Topics are designed to help college bound students prepare for courses in analytic geometry, matrices, determinants, limits, continuity, etc., as well as a review of the basic algebra and geometry. The TI-84+ graphing calculator is required. Enrollment limited to 25.

Student Learning Expectations

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| 1 Develop skills in literacy across content areas. |
| 2 Develop critical thinking skills across the content areas. |
| 3 Develop problem-solving skills across content areas. |
| 4 Develop communication skills across content areas. |
| 5 Develop skills for productive use of technology and information resources. |
| 6 Develop career, educational, and life planning skills. |

210 STATISTICS**Level 1****Grades 11-12****½ credit**

Prerequisite: Algebra 1. A first course in statistics and basic probability concepts. Emphasis is on applications throughout the course. Students will learn to read, write and speak effectively with statistical concepts. It is expected that students will have the following skills: rounding numbers, calculating percentages, converting between decimals and percentages, converting between fractions and decimals, using powers and roots, using formulas – plugging in numbers and solving for the missing variable, creating graphs. Enrollment limited to 25.

Student Learning Expectations

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| 1 Develop skills in literacy across content areas. |
| 2 Develop critical thinking skills across the content areas. |
| 3 Develop problem-solving skills across content areas. |
| 4 Develop communication skills across content areas. |
| 5 Develop skills for productive use of technology and information resources. |

211 PRE-CALCULUS H**Level 0****1 credit**

Prerequisite: C average in Algebra 2 honors, or permission from math department chair. This is the fourth course in the college preparatory honors program. It is designed to further the talents of advanced mathematics students. It will deal with topics that will be of use to students in post secondary courses. Topics shall include a review of trigonometry, functions and limits and a strong introduction to calculus. The graphing calculator is required. Enrollment limited to 25.

Student Learning Expectations

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| 1 Develop skills in literacy across content areas. |
| 2 Develop critical thinking skills across the content areas. |
| 3 Develop problem-solving skills across content areas. |
| 4 Develop communication skills across content areas. |
| 5 Develop skills for productive use of technology and information resources. |

212 AP CALCULUS**Level 0****1 credit**

Prerequisite: C average in Pre-Calculus. This course is intended as a fifth math course for students planning to study math or related subjects at the college level. Prepares students for entry into college calculus courses and possibly allow students to test out of one or two semesters of college calculus. The advanced placement test will be an option to the student at the end of the course. This option is at the student's own expense and will be given at the school. The graphing calculator is required for this course.

Student Learning Expectations

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| 1 Develop skills in literacy across content areas. |
| 2 Develop critical thinking skills across the content areas. |
| 3 Develop problem-solving skills across content areas. |
| 4 Develop communication skills across content areas. |
| 5 Develop skills for productive use of technology and information resources. |
| 6 Develop career, educational, and life planning skills. |

213 STATISTICS: RUNNING START Grades 11-12 Level 0 ½ credit

Prerequisite: Algebra 2. This is a college level statistics course offered in conjunction with NHCTC. Students can earn college credit in addition to ½ credit toward graduation. Statistical topics covered include measures of central tendencies, various statistical graphs, probability theorems, and higher level statistics. Enrollment limited to 20.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem-solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.

214 INDEPENDENT STUDY Level 0 1 credit

Prerequisite: four years of mathematics, including calculus. For the student who wishes to pursue further math studies. The content is to be determined via conferences with the student and instructor. All work will be done on an individual basis and on a time schedule set up by the instructor.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem-solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.
6 Develop career, educational, and life planning skills.

215 CONSUMER MATH Level 2 & 3 ½ credit

Prerequisite: Passing grade in Algebra 1. “Real life” math concepts, including banking, discounts, percentages, credit cards, and insurance, etc., will be covered, along with review of concepts already learned. Students who have passed Algebra 2 are not eligible for this course. Enrollment limited to 18.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem-solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.

220 INDIVIDUALIZED MATH SKILLS Level 3 1 credit

This is a modified level 3 course, designed for students whose identified needs are not being met by the course outlines or time restrictions of current course offerings. Students are admitted only with permission from the math department chair. Topics that may be included: money, shopping, using a calculator, writing checks, ordering from a menu and totaling a bill, bank accounts budgeting and paychecks. Enrollment limited to 12.

Student Learning Expectations – PER DESIGN

216 & 217 ACCELERATED MATH 1 & 2 ½ credit

This course is an individualized math program for students who demonstrate gaps in skill development in math. Course work is designed to fit individual needs. **This course does not count as one of the required math courses**, but can be used as an elective credit. Enrollment limited to 12.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem-solving skills across content areas.
4 Develop communication skills across content areas.

See description under Industrial Technology.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem-solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.
6 Develop career, educational, and life planning skills.

505 GENERAL BIOLOGY Level 2 Grade 10 1 credit

Prerequisite: passing grade in **General Earth Science or Earth Science**. This course is a survey of the major plant and animal kingdoms. Particular emphasis is placed on the study of man and his body systems. Enrollment limited to 25.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem-solving skills across content areas.
4 Develop skills for productive use of technology and information resources.
5 Demonstrate civic responsibility and environmental stewardship.

506 GENERAL BIOLOGY M Level 3 Grade 10 1 credit

Prerequisite: passing grade in **General Earth Science or Earth Science**. This course is a survey of the major plant and animal kingdoms. Particular emphasis is placed on the study of man and his body systems. Enrollment limited to 18.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem-solving skills across content areas.
4 Develop skills for productive use of technology and information resources.
5 Demonstrate civic responsibility and environmental stewardship.

507 ANIMAL BIOLOGY Level 1 Grades 11-12 1 credit

Prerequisite: Biology. This course will allow students considering any career related to biology, a chance to develop and apply skills relevant to the biological sciences in the context of the companion animal industry (veterinarian, humane society, training and breeding). It is an applied course that involves job shadowing opportunities in the companion animal business. Enrollment limited to 25.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem-solving skills across content areas.
4 Develop skills for productive use of technology and information resources.
5 Demonstrate civic responsibility and environmental stewardship.

511 AP CHEMISTRY Level 0 Grade 12 1.5 credit

Prerequisite: C or better in Honors Chemistry (Level 0) or Chemistry (Level 1), C or better Algebra 2. This class is designed to be the equivalent of the general chemistry course usually taken during the first year of college. Students will attain a dept of understanding of fundamentals and the reasoning skills needed to deal with chemical problems as well as develop the ability to think clearly and express their ideas, orally and in writing, with clarity and logic. This college course in chemistry differs qualitatively from honors chemistry with respect to the kind of textbook used, the topics covered, the emphasis on chemical calculations and the mathematical formulation of principles, and the kind of laboratory work done by students. Enrollment limited to 24.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem-solving skills across content areas.
4 Develop skills for productive use of technology and information resources.
5 Develop career, educational, and life planning skills.

509 HONORS CHEMISTRY Level 0 Grade 11 1.5 credits

Prerequisite: C or better in Algebra II. Science concepts suggested. This is a lab-oriented college preparatory course. Course content includes: the structure of the atom, organizations of the periodic table, chemical bonding, solids, liquids and solutions, reaction rates, chemical equilibrium, acids and basis, oxidation-reduction reactions. This class meets 7-8 times per week. Formal lab reports are required. A scientific calculator is required. Enrollment limited to 24.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem-solving skills across content areas.
4 Develop skills for productive use of technology and information resources.
5 Develop career, educational, and life planning skills.

510 CHEMISTRY

Level 1

Grades 11-12

1 credit

Prerequisite: C or better in Algebra 1. This is a college preparatory class. Course content to include the structure of the atom, the periodic table and trends, chemical bonding, chemical reactions, molar quantities, gas laws, solutions, chemical equilibrium, and acids and bases. This course will have the rigor of the honors class, but without the additional lab time and a slightly modified math component. Enrollment limited to 24.

Student Learning Expectations

- 1 Develop skills in literacy across content areas.
- 2 Develop critical thinking skills across the content areas.
- 3 Develop problem-solving skills across content areas.
- 4 Develop skills for productive use of technology and information resources.
- 5 Develop career, educational, and life planning skills.

513 CONCEPTUAL CHEMISTRY

Level 2

Grades 11-12

1 credit

Prerequisite: Passing grade in Algebra 1. This course is designed to give the students an introduction to chemistry as well as a real world connection. The topics are very similar to that of a traditional chemistry with a focus on application. Some, but not all of the application topics are: nuclear power, energy alternatives, water quality, air quality and forensics. This class will include lab work. The level of mathematics necessary for this course is less sophisticated than in the chemistry and honors chemistry courses. A scientific calculator is required. Enrollment limited to 24. **Not offered 2008-2009.**

Student Learning Expectations

- 1 Develop skills in literacy across content areas.
- 2 Develop critical thinking skills across the content areas.
- 3 Develop problem-solving skills across content areas.
- 4 Develop skills for productive use of technology and information resources.
- 5 Develop career, educational, and life planning skills.
- 6 Demonstrate civic responsibility and environmental stewardship.

512 PHYSICS H

Level 0

Grade 12

1.5 credits

Prerequisite: C or better in Algebra 2. This is a lab oriented college preparatory physics course. It offers preparation for college physics as well as a good grounding in the subject for those who do not intend to enter college. Course content includes, mechanics, (forces, accelerations, velocities, energy, work, etc.) heat and thermodynamics, wave mechanics, electricity & magnetism, relativity, ray & quantum optics and elementary electronics. This course meets 7-8 times per week. Formal lab reports are required. A scientific calculator is required. Enrollment limited to 24.

Student Learning Expectations

- 1 Develop skills in literacy across content areas.
- 2 Develop critical thinking skills across the content areas.
- 3 Develop problem-solving skills across content areas.
- 4 Develop skills for productive use of technology and information resources.
- 5 Develop career, educational, and life planning skills.

508 PHYSICS CP

Level 1

Grade 12

1 credit

Prerequisite: C or better in Algebra 1. This is a college preparatory class. This course is designed to give the students an introduction to physics concepts as well as a real world connection. The topics are very similar to that of the honors physics course, with a focus on application. The level of mathematics necessary for this course is less sophisticated than the honors level. A scientific calculator is required. Enrollment limited to 24.

Student Learning Expectations

- 1 Develop skills in literacy across content areas.
- 2 Develop critical thinking skills across the content areas.
- 3 Develop problem-solving skills across content areas.
- 4 Develop skills for productive use of technology and information resources.
- 5 Develop career, educational, and life planning skills.

516 ADVANCED STUDY

Level 0

Grade 12

1 credit

For the student who has completed all of the available science department offerings and wishes to pursue further study of sciences. The content is to be determined via conferences between the student and the instructor and is subject to the approval of the science department staff. All work will be done on an individual basis on a time schedule set by the instructor.

Student Learning Expectations – PER DESIGN

SOCIAL STUDIES

SOCIAL STUDIES – 3 CREDITS REQUIRED FOR GRADUATION

400 WORLD HISTORY AND GEOGRAPHY H

Level 0

Grade 9

1 credit

Students in this course should be reading and writing above grade level and be able to work independently on a variety of assessments. Students will be introduced to the five themes of geography during the first quarter and these five themes will be applied throughout the course. Students will study and evaluate the historical development of various cultures throughout the world from the Roman Empire to the American and French Revolutions. Quarterly research projects are required. Enrollment limited to 25.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.
6 Develop career, educational, and life planning skills.
7 Understand the role of arts in society.
8 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

401 WORLD HISTORY AND GEOGRAPHY

Level 1

Grade 9

1 credit

Students will be introduced to the five themes of geography and apply these themes throughout the course. Students will study and evaluate the historical development of various cultures throughout the world from the Roman Empire to the American and French Revolutions. Enrollment limited to 25.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.
6 Develop career, educational, and life planning skills.
7 Understand the role of arts in society.
8 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

402 UNITED STATES HISTORY & GOV'T (1) 1787 to 1897 H

Level 0

Grade 10 ½ credit

Prerequisite: recommendation from social studies teacher and a grade of C or above in World History/Geography H. Students will study the historic development of the United States from 1787 to 1897. Emphasis is given to the historical development of the United States Constitution and the American Civil War. Local and state history will complement the time period as the United States moves from birth to a world power. Quarterly research projects are a requirement for the course; portfolios of student work will be part of the final exam requirement. Enrollment limited to 25.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.
6 Develop career, educational, and life planning skills.
7 Understand the role of arts in society.
8 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

403 UNITED STATES HISTORY & GOV'T (1) 1787 to 1897**Level 1****Grade 10 ½ credit**

Students will study the historic development of the United States from 1787 to 1897. Emphasis will be to the historical development of the United States Constitution and the American Civil War. Local and state history will complement the time period as the United States moves from birth to a world power. Research projects are required for this course; portfolios of student work will be part of the final exam requirement. Enrollment limited to 25.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.
6 Develop career, educational, and life planning skills.
7 Understand the role of arts in society.
8 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

404 UNITED STATES HISTORY & GOV'T (1) 1787 to 1897 M**Level 3****Grade 10 ½ credit**

Students will study the historic development of the United States from 1787 to 1897. Emphasis will be given to the historical development of the United States Constitution and the American Civil War. Local and state history will complement the time period as the United States moves from birth to a world power. Research projects are introduced; portfolios of student work will be part of the final exam requirement. Enrollment limited to 15.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.
6 Develop career, educational, and life planning skills.
7 Understand the role of arts in society.
8 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

405 THE AMERICAN ECONOMIC SYSTEM H**Level 0****Grade 11 ½ credit**

Prerequisite: recommendation of social studies teacher. This course will provide students with the basic principles of Microeconomics, marketing, investing, an exposure to other economic systems, and an introduction to Macroeconomics. Research projects & portfolios of student work are part of the course requirement. Enrollment limited to 25.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.
6 Develop career, educational, and life planning skills.
7 Understand the role of arts in society.
8 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

406 THE AMERICAN ECONOMIC SYSTEM**Level 1****Grade 11 ½ credit**

This course will provide the student with basic principles of Microeconomics, marketing, investing, an exposure to other economic systems, and an introduction to Macroeconomics. Projects and portfolios are part of course requirements. Enrollment limited to 25.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.
6 Develop career, educational, and life planning skills.
7 Understand the role of arts in society.
8 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

407 THE AMERICAN ECONOMIC SYSTEM M**Level 3****Grade 11 ½ credit**

This course will provide the student with basic principles of Microeconomics, marketing, investing, an exposure to other economic systems, and an introduction to Macroeconomics. Projects are introduced and portfolios are a requirement for this course. Enrollment limited to 15.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.
6 Develop career, educational, and life planning skills.
7 Understand the role of arts in society.
8 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

408 UNITED STATES HISTORY & GOV'T (2) 1898 – PRESENT H Level 0**Grades 11-12****1 credit**

Prerequisite: US History 1787 to 1897, and recommendation from social studies teacher. Students will study the historic development of the United States from the Spanish American War to the Gulf War. Significant time is given to World War I, the Great Depression, World War II and the Holocaust, the Cold War, Civil Rights, and the development of the role of the United States in the world today. Quarterly research projects are required and part of the final exam will be a portfolio of the student's work in their social studies classes. Enrollment limited to 25.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.
6 Develop career, educational, and life planning skills.
7 Understand the role of arts in society.
8 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

409 UNITED STATES HISTORY & GOV'T (2) 1898 - PRESENT Level 1 Grades 11-12 1 credit

Prerequisite: US History 1787 to 1897. Students will study the historic development of the United States from the Spanish American War to the Gulf War. Significant time is given to World War I, the Great Depression, World War II and the Holocaust, the Cold War, Civil Rights, and the development of the role of the United States in the world today. Research projects are required and part of the final exam will be a portfolio of the student's work in their social studies classes. Enrollment limited to 25.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.
6 Develop career, educational, and life planning skills.
7 Understand the role of arts in society.
8 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

410 UNITED STATES HISTORY & GOV'T (2) 1898 - PRESENT M Level 3 Grades 11-12 1 credit

Prerequisite: US History 1787 to 1897. Students will study the historic development of the United States from the Spanish American War to the Gulf War. Significant time is given to World War I, the Great Depression, World War II and the Holocaust, the Cold War, Civil Rights, and the development of the role of the United States in the world today. Research projects will be introduced; portfolios of student work are part of the final exam. Enrollment limited to 15.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.
6 Develop career, educational, and life planning skills.
7 Understand the role of arts in society.
8 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

411 AMERICAN REFLECTIONS: SOCIAL STUDIES Level 2 Grades 11-12 ½ credit

This course is taken together with American Reflections: English. The course will introduce students to American literary themes and their relationships to US history from 1865-1965. Students will leave this course with an awareness of the contributions of women and minorities to American literature and American history. This class is taught jointly by the English and history departments and will meet for two periods, back to back for one semester (every other year). Enrollment limited to 25.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.
6 Develop career, educational, and life planning skills.
7 Understand the role of arts in society.
8 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

412 WESTERN SOCIETY**Level 1****½ credit**

As a survey course, we will emphasize the cultures of ancient Egypt, Greece, Rome and Western Europe through the Middle Ages and the discovery of America. During the 2nd semester, the rise of selected world states of Western Europe from the discovery of America to the 20th century will provide the basis of study. Enrollment limited to 25.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.
6 Develop career, educational, and life planning skills.
7 Understand the role of arts in society.
8 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

413 PSYCHOLOGY H**Level 0****Grade 12****½ credit**

Prerequisite: recommendation of social studies teacher and department chair. Topics include: a look at the basis for human relations, interaction, self-actualization and socialization. There will be a broad overview of different schools of psychology and an analysis of the contributions made by key individuals in the field of psychology. Enrollment limited to 25.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.
6 Develop career, educational, and life planning skills.
7 Understand the role of arts in society.
8 Demonstrate knowledge and behaviors that will foster the adoption of healthy lifestyles.
9 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

414 INTRODUCTION TO PSYCHOLOGY**Level 1****Grades 11-12****½ credit**

An introduction to behavior of humans, including: behaviors, individual differences, personality theories and development, motivation and emotion, abnormal behavior and learning. Enrollment limited to 25.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.
6 Develop career, educational, and life planning skills.
7 Understand the role of arts in society.
8 Demonstrate knowledge and behaviors that will foster the adoption of healthy lifestyles.
9 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

Prerequisite: successful completion of Introduction to Psychology or Psychology H. This course will include brief examination of factors of social organizations such as status and role, class structure, population and social mobility, and function of the United States social institutions. Anthropology is the study of the culture and patterns of social behavior, and will be examined in terms of topics such as race and culture, culture and society, marriage and kin status, social control and social roles. Enrollment limited to 25.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.
6 Develop career, educational, and life planning skills.
7 Understand the role of arts in society.
8 Demonstrate knowledge and behaviors that will foster the adoption of healthy lifestyles.
9 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

Students will study law as it applies to them in their daily life. Units include contracts, buying and selling, insurance, credit and property. This course is especially recommended for students who have not taken business courses in their high school career. Enrollment limited to 25.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.
6 Develop career, educational, and life planning skills.
7 Understand the role of arts in society.
8 Demonstrate knowledge and behaviors that will foster the adoption of healthy lifestyles.
9 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

Prerequisite: Successful completion of USH 2 with at least a C average. This course will provide students with a comprehensive background of the conflict of ideas between the United States and the Soviet Union (Russia) from the division of Germany after World War 2 to the destruction of the Berlin Wall in 1989. Enrollment limited to 25.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.
6 Develop career, educational, and life planning skills.
7 Understand the role of arts in society.
8 Demonstrate knowledge and behaviors that will foster the adoption of healthy lifestyles.
9 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

Prerequisite: recommendation of social studies teacher and department chair. For the student who wants to do advanced study in a specific area of social studies. The content of the student's study is to be determined by conferences between the student and the teacher. All work will be done on an individual basis on a time schedule set up by mutual agreement.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.
6 Develop career, educational, and life planning skills.
7 Understand the role of arts in society.
9 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

419 RS - SOCIOLOGY

Level 0

Grades 11-12

½ credit

This course will include brief examination of factors of social organizations such as status and role, class structure, population and social mobility, and function of the United States social institutions. Anthropology is the study of the culture and patterns of social behavior, and will be examined in terms of topics such as race and culture, culture and society, marriage and kin status, social control and social roles. Enrollment limited to 25.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.
6 Develop career, educational, and life planning skills.
7 Understand the role of arts in society.
8 Demonstrate knowledge and behaviors that will foster the adoption of healthy lifestyles.
9 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

420 RS - PSYCHOLOGY H

Level 0

Grade 12

½ credit

Prerequisite: recommendation of social studies teacher and department chair. Topics include: a look at the basis for human relations, interaction, self-actualization and socialization. There will be a broad overview of different schools of psychology and an analysis of the contributions made by key individuals in the field of psychology. Enrollment limited to 25.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.
6 Develop career, educational, and life planning skills.
7 Understand the role of arts in society.
8 Demonstrate knowledge and behaviors that will foster the adoption of healthy lifestyles.
9 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

427 AMERICAN GOVERNMENT & CITIZENSHIP**Level 2****Grade 11-12****½ credit**

This course is designed to expose students to the development of the American Government system and political sphere. An emphasis will be placed upon historical & contemporary issues that influence the United States' government, the role of the engaged citizen & how these affect our relationship with the world. Enrollment limited to 25.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.
6 Develop career, educational, and life planning skills.
7 Understand the role of arts in society.

421 AP US HISTORY II**Level 0****Grade 11-12****1 credit**

This course is designed to provide students with a college level experience and preparation for the AP Exam. Students in this course will examine the development of the United States from the Age of Exploration to the present time. The following reoccurring themes will be used to explore time periods and analyze changes that have occurred over time: American diversity, the development of an American identity, changing culture and cultural conflict, demographic changes, economic trends and transformations, environmental issues, globalization, the development of political institutions and roles of citizens, reform movements, the influence of religion, history and impact of slavery, war and diplomacy. *This course satisfies the requirement for US History II. If a scheduling conflict occurs, preventing a student from enrolling both in US History I and another required course, the student may enroll in Advanced Placement US History. Students who earn a score of 3, 4, or 5 on the AP Exam at the conclusion of the course are exempt from taking U.S. History I.* Enrollment limited to 20.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.
6 Develop career, educational, and life planning skills.
7 Understand the role of arts in society.

FINE AND PERFORMING ARTS

FINE AND PERFORMING ARTS – ½ CREDIT REQUIRED FOR GRADUATION (ART, MUSIC, DRAMA)

Visual Arts

800 FUNDAMENTALS OF ART **Level 1** **Grades 9-12** **½ credit**

This course introduces or reviews basic art terms, concepts and studio techniques. Through art history and current art trends, art criticism and appreciation will be explored. **This course serves as a pre-requisite for additional art courses and meets the fine art requirement for graduation.** Enrollment limited to 22..

Student Learning Expectations
1 Develop critical thinking skills across the content areas.
2 Develop problem-solving skills across content areas.
3 Develop communication skills across content areas.
4 Understand the role of arts in society.
5 Develop skills for productive use of technology and information resources.
6 Develop career, educational, and life planning skills.

801 DRAWING **Level 1** **Grades 10-12** **½ credit**

Prerequisite: Fundamentals of Art. The student will utilize their knowledge of basic art terms and concepts in the area of two-dimensional design. Drawing skills will be improved upon through the continued development of hand-eye coordination. Realistic and abstract subject matter will be portrayed through the implementation of various art materials. Development of original art designs and personal style will be explored through art critiques and visual awareness. Enrollment limited to 18.

Student Learning Expectations
1 Develop critical thinking skills across the content areas.
2 Develop problem-solving skills across content areas.
3 Develop communication skills across content areas.
4 Understand the role of arts in society.
5 Develop skills for productive use of technology and information resources.
6 Develop career, educational, and life planning skills.

802 PAINTING **Level 1** **Grades 10-12** **½ credit**

Prerequisite: Fundamentals of Art. This course will examine two-dimensional design concepts through various painting materials and techniques. It utilizes basic drawing skills and knowledge of color theory. The development of original design ideas and personal style will be explored through art critiques, art history and visual awareness. Enrollment limited to 18.

Student Learning Expectations
1 Develop critical thinking skills across the content areas.
2 Develop problem-solving skills across content areas.
3 Develop communication skills across content areas.
4 Understand the role of arts in society.
5 Develop skills for productive use of technology and information resources.
6 Develop career, educational, and life planning skills.

803 CERAMICS/SCULPTURE **Level 1** **Grades 10-12** **½ credit**

Prerequisite: Fundamentals of Art. Students will explore three-dimensional design through studio experiences in ceramic and sculpture materials. Design applications, craftsmanship and art criticism will close the traditional gap between the craft of ceramics and the fine art of sculpture. Acquired skills can be utilized in a life long appreciation of form in both natural and man-made objects. Enrollment limited to 16.

Student Learning Expectations
1 Develop critical thinking skills across the content areas.
2 Develop problem-solving skills across content areas.
3 Develop communication skills across content areas.
4 Understand the role of arts in society.
5 Develop skills for productive use of technology and information resources.

804 MIXED MEDIA 3D H**Level 0****½ credit (fall semester)**

Prerequisite: Ceramics. Students will be given an intermediate level of instruction relating to three dimensional designs and concepts in art. Applications, craftsmanship, art criticism and aesthetics will enhance their knowledge. Development of personal style along with acquired skills will be stressed through art critiques, art history and research, and through a museum visit. Students will complete a portfolio by the end of the semester. Enrollment limited to 12.

Student Learning Expectations
1 Develop critical thinking skills across the content areas.
2 Develop problem-solving skills across content areas.
3 Develop communication skills across content areas.
4 Understand the role of arts in society.
5 Develop skills for productive use of technology and information resources.
6 Develop career, educational, and life planning skills.

805 MIXED MEDIA 2D H**Level 0****½ credit (spring semester).**

Prerequisites: drawing and painting. Students will be given an intermediate level of instruction relating to two dimensional designs and concepts. Design applications, craftsmanship, art criticism and aesthetics will enhance their knowledge. Development of personal style along with acquired skills, with focus on the figure, will be stressed through art critiques, art history and research, and a museum visit. Students will complete a portfolio by the end of the semester. Enrollment limited to 12.

Student Learning Expectations
1 Develop critical thinking skills across the content areas.
2 Develop problem-solving skills across content areas.
3 Develop communication skills across content areas.
4 Understand the role of arts in society.
5 Develop skills for productive use of technology and information resources.
6 Develop career, educational, and life planning skills.
7 Understand the role of arts in society.
8 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

806 INDIVIDUALIZED ART STUDY**Level 1****Grades 10-12****1 credit**

Prerequisite: Written approval from the teacher. This course is designed for the student whose needs are not being met through current course offerings. Students may take individual study in areas of art previously studied. This will allow students to schedule ceramics, painting etc., and will be scheduled where room in class is available.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem-solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.
6 Understand the role of arts in society.

807 ADVANCED INDEPENDENT ART STUDY H**Level 0****Grades 11-12****1 or ½ credit**

This class is for the student who has completed Fundamentals of Art and three level 1 courses with a minimum grade of C, or departmental approval. Students will meet one on one with the instructor to formulate a contract which will state their topic/theme focus, objectives, mediums and goals. Students work in developing advanced skills. Students are required to keep a portfolio, participate in formal bi-quarterly critiques, complete a 10-20 page research paper per semester of work based on their topic and exhibit work. A portion of this course deals with future art related careers, portfolio preparation and school selection.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem-solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.
6 Develop career, educational, and life planning skills.
7 Understand the role of arts in society.

773 DESKTOP PUBLISHING**Level 2****Grades 9-12****1 credit**

See BUSINESS & COMPUTERS (ELECTIVE SECTION) for course description. This course meets the requirement for fine arts.

Student Learning Expectations

- 1 Develop critical thinking skills across the content areas.
- 2 Develop problem-solving skills across content areas.
- 3 Develop communication skills across content areas.
- 4 Understand the role of arts in society.
- 5 Develop skills for productive use of technology and information resources.

774 GRAPHIC DESIGN**Level 1****Grades 11-12****½ credit**

Prerequisite: 8th grade Computer Proficiency and either Desktop Publishing or Fundamentals of Art. Offered in conjunction with the Business Department, this course explores the fundamentals of graphic design such as color, layout, and design through the use of Apple McIntosh computers. Various software, such as Quark Express, Adobe Photoshop, and Adobe Illustrator will be utilized to produce various graphic arts products. This course meets the requirement for fine arts. Enrollment Limit 20.

Student Learning Expectations

- 1 Develop critical thinking skills across the content areas.
- 2 Develop problem-solving skills across content areas.
- 3 Develop communication skills across content areas.
- 4 Understand the role of arts in society.
- 5 Develop skills for productive use of technology and information resources.

775 YEARBOOK 1**Level 1****Grades 10-12****1 credit each**

Designed to familiarize students with the concepts and skills necessary to produce the school's yearbook. Students that enroll in the yearbook course need to be aware that the course is both a traditional class and an extracurricular activity. Students will be required to sign a contract prior to enrolling into the course. Failure to adhere to the contract provisions will result in withdrawal from the course. Grading in this course is based on work done in class, contribution to deadlines and the production of the book and the student's participation in after-school yearbook activities. It is highly recommended that students have access to a digital camera with 5.0 mega pixel or higher capacity. Units will include theme development, page layout and design, digital photography, marketing, legal issues, basic InDesign and PhotoShop skills. Open to students in grades 10-12 and subject to instructor's approval. Enrollment limited to 12.

Student Learning Expectations

- 1 Develop skills for productive use of technology and information resources.
- 2 Understand the role of arts in society.
- 3 Develop skills in literacy across content areas.
- 4 Develop critical thinking skills across the content areas.
- 5 Develop communication skills across content areas.

776 YEARBOOK 2**Level 1****Grades 11-12****1 credit each**

Second year students continue to develop their publication skills from Yearbook 1. Student further develop their skills and knowledge in the use of Adobe InDesign, Adobe PhotoShop and Adobe Illustrator. Students are encouraged to assume a leadership role by holding an editorial staff or business management position. Advanced students assume greater responsibilities for the publication's planning and production. Open to students in grades 11-12 and subject to instructor's approval. Enrollment limited to 3.

Student Learning Expectations

- 1 Develop skills for productive use of technology and information resources.
- 2 Understand the role of arts in society.
- 3 Develop skills in literacy across content areas.
- 4 Develop critical thinking skills across the content areas.
- 5 Develop communication skills across content areas.

MUSIC

300 BAND

Level 1

Grades 9-12

1 credit

This class offers development of an instrumental ensemble with a concentration in the following techniques: posture, tone, intonation, embouchure, fingering, breathing, rhythm, articulation, scales and sight reading. This group will study a wide variety of musical styles. Public performance is required in this class. **This course meets the fine arts requirement..**

Student Learning Expectations

- 1 Develop skills in literacy across content areas.
- 2 Develop critical thinking skills across the content areas.
- 3 Develop problem-solving skills across content areas.
- 4 Develop communication skills across content areas.
- 5 Develop career, educational, and life planning skills.
- 6 Understand the role of arts in society.

301 CHORUS

Level 1

Grades 9-12

1 credit

This class offers the development of a vocal ensemble with a concentration in the following techniques: vocal production, diction, vowels, tone, intonation, rhythm, articulation, breathing, and posture. This group will perform a wide variety of musical styles. Public performance is required. **This course meets the fine arts requirement..**

Student Learning Expectations

- 1 Develop skills in literacy across content areas.
- 2 Develop critical thinking skills across the content areas.
- 3 Develop problem-solving skills across content areas.
- 4 Develop communication skills across content areas.
- 5 Develop career, educational, and life planning skills.
- 6 Understand the role of arts in society.

812 MUSIC THEORY 1

Level 1

Grades 9-12

½ credit

This course is an introduction to the study of the structural aspects of music, including aural dictation, keyboard skills, and written theory. This course is designed to help students learn the rudiments of musical construction. It is recommended for any student who wishes to improve his/her knowledge of music. Enrollment limited to 15.

Student Learning Expectations

- 1 Develop skills in literacy across content areas.
- 2 Develop critical thinking skills across the content areas.
- 3 Develop problem-solving skills across content areas.

813 MUSIC THEORY 2

Level 1

Grades 9-12

½ credit

Prerequisite: Music theory 1. This course is a continuation of the concepts and skills developed in music theory 1. This course is designed to help students further their abilities in aural dictation, keyboard skills, musical composition, and written theory. It is recommended for students pursuing a career in music. Enrollment limited to 15.

Student Learning Expectations

- 1 Develop skills in literacy across content areas.
- 2 Develop critical thinking skills across the content areas.
- 3 Develop problem-solving skills across content areas.
- 6 Develop career, educational, and life planning skills.

814 MUSIC APPRECIATION AESTHETICS IN LISTENING

Level 2

Grades 9-12

½ credit

This course offers the student an opportunity to experience the mechanics and history of music through listening to all forms of music from the Middle Ages to the latest innovations in jazz, rock and popular styles. Students will also trace the development of these styles in their relationships to literature and visual arts, and discover music's unique qualities as a means of human expression. Enrollment limited to 20.

Student Learning Expectations

- 1 Develop skills in literacy across content areas.
- 2 Understand the role of arts in society.

This course is designed to introduce the student to the pivotal role(s) that music plays and has played in the film industry. Enrollment limited to 20.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Understand the role of arts in society.

DRAMA

The student will study the art of acting. The course will take the student step by step from the basic skills of acting through the more complex skills of control, character motivation and stage movement. The student will learn to use drama techniques to stimulate perception, imagination, timing and interpretation. **This course meets the requirement for ½ credit in fine arts.** Enrollment limited to 18.

Student Learning Expectations
1 Develop communication skills across content areas.
2 Develop career, educational, and life planning skills.
3 Understand the role of arts in society.
4 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

Prerequisite: Fundamentals of Acting. The objectives of this course are to increase the student's ability as a performer on the stage. Emphasis will be placed on the development of discipline, imagination, creativity, character analysis and performance. The course is designed for those who wish to work in-depth on characterization using monologue, scene, improvisation, and other forms of dramatic performance. Students will read and analyze several plays and develop characters for the final performance. Enrollment limited to 18.

Student Learning Expectations
1 Develop communication skills across content areas.
2 Develop career, educational, and life planning skills.
3 Understand the role of arts in society.
4 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

PHYSICAL EDUCATION & HEALTH

PHYSICAL EDUCATION AND HEALTH - 1 ½ CREDITS IN PE and ½ CREDIT IN HEALTH REQUIRED FOR GRADUATION

522 GRADE 9 PE

½ credit

This is a co-educational class open to 9th grade students only. Students usually meet every day for a semester and receive .5 credit toward the 1.5 credits needed for graduation. The primary emphasis of this course is to introduce a wide range of activities to each student. Social skills and responsible personal behavior are highly stressed. Upon completion, students will be able to recognize and understand the importance of physical activity in providing opportunities for enjoyment, challenge, and self-reflection. Enrollment limit to 25.

Student Learning Expectations
1 Develop critical thinking skills across the content areas.
2 Develop problem-solving skills across content areas.
3 Develop communication skills across content areas.
4 Develop career, educational, and life planning skills.
5 Demonstrate knowledge and behaviors that will foster the adoption of healthy lifestyles.
6 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

GRADES 10-12

½ credit

All physical education classes are co-educational activities ranging in level from mild classroom activities to strenuous exercise, with some activities being offered at both beginner and advanced levels. Students will have four choices for courses. Activities may include but are not limited to:

523 ADVENTURE ACTIVITIES

This is a co-educational class open to students in grades 10-12. Students usually meet every day for a semester and receive .5 credit toward the 1.5 credits needed for graduation. The primary emphasis of this course is to focus on a variety of recreational and outdoor activities that stress team building. Upon completion, students will have developed problem solving skills, and an appreciation for both outdoor and indoor recreational activities. Activities covered but not limited to, indoor adventure games, walking, hiking, archery, biking, snow-shoeing, hacky sac, trust activities and map and compass activities. Enrollment limit to 20.

Student Learning Expectations
1 Develop critical thinking skills across the content areas.
2 Develop problem-solving skills across content areas.
3 Develop communication skills across content areas.
4 Demonstrate civic responsibility and environmental stewardship.
5 Demonstrate knowledge and behaviors that will foster the adoption of healthy lifestyles.
6 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

524 LIFETIME ACTIVITIES

½ credit

This is a co-educational class open to students in grades 10-12. Students usually meet every day for a semester and receive .5 credit toward the 1.5 credits needed for graduation. The primary emphasis of this course will be to gain knowledge and skill in various lifetime activities. Upon completion, students will have learned many alternative activities in non-competitive atmosphere and understand the value of being active throughout their lifetime. Activities covered, but not limited to, include aerobics, kick-boxing, walking, tennis, badminton, pickle ball and nutrition. Enrollment limit to 25.

Student Learning Expectations
1 Develop critical thinking skills across the content areas.
2 Develop problem-solving skills across content areas.
3 Develop communication skills across content areas.
4 Develop career, educational, and life planning skills.
5 Demonstrate knowledge and behaviors that will foster the adoption of healthy lifestyles.
6 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

525

TEAM SPORTS

½ credit

This is a co-educational class open to students in grades 10-12. Students usually meet every day for a semester and receive .5 credit toward the 1.5 credits needed for graduation. The primary emphasis of this course is intermediate skill building for team sports. Upon completion, students will be able to identify preferences for types of physical activity that can be pursued for lifetime fitness and recreational purposes. Activities covered, but not limited to, include soccer, basketball, flag football, ultimate games, lacrosse, kickball, speedball and floor hockey. Enrollment limit to 25.

Student Learning Expectations
1 Develop critical thinking skills across the content areas.
2 Develop problem-solving skills across content areas.
3 Develop communication skills across content areas.
4 Develop career, educational, and life planning skills.
5 Demonstrate knowledge and behaviors that will foster the adoption of healthy lifestyles.
6 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

526

WEIGHT TRAINING

This is a co-educational class open to students in grades 10-12. Students usually meet every day for a semester and receive .5 credit toward the 1.5 credits needed for graduation. The primary emphasis of this course is to acquire knowledge and appreciation for weight lifting, its techniques, and safe operation of equipment. Students will understand how to safely use equipment and develop their own individualized training plan. Enrollment limited to 16.

Student Learning Expectations
1 Develop critical thinking skills across the content areas.
2 Develop problem-solving skills across content areas.
3 Develop communication skills across content areas.
4 Develop career, educational, and life planning skills.
5 Demonstrate knowledge and behaviors that will foster the adoption of healthy lifestyles.
6 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

Student's who cannot meet the requirements of regularly scheduled physical education classes because of medical needs, will be provided with an adapted program set up to meet their individual needs. This program will be scheduled by the PE department and guidance counselor, based on recommendations from the school nurse, after all forms have been filled out by the student's physician and PE teacher.

521 HEALTH

Grades 10-12

½ credit

The course content will be broad in scope, covering the principles of health and prevention and care of minor injuries. Specific areas to be covered: personal health and hygiene, nutrition, dental care, maturity, sexually transmitted diseases, communicable diseases, mental health, drugs, alcohol, and tobacco. Enrollment limited to 25.

Student Learning Expectations
1 Develop critical thinking skills across the content areas.
2 Develop problem-solving skills across content areas.
3 Develop communication skills across content areas.
4 Develop career, educational, and life planning skills.
5 Demonstrate knowledge and behaviors that will foster the adoption of healthy lifestyles.
6 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

INDEPENDENT STUDY – HEALTH

Grade 12

½ credit

Same course content as grade 10-12, but this course is designed for seniors or transfer students who have not met the requirement and have successfully completed a course in biology. **Permission from instructor required.**

Student Learning Expectations – PER DESIGN

WORLD LANGUAGES

601 EXPLORING FRENCH

Level 2

Grades 9-12

½ credit

Learn to converse about everyday topics in French! This is geared to strengths of students in phase 2 or 3 English classes. The emphasis is on oral communication and use of vocabulary in authentic situations. Cross-cultural comparisons will provide an additional framework for language study. Assessments will be based on a variety of communication tasks focusing on the use of French in everyday life by non-native speakers. Not open to students with previous Level 1 world language credits. **This course does not fulfill the requirement for post-secondary education purposes.** Enrollment limited to 18.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem-solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.
6 Demonstrate civic responsibility and environmental stewardship.
7 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

602 FRENCH 1

Level 1

Grade 9-12

1 credit

Emphasis is on comprehension and speech. The sound-system of the language, that is, the individual vowel and consonant sounds as they occur in meaningful utterances and the intonation patterns or melody of the new language are studied. Vocabulary is topical and builds a foundation for level appropriate speech. By means of dialogues and pattern drills, types of sentences that are found frequently in face-to-face communication are taught. Students are expected to be active participants and risk takers. Enrollment limited to 25.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem-solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.
6 Demonstrate civic responsibility and environmental stewardship.
7 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

603 FRENCH 2

Level 1

Grade 9-12

1 credit

Prerequisite: Grade of C- or better in French 1. Continuation of French 1. Emphasis is placed on the student's ability to communicate orally and in writing using the basic patterns of foreign language. There is continued emphasis on participation and communication. Students are expected to be active participants and risk takers. Enrollment limited to 25.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem-solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.
6 Develop career, educational, and life planning skills.
7 Understand the role of arts in society.
8 Demonstrate civic responsibility and environmental stewardship.
9 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

Prerequisite: Grade of C in French 2 or permission from the instructor. Emphasis is given to increasing the student efficiency in all phases of language study. (Comprehension, speaking, reading and writing) Teacher-student interaction focuses on the use of the foreign language. Reading and oral expression is centered around current topics of interest. In addition, writing skills are emphasized. During the last term, students will explore in French, French history and culture from prehistoric times to the beginning of the 100 Years War (Middle Ages). Enrollment limited to 20.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem-solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.
6 Develop career, educational, and life planning skills.
7 Understand the role of arts in society.
8 Demonstrate civic responsibility and environmental stewardship.
9 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

Prerequisite: Grade of C in French 3 or permission from the instructor. French 4 presents an integrated approach to language-learning through history, culture, literature, reading, writing and speaking. Students will strengthen their skills in all four areas of language learning (listening, speaking, reading and writing). Students will continue to develop their literary horizon through a more in-depth study of the literary, artistic, scientific and historical developments in France from the Middle Ages through the beginning of the 20th century. Projects, oral and written reports and the like, will be integral to this course. This course is conducted in French. Enrollment limited to 20.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem-solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.
6 Develop career, educational, and life planning skills.
7 Understand the role of arts in society.
8 Demonstrate civic responsibility and environmental stewardship.
9 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

For the student who wants to do advanced work in language, literature or composition. The content is to be determined by conferences between student and instructor and is subject to the approval of the French teacher. One unit of credit will be given upon satisfactory completion of work. All work will be done on an individual basis on a time schedule set up by mutual agreement.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem-solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.
6 Develop career, educational, and life planning skills.
7 Understand the role of arts in society.
8 Demonstrate civic responsibility and environmental stewardship.
9 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

608 EXPLORING SPANISH**Level 2****Grades 9-12****½ credit**

Learn to converse about everyday topics in Spanish! This course is geared to the strengths of students in phase 2 or 3 English classes. The emphasis is on oral communication and use of vocabulary in authentic situations. Cross-cultural comparisons will provide an additional framework for language study. Assessment will be based on a variety of communication tasks focusing on the use of Spanish in everyday life by non-native speakers. Not open to students with previous Level 1 world language credits. **This course does not fulfill the foreign language requirement for post-secondary education purposes.** Enrollment limited to 18.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem-solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.
6 Demonstrate civic responsibility and environmental stewardship.
7 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

609 SPANISH 1**Level 1****Grade 9-12****1 credit**

Emphasis is on comprehension and speech. The sound-system of the language, that is, the individual vowel and consonant sounds as they occur in meaningful utterances and the intonation patterns or melody of the new language are studied. By means of dialogues and pattern drills, types of sentences that are found frequently in face-to-face communication are taught. Student activities include singing of native song, folk dancing, role-playing, and vocabulary and language games. Enrollment limited to 25.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem-solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.
6 Demonstrate civic responsibility and environmental stewardship.
7 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

610 SPANISH 2**Level 1****Grade 9-12****1 credit**

Prerequisite: Grade of C- or better in Spanish 1. Continuation of Spanish 1. Emphasis is placed on the student's ability to communicate orally and in writing using the basic patterns of foreign language. Formalized dialogues and pattern drills learned in Spanish 1 aid the student in creating his/her own oral and written conversations based on everyday situations. Enrollment limited to 25.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem-solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.
6 Develop career, educational, and life planning skills.
7 Understand the role of arts in society.
8 Demonstrate civic responsibility and environmental stewardship.
9 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

611 SPANISH 3 H**Level 0****Grade 11-12****1 credit**

Prerequisite: grade of C in Spanish 2 or permission from the instructor. Emphasis is on increasing student efficiency in all phases of language study (comprehension, speaking, reading, and writing). Teacher-student interaction focuses on the use of the language. Reading and oral expression is centered around current topics of interest. In addition, writing skills are emphasized. Students write letters, newspapers, dialogues and skits in Spanish. Enrollment limited to 20.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem-solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.
6 Develop career, educational, and life planning skills.
7 Understand the role of arts in society.
8 Demonstrate civic responsibility and environmental stewardship.
9 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

612 SPANISH 4 H**Level 0****Grade 11-12****1 credit**

Prerequisite: grade of C in Spanish 3 or permission from the instructor. Continuation of Spanish 3. More emphasis is given to reading and writing with focus placed on the culture of the people studies. Students give oral reports in Spanish. Enrollment limited to 20.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem-solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.
6 Develop career, educational, and life planning skills.
7 Understand the role of arts in society.
8 Demonstrate civic responsibility and environmental stewardship.
9 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

613 ADVANCED STUDY – SPANISH 5 H Level 0**Grade 11-12****1 credit**

For the student who wants to do advanced work in language, literature or composition. The content is to be determined by conferences between student and instructor and is subject to the approval of the Spanish teacher. One unit of credit will be given upon satisfactory completion of work. All work will be done on an individual basis on a time schedule set up by mutual agreement.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem-solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.
6 Develop career, educational, and life planning skills.
7 Understand the role of arts in society.
8 Demonstrate civic responsibility and environmental stewardship.
9 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

FAMILY AND CONSUMER SCIENCES

700 EXPLORATIONS IN SEWING, FASHION & DESIGN **Level 2** **Grades 9-12** **½ credit**

A combination of lab and classroom experiences will teach students a variety of construction skills ranging from simple crafts, home decorating, fashions to athletic gear. Creative ideas for making sewing fun and profitable are explored. Learn the skills needed to become personally fashionable and consumer-wise. Past, present and future trends in the fashion world will be investigated. (The student is responsible for the cost of projects). Enrollment limited to 15.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop career, educational, and life planning skills.
4 Understand the role of arts in society.
5 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

701 CREATIVE SEWING & FASHION DESIGN **Level 1** **Grades 9-12** **½ credit**

Prerequisite: Exploring Sewing, Fashion & Design. The student will continue to advance skills and practices in the textiles, fashion and apparel world. Using a variety of equipment, tools, supplies and technology, students will analyze apparel and textiles, design, construction, repair and alterations. Opportunities for career paths in textiles and apparel merchandising will be explored. Construction skills and techniques will be individualized depending on experience and skill level. Students will be responsible for the cost of their project. Students are expected sew everyday. Enrollment limited to 15.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem-solving skills across content areas.
4 Develop skills for productive use of technology and information resources.
5 Develop career, educational, and life planning skills.
6 Understand the role of arts in society.
7 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

702 CHILD DEVELOPMENT AND GROWTH **Level 2** **Grades 9-12** **½ credit**

This course explores personal growth, healthy relationships, the structure of the family, theories of child development, parenting, pregnancy, prenatal care, and the birth process. The growth and development of the child from birth to age six is covered in depth. Observations of children will reinforce the learning of a child's social/emotional, intellectual, and physical growth. The "Baby Think it Over" simulation will be required. Crafts, games, books, exploration, and play activities will be stressed as learning tools for the young child. Career opportunities in the child development field will be explored. Enrollment limited to 20.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop problem-solving skills across content areas.
3 Develop communication skills across content areas.
4 Develop career, educational, and life planning skills.
5 Demonstrate knowledge and behaviors that will foster the adoption of healthy lifestyles.
6 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

704 FOODS 1 **Level 2** **Grades 10-12** **½ credit**

This course is an introductory course in foods which emphasizes technology, food safety, sanitation, basic food preparation, and management techniques, as well as etiquette. Nutrition education is interfaced with all subject content. Consumer skills for planning, selecting, purchasing and preparing foods will be practiced. Individual research projects reinforce skills learned in class and lab. Enrollment limited to 18.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop communication skills across content areas.
3 Develop career, educational, and life planning skills.
4 Demonstrate civic responsibility and environmental stewardship.
5 Demonstrate knowledge and behaviors that will foster the adoption of healthy lifestyles.
6 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

705 FOODS 2**Level 1****Grades 10-12****½ credit**

Prerequisite: Foods 1. Building upon knowledge gained in Foods 1, the student will learn advanced skills and practices in the varied culinary world. Exploration of the cultures and cuisine's of our global society will be emphasized. Independent, small group and class projects will be included. Specialized nutritional studies will be conducted. Career exploration, marketing, catering, sales, restaurant and retail skills will be included. Enrollment limited to 16.

Student Learning Expectations

1 Develop skills in literacy across content areas.

2 Develop communication skills across content areas.

3 Develop skills for productive use of technology and information resources.

4 Demonstrate knowledge and behaviors that will foster the adoption of healthy lifestyles.

5 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

706 HOUSE DESIGN: INSIDE AND OUT:**Level 2****Grades 9-12****½ credit**

The student will learn the principles of good design, planning, designing, decorating and landscaping a home. The many housing options are compared, noting how the social, private and service areas work together to satisfy individual and family needs. Architectural history, universal design, smart houses, energy efficiency, conservation, restoration and professional career opportunities will be explored. **This course meets the requirement for fine arts.** Enrollment limited to 18.

Student Learning Expectations

1 Develop skills in literacy across content areas.

2 Develop communication skills across content areas.

3 Develop skills for productive use of technology and information resources.

4 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

708 WORKING WITH THE YOUNG CHILD**Level 1****Grades 10-12****½ credit**

Prerequisite: Child Development & Growth. Designed for those students having successfully completed Child Development & Growth, this block period semester course incorporates observations, field work and job shadowing in the child care field. Through the district School-To-Work program, placement in the district's elementary schools and/or daycare facilities will enhance classroom learning with practical experience. Individual portfolio work and projects will reinforce learning. Enrollment limited to 15.

Student Learning Expectations – PER DESIGN

INDUSTRIAL TECHNOLOGY

710 WOODS 1

Level 2

Grades 9-12

1 credit

This is an introductory course in manufacturing technology, using wood as a media, where students will learn to convert a designer's ideas into a product that has value. Proper and safe use of hand and power tools, planning and design, material selection, procedures, assembly, finishes and hardware will be covered. Application of learning through assigned and approved student projects. Enrollment limited to 16.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem-solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.
6 Develop career, educational, and life planning skills.
7 Understand the role of arts in society.

711 ADVANCED WOODS

Level 2

Grades 10-12

1 credit

Prerequisite: Minimum grade of C Woods 1 or recommendation from instructor. This course is designed to provide the student with a more in depth study of woodworking. Skills and processes taught should be practical and salable to an employer and/or valuable to the student's interests and needs in private life. Units include production projects, operation and machine set-ups, safety, advanced planning and design, materials, practical carpentry, plastics, laminating, cabinetry, hardware and fasteners, and finishing. Application of learning through assigned and instructor approved project work. Quality will be stressed. Enrollment limited to 16.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem-solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.
6 Develop career, educational, and life planning skills.
7 Understand the role of arts in society.

712 ELECTRICITY

Level 2

Grades 10-12

1 credit

This course will include sources of electricity, components, controls, integrated circuits and solid state devices. An interest in math and good reading comprehension is recommended to successfully complete problem-solving and team assignments. Enrollment limited to 16.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem-solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.
6 Develop career, educational, and life planning skills.

715 GENERAL METALS

Level 2

Grades 10-12

1 credit

This course will introduce students to many current and basic industrial technologies and concepts, including: print reading and job evaluation, measurement, application, safe operation and maintenance of tools and machinery, welding techniques and material processing. Safety and application of contemporary industrial methods will be stressed. Enrollment limited to 16.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem-solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.
6 Develop career, educational, and life planning skills.
7 Demonstrate civic responsibility and environmental stewardship.
8 Demonstrate knowledge and behaviors that will foster the adoption of healthy lifestyles.

714, 716

AUTO-CAD DRAFTING

Levels 1 & 2

Grades 9-12

1 credit

Students will be introduced to traditional pencil and paper drafting. AutoCAD shifts to developing skills to produce two-dimensional drawings using the computer and the AutoCAD LT Computer Program. Emphasis will be placed on problem-solving, using math skills, and accepted drawing practices. **This course may be counted as either (not both) a fine arts or math credit after two credits have been earned (one being Algebra) within the math department.** Enrollment limited to 12.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem-solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.
6 Develop career, educational, and life planning skills.

BUSINESS & COMPUTERS

761 KEYBOARDING **Level 2** **Grades 9-12** **½ credit**

The major objective of the course is to introduce students to touch keyboarding techniques for accuracy and speed. Students will learn to produce various documents for personal and business use such as letters, report, and resumes. This course is designed for students who type fewer than 25 words per minute. Individual Enrollment.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem-solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.

762 COMPUTER LITERACY **Level 3** **Grades 9-12** **½ credit**

This hands-on course for students who did not pass computer literacy in the 8th grade, deals with personal computers in a wide variety of settings. Topics include basic computer concepts, operating systems, the internet, email and the use of computer applications including word processors, spreadsheets and graphics. This course or its equivalent is a prerequisite for all other computer courses except for keyboarding. Enrollment limited to 12.

Student Learning Expectations
1 Develop problem-solving skills across content areas.
2 Develop communication skills across content areas.
3 Develop skills for productive use of technology and information resources.
4 Develop career, educational, and life planning skills.

763 COMPUTER PROGRAMMING **Level 1** **Grades 10-12** **½ credit**

Prerequisite: Successful completion of Algebra 1. Students will learn the fundamentals of computer programming, and problem-solving through exercises and short programming assignments in Visual Basic. New details and concepts are introduced separately in a bottom-up approach. By the end of the course, the students will be familiar with the basic tools of the programmer and will have experience in writing short programs. Topics include: procedural abstraction, control structures, iteration, simple data types, arrays and records and iterative approximation methods. Enrollment limited to 20.

Student Learning Expectations
1 Develop critical thinking skills across the content areas.
2 Develop problem-solving skills across content areas.
3 Develop communication skills across content areas.
4 Develop skills for productive use of technology and information resources.

764 SOFTWARE APPLICATIONS **Level 2** **Grades 9-12** **½ credit**

This course is designed for students who may still need basic computer/keyboarding skills, but need more instruction in software applications. Students will be given the opportunity to gain a comprehensive understanding of the current Windows operating system and Microsoft Office suite of application software. Enrollment limited to 20.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem-solving skills across content areas.
4 Develop skills for productive use of technology and information resources.

765 INTRODUCTION TO BUSINESS **Levels 1 and 2** **Grades 9-12** **1 credit**

This course offers the student an overview of the many elements of the business world. Topics to be covered include personal finances, business ownership, consumerism, marketing, international business, career planning, ethical business practices and the role of government in our country's economic system. Enrollment limited to 25.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem-solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.

766 RS-INTRODUCTION TO BUSINESS**Level 1****Grades 11-12****1 HS credit**

College Business course. See course catalog – NHCTC.

The study of the world of business operations, the wide range of occupational functions, the American economic system, the business system from the global perspective, organizational structures and management, and operational procedures of a business.

Student Learning Expectations

1 Develop skills in literacy across content areas.

2 Develop critical thinking skills across the content areas.

3 Develop problem-solving skills across content areas.

4 Develop communication skills across content areas.

767 ACCOUNTING 1**Level 2****Grades 10-12****1 credit**

This course prepares students for employment in business by helping them gain understanding of the basics of business operations. This class is recommended for students who plan to further their business studies at the college level. The course presents the introduction to accounting for a sole proprietorship. Preparation and interpretation of accounting journals, ledgers and financial statements will be emphasized. A study of simple and accelerated bookkeeping systems is also included. This course can count as a third math credit after successfully completing Algebra 1. **Recommended: Introduction to Business.** Enrollment limited to 18.

Student Learning Expectations

1 Develop skills in literacy across content areas.

2 Develop critical thinking skills across the content areas.

3 Develop problem-solving skills across content areas.

4 Develop communication skills across content areas.

769 ACCOUNTING 2**Level 1****Grades 11-12****1 credit**

Prerequisite: Accounting 1. This course is offered to students who have demonstrated an ability and aptitude for accounting. Further development is provided for understanding bookkeeping and accounting procedures. The course of study includes special journals, accruals, departmental records, voucher systems, payroll and tax records, partnerships, corporations, manufacturing accounting and the interpretation of business records and reports. Simulations on automated accounting will be done using computers. Enrollment limited to 18.

Student Learning Expectations

1 Develop skills in literacy across content areas.

2 Develop critical thinking skills across the content areas.

3 Develop problem-solving skills across content areas.

4 Develop communication skills across content areas.

768 RS – ACCOUNTING**Level 1****Grades 11-12,****1 HS credit**

College Accounting. See course catalog – NHCTC.

This course is an introduction to accounting as the language of business. The student will be introduced to the procedures necessary to record, classify and summarize basic business transactions. The course will cover the accounting cycle for service and merchandising sole proprietorships, including journalizing transactions in general and special journals, recording, adjusting and closing entries and preparing worksheets and financial statements. The course will also cover banking procedures and payroll.

Student Learning Expectations

1 Develop skills in literacy across content areas.

2 Develop critical thinking skills across the content areas.

3 Develop problem-solving skills across content areas.

4 Develop communication skills across content areas.

770 ENTREPRENEURSHIP & SMALL BUSINESS MANAGEMENT**Level 1****Grades 11-12****1 credit**

Prerequisite: Intro to Business or Travel & Tourism. This course is designed for students with an interest in furthering their business studies. The course focuses on the many aspects of business ownership such as planning, management, marketing and finance. Students will prepare a professional business plan and gain an understanding of the financing process. Students enrolled in this course are eligible to join DECA. Enrollment limited to 18.

Student Learning Expectations

1 Develop skills in literacy across content areas.

2 Develop critical thinking skills across the content areas.

3 Develop problem-solving skills across content areas.

4 Develop communication skills across content areas.

5 Develop skills for productive use of technology and information resources.

771 TRAVEL AND TOURISM**Level 2****Grades 10-12****½ credit**

This course offers the opportunity to experience the world of travel and tourism. The curriculum will provide the student with an in-depth study of worldwide travel, geography, cultural awareness, tourism, current business practices, effective communications, market and technology applications. NH travel and tourism will be highlighted. Career opportunities will be explored through a software program allowing students to work through customer requests for reservations and ticketing. Enrollment limited to 20.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem-solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.
6 Develop career, educational, and life planning skills.
7 Understand the role of arts in society.

772 BUSINESS & PERSONAL FINANCE**Level 1 or 2****Grades 11-12****1 credit**

This course is designed to prepare high school students to make wise financial decisions in both personal and business situations. The program helps students realize that they are already making financial decisions, shows them how their decisions affect their future, and allows students to see the business applications of finance. It provides an overview of financial concepts with special emphasis on their application to issues faced by individuals and households: budget management, taxes, savings, housing and other major acquisitions, borrowing, insurance, investments, meeting retirement goals, and estate planning. Also provides insights into why wise financial management is critical to personal and business success. Enrollment limited to 18.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem-solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.

773 DESKTOP PUBLISHING**Level 2****Grades 9-12****1 credit**

Prerequisite: Successful completion of Computer Literacy. Students will learn the basic skills necessary to use the PageMaker for Windows program. In an instructor led hands-on class, students will learn to: identify the purpose of desktop publishing, start PageMaker, identify elements of the PageMaker environment, enter the format text, work with text blocks, enhance and print a publication, create a two-page newsletter, import and manipulate graphics, use a template and styles to create a brochure. Students will also be involved in a variety of real-world projects including the production and layout of the yearbook. **This course meets the requirement for fine arts.** Enrollment limited to 20.

Student Learning Expectations
1 Develop critical thinking skills across the content areas.
2 Develop problem-solving skills across content areas.
3 Develop communication skills across content areas.
4 Develop skills for productive use of technology and information resources.
5 Understand the role of arts in society.

774 GRAPHIC DESIGN**Level 1****Grades 11-12****½ credit**

See FINE AND PERFORMING ARTS section for course description. This course meets the requirement for fine arts.

Student Learning Expectations
1 Develop critical thinking skills across the content areas.
2 Develop problem-solving skills across content areas.
3 Develop communication skills across content areas.
4 Develop skills for productive use of technology and information resources.
5 Understand the role of arts in society.

775 YEARBOOK 1**Level 1****Grades 10-12****1 credit each**

This course is designed to familiarize students with the concepts and skills necessary to produce the school's yearbook. Students that enroll in the yearbook course need to be aware that the course is both a traditional class and an extracurricular activity. Students will be required to sign a contract prior to enrolling into the course. Failure to adhere to the contract provisions will result in withdrawal from the course. Grading in this course is based on work done in class, contribution to deadlines and the production of the book and the student's participation in after-school yearbook activities. It is highly recommended that students have access to a digital camera with 5.0 mega pixel or higher capacity. Units will include theme development, page layout and design, digital photography, marketing, legal issues, basic InDesign and PhotoShop skills. Open to students in grades 10-12 and subject to instructor's approval. Enrollment limited to 12.

Student Learning Expectations

1 Develop skills for productive use of technology and information resources.

2 Understand the role of arts in society.

3 Develop skills in literacy across content areas.

4 Develop critical thinking skills across the content areas.

5 Develop communication skills across content areas.

776 YEARBOOK 2**Level 1****Grades 11-12****1 credit each**

Second year students continue to develop their publication skills from Yearbook 1. Student further develop their skills and knowledge in the use of Adobe InDesign, Adobe PhotoShop and Adobe Illustrator. Students are encouraged to assume a leadership role by holding an editorial staff or business management position. Advanced students assume greater responsibilities for the publication's planning and production. Open to students in grades 11-12 and subject to instructor's approval. Enrollment limited to 3.

Student Learning Expectations

1 Develop skills for productive use of technology and information resources.

2 Understand the role of arts in society.

3 Develop skills in literacy across content areas.

4 Develop critical thinking skills across the content areas.

5 Develop communication skills across content areas.

778 ADVANCED STUDY**Level 1****Grade 12****1 credit**

This course is designed for the student who wants to advance in a specific area of business education beyond the existing curriculum. The content is to be determined by conferences between student and instructor, subject to the approval of the instructor. All work will be done on an independent basis using a pre-arranged time schedule.

Student Learning Expectations

1 Develop skills in literacy across content areas.

2 Develop critical thinking skills across the content areas.

3 Develop problem-solving skills across content areas.

4 Develop communication skills across content areas.

5 Develop skills for productive use of technology and information resources.

6 Develop career, educational, and life planning skills.

7 Understand the role of arts in society.

781 ICT Portfolio Preparation Seminar (Independent Study)**Level 2****½ credit**

The aim of the ICT Portfolio Preparation Seminar is to assist students in developing their electronic portfolio to meet state requirements for graduation. Students will complete a workbook and assignments designed to build on existing computer skills. Students will work with Microsoft Office and Windows in addition to developing an understanding of hardware and software functions. This course is designed to assist those students who need guidance in developing the portfolio, therefore students are required to meet weekly with the instructor during the term of the course.

Student Learning Expectations

1 Develop critical thinking skills across the content areas.

2 Develop problem-solving skills across content areas.

3 Develop communication skills across content areas.

4 Develop skills for productive use of technology and information resources.

5 Understand the role of arts in society.

RUNNING START COURSES IN CONJUNCTION WITH NHCTC

118 RS - COLLEGE COMPOSITION

Level 1

Grade 11-12

½ HS credit

Student Learning Expectations
1 Develop critical thinking skills across the content areas.
2 Develop communication skills across content areas.
3 Develop skills for productive use of technology and information resources.
4 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

213 RS – STATISTICS

Level 0

Grades 11-12

½ HS credit

Prerequisite: Algebra 2. College level statistics in conjunction with NHCTC. Students can earn college credit in addition to ½ credit toward graduation. Statistical topics covered include measures of central tendencies, various statistical graphs, probability theorems, and higher level statistics.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem-solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.

413 RS – PSYCHOLOGY

Level 1

Grades 11-12

½ HS credit

Prerequisite: Recommendation of Social Studies teacher and Department chair. This course will look at the basis for human relationships, interaction, self-actualization and socialization. There will be a broad overview of different schools of psychology and an analysis of the contributions made by key individuals in the field of psychology. Students may earn college credit in conjunction with NHCTC.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem-solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.

415 RS – SOCIOLOGY

Level 1

Grades 11-12

½ HS credit

Students may earn college credit in conjunction with NHCTC.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem-solving skills across content areas.
4 Develop communication skills across content areas.
5 Develop skills for productive use of technology and information resources.

766 RS-INTRODUCTION TO BUSINESS Level 1

Grades 11-12

1 HS credit

College Business course. See course catalog – NHCTC. The study of the business world operations including the wide range of occupational functions and the American Economic system.

Student Learning Expectations
1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem-solving skills across content areas.
4 Develop communication skills across content areas.

768 RS – ACCOUNTING**Level 1****Grades 11-12,****1 HS credit**

College Accounting. See course catalog – NHCTC.

An introduction to accounting as the language of business. The student will be introduced to the procedures necessary to record, classify and summarize basic business transactions. The course will cover the accounting cycle for service and merchandising sole proprietorships, including journalizing transactions in general and special journals, recording, adjusting and closing entries and preparing worksheets and financial statements. The course will also cover banking procedures and payroll.

Student Learning Expectations

1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem-solving skills across content areas.
4 Develop communication skills across content areas.

779 RS - SOFTWARE APPLICATIONS**Level 1****Grades 11-12****½ HS credit**

The emphasis on this course is hands-on applications of computer software including Windows, database, spreadsheets and word processing. Students will be exposed in-depth to business uses through simulated projects. Students are also introduced to PowerPoint and other business applications. An analysis of the impact of these programs on the business environment will also be studied.

Student Learning Expectations

1 Develop skills in literacy across content areas.
2 Develop critical thinking skills across the content areas.
3 Develop problem-solving skills across content areas.
4 Develop communication skills across content areas.

GENERAL ELECTIVES

900 SAT PREPARATION

Level 1

Grade 11

½ credit

This course is designed to teach college bound students the skills they will need to succeed in standardized tests, particularly the new SAT. Students will prepare for the Reading, Writing and Math sections of the SAT. As students' standardized test scores will vary widely, assessment will be based on individual effort and improvement. Homework intensive. Enrollment limited to 25.

Student Learning Expectations

1 Develop skills in literacy across content areas.

2 Develop critical thinking skills across the content areas.

3 Develop problem-solving skills across content areas.

901 STUDY SKILLS

Grades 9-10 given priority ½ credit

This course provides a hierarchy of specific skills that build upon each other and help a student become an active independent learner. This course seeks to instruct and improve on the skills needed throughout the content area subjects. Skill areas and topics covered include: cooperative learning strategies, understanding individual learning styles, utilizing resources, time management, reading for meaning, skimming and scanning, understanding charts and graphs, note-taking, outlines, concept mapping strategies, listening techniques, memory skills, following directions and test-taking strategies. This course will also strengthen the support services offered by the special education department. Enrollment limited to 25.

Student Learning Expectations

1 Develop skills in literacy across content areas.

2 Develop critical thinking skills across the content areas.

3 Develop problem-solving skills across content areas.

4 Develop communication skills across content areas.

5 Develop skills for productive use of technology and information resources.

6 Develop career, educational, and life planning skills.

913 LIFE SKILLS

Grades 9-12

½ credit per semester

Prerequisite: Meeting with special education teacher, parent, and student. Curriculum for this class is comprised of individual education plans or other plans in which students have specific goals identified that cannot be achieved without such assistance in the academic setting. It focuses on basic household chores, budgeting, cooking, shopping, community services, preparation for post-school living. Offered on a pass/fail basis.

Student Learning Expectations

1 Develop skills in literacy across content areas.

2 Develop critical thinking skills across the content areas.

3 Develop problem-solving skills across content areas.

4 Develop communication skills across content areas.

5 Develop skills for productive use of technology and information resources.

6 Develop career, educational, and life planning skills.

7 Demonstrate civic responsibility and environmental stewardship.

8 Demonstrate knowledge and behaviors that will foster the adoption of healthy lifestyles.

9 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

908 FIRST YEAR SEMINAR

Grade 9

¼ - ½ credit

The first year seminar is a cornerstone course, through which students begin to build the repertoire of intellectual skills needed for high school-level work. Assignments and activities will introduce all of the skills necessary for academic success, but special emphasis will be given to critical thinking, conducting research, working with information technology, writing, speaking, listening and collaborating with others. All first year students, including students transferring in with less than 5 credits are required to complete this class. Enrollment limited to 25.

Student Learning Expectations

1 Develop skills in literacy across content areas.

2 Develop critical thinking skills across the content areas.

3 Develop problem-solving skills across content areas.

4 Develop communication skills across content areas.

5 Develop skills for productive use of technology and information resources.

6 Develop career, educational, and life planning skills.

7 Demonstrate civic responsibility and environmental stewardship.

8 Demonstrate knowledge and behaviors that will foster the adoption of healthy lifestyles.

9 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

SERVICE CREDIT

SERVICE CREDIT

Grades 9-12

¼ credit per semester

Prerequisite: approval of staff member. This credit will be awarded to students involved in service oriented activities in school such as library aides, tutors, office assistants, teacher's aides, etc. The student will volunteer for this activity if their class schedule allows. The student will be assigned to a staff member as part of their class schedule. Credit for the activity will be granted at the discretion of the staff member based on the student's performance in the activity. Satisfactory completion will result in credit for the service on the student's permanent record. **The student must maintain at least a C average in all classes to participate.** One fourth of a credit will be granted if the activity meets daily or one eighth of a credit per semester if the activity meets on an every other day basis. **This credit will not count as credit towards graduation requirements.**

DRIVER EDUCATION

900 DRIVER EDUCATION

No credit

This course consists of a minimum of 30 hours of classroom study with emphasis on driver attitude, traffic accidents, mechanical operation of the car, and rules and regulations of the road. The course also includes 8 hours of driving behind the wheel. This is done after school hours. Classes meet either once or twice each week after school and during summer vacation. This course meets part of the requirements needed for 16-17 year old students to obtain a license.

SCHOOL TO CAREER

903 CAREER DEVELOPMENT

Grades 9-12

¼ credit per quarter

The Real Game is designed as a journey. Each session represents a step of the journey, and each subsequent step builds on the previous one. The journey is divided into five units: Learning a Living, Making a Living, Quality of Life, Changes and Choices, and the Personal Journey. Students learn that they will soon assume unique and individual life/work roles. In these roles, they will earn and spend money, participate in family and community life, make many decisions that affect their characters' lives, and experience good and bad chance situations. They even make decisions on social issues that affect their own and their community's future. They learn that every decision is a career decision. Offered on a pass/fail basis.

Student Learning Expectations – PER DESIGN

904 INTERNSHIP PROGRAM

Level 1

Grades 9-12

The student will explore an area of career interest through a work-based learning experience. This experience may be paid or non-paid. The scheduling of the internship will be flexible enough to allow the student to pursue a regular course load. One-quarter credit will be awarded for each quarter of work.

Student Learning Expectations – PER DESIGN

CAREER FAIR Prerequisite: STW approval.

Students attend an organized career fair to explore work opportunities within a particular or multiple industries. Students will gain information about work opportunities and speak with company representatives.

INDUSTRY TOUR Prerequisite: DOL/STW approval.

Students tour a company to gain insights into the industry. The WBS option is designed to give broad perspective to a large number of careers and work environments. Opportunities exist to meet various associates and to discuss various company functions.

INFORMATIONAL INTERVIEW Prerequisite: DOL/STW approval.

Using a structured interviewing format, students gain information about career interests. This option may be conducted at the work site or in the classroom.

JOB SHADOW Prerequisite: DOL/STW approval,

Industry Tour recommended. Students spend time one-on-one with an employee observing daily activities and asking questions about the career and the work environment. Job shadowing is intended to help students explore career objectives and to develop high school academic/career pathways.

CO-OP PROJECTS Prerequisite: DOL/STW approval.

Classroom teachers work with the STW Coordinator to incorporate a variety of work-based learning projects into classroom curriculum. These projects may be short or long term projects coordinated with local businesses to allow students to explore occupations related to specific courses.

MENTORING Prerequisites: DOL/STW approval.

Teacher recommendation. Students are paired with an individual in a work environment to learn social and employability skills. Generally, this option is coordinated between a social services organization and the STW program.

INTERNSHIP Prerequisite: DOL/STW approval.

Teacher recommendation. Students participate in a highly structured environment in which students complete a planned series of activities or projects that enable him/her to gain a broad understanding of a business or occupation. Internships are designed with the mature student in mind. Students applying for an internship should possess acceptable social skills and the ability to work independently. See INTERNSHIP PROGRAM (300).

APPRENTICESHIP Students participate in a highly structured WBL project while taking additional academic courses at another institution in a career interest area. See the STW Coordinator for more information.

724 CONSUMER AGRICULTURE: PLANT KINGDOM

Level 1

Grades 11-12

½ credit

This course will cover related subjects in more depth than Introduction to Agriculture. Topics covered will include: human impact on the environment, turf management, landscape design and maintenance, interior plantscapes, floral design. Enrollment limited to 16

Student Learning Expectations

1 Develop problem-solving skills across content areas.

2 Develop communication skills across content areas.

3 Develop career, educational, and life planning skills.

725 AGRICULTURAL MECHANICS

Level 2

Grades 10-12

2 credits

This course is designed to equip students with the mechanical skills required in agricultural industry and those industries that service agricultural enterprises. The maintenance, repair and safe use of hand and power tools will lead to the maintenance and repair of small engines such as those found in chain saws and mowers. Equal consideration will be given to welding and construction skills that will be applied and developed through work on class and individual projects. **Not offered in 2008-2009.**

Student Learning Expectations

1 Develop problem-solving skills across content areas.

2 Develop communication skills across content areas.

3 Develop career, educational, and life planning skills.

726 HORTICULTURE: Exterior Applications

Level 2

Grades 10-12

2 credits

This course will cover the basics of plant anatomy and physiology, propagation, soils, pest control, etc. Focus will be on nursery and landscape industries, outdoor equipment operation, turf industry and other related topics. This class will work cooperatively with horticultural businesses and public agencies in the community. Enrollment limited to 7.

Student Learning Expectations

1 Develop critical thinking skills across the content areas.

2 Develop problem-solving skills across content areas.

3 Develop communication skills across content areas.

4 Develop career, educational, and life planning skills.

5 Develop skills for productive use of technology and information resources.

6 Develop career, educational, and life planning skills.

7 Demonstrate civic responsibility and environmental stewardship.

8 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

727 HORTICULTURE: Interior Applications

Level 2

Grades 10-12

2 credits

This course will cover the basics of plant anatomy and physiology, propagation, soils, pest control, etc. This course will cover more detailed units in greenhouse management, interior plantscaping and floral design. Plant propagation and cultural methods for both edible and decorative plants will be emphasized. Greenhouse production will be a significant project as will activities related to the floral design industry. The class will work cooperatively with horticultural businesses and public agencies in the community. Enrollment limited to 7.

Student Learning Expectations

1 Develop critical thinking skills across the content areas.

2 Develop problem-solving skills across content areas.

3 Develop communication skills across content areas.

4 Develop career, educational, and life planning skills.

5 Develop skills for productive use of technology and information resources.

6 Develop career, educational, and life planning skills.

7 Understand the role of arts in society.

8 Demonstrate civic responsibility and environmental stewardship.

9 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

Prerequisite for this course: Agricultural Science. This course is an introduction to the area of Natural Resources Management. In addition to awareness of employment opportunities, this course will encourage consumer awareness and responsibility for our natural resources. Students will learn the importance of multi-use forest management, become aware of the basic elements of the forest ecosystem, demonstrate proper tree planting techniques and timber management practices, and will be able to identify and specify uses for common commercially important trees in New England. The issues of water and air quality, as well as soil conservation, will be addressed. These concepts will be applied through land management and other practical projects. Enrollment limited to 9.

Student Learning Expectations
1 Develop critical thinking skills across the content areas.
2 Develop problem-solving skills across content areas.
3 Develop communication skills across content areas.
4 Develop career, educational, and life planning skills.
5 Develop career, educational, and life planning skills.
6 Demonstrate civic responsibility and environmental stewardship.
7 Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration.

VETERINARY SCIENCE

Level 1

Grades 11-12

2 credits

Prerequisite: B or better in General Biology, or completion of Honors Biology. This course explores the anatomy and physiology of domestic mammals and relates concepts to human anatomy and physiology. It will allow students considering any career in the life sciences a head start on understanding body systems. Classroom learning and laboratory activities will be supplemented with the handling of domestic animals on a regular basis. Practical management of domestic animals will be emphasized throughout the course. Occupational leadership and responsibility will also be a core element of the program. Enrollment limited to 9.

Student Learning Expectations
1 Develop problem-solving skills across content areas.
2 Develop communication skills across content areas.
3 Develop career, educational, and life planning skills.

HUOT TECHNICAL CENTER – LACONIA

An application is required for all courses. The deadline for all applications is February 22, 2008.

Career and technical education is a curriculum designed to provide skills and knowledge in various occupational areas. It involves the development of an individual's abilities and understanding of attributes that result in future employment or pursuit of post-secondary education. Students are also well prepared to participate in a competitive job market, and pursue post-secondary education relating to the technical program in which they are enrolled. Most programs articulate with colleges to provide students with advanced placement and qualified admission. College credit may be available through NHCTC Project Running Start in selected programs.

Students receive a great deal of laboratory experience in settings that stimulate business, industry, and the community. Classroom Theory and related instruction is provided to enhance applications of skills that are learned. There are opportunities for participation in a variety of youth group activities that are available in all programs at the Center. Students may also be eligible for and participate in career experiences and internships available within the business community. Programs generally meet for two periods per day and carry two credits. Entrance to the second level of any career-technical program is conditional upon attaining a grade of "C" or better in the first level. Most programs are available for Juniors and Seniors. We strongly encourage males and females to explore all programs of interest.

Juniors will have earned 11 credits, and seniors will have earned 16 credits before attending these programs. Depending on the schedule, students may only be able to schedule 3-4 classes at WRHS. Juniors have priority in 2-year programs. Seniors can register if room is available.

Business Programs

736, 737 BUSINESS TECHNOLOGY Level 2 Grade 11 or 12 2 credits

This is a one-year program designed to meet the needs of students interested in business and office management. The class provides instruction in computer applications of the business world. Students will learn about spreadsheets, word-processing, database applications and electronic mail as they relate to business. They are taught about written and oral communications, human relations, transcribing, modern office practices, payroll and small business accounting and leadership. Office systems are taught in detail. Students will participate in activities of the Future Business Leaders of America. Students who successfully complete the program are eligible to concurrently enroll in a 4-credit Software Applications course through NHCTC for college credit at low cost, and become MOUS Certified. (Microsoft Office User Specialist). **This course meets the WRHS ICT requirement.**

738 FINANCIAL MANAGEMENT Level 2 Grades 11 or 12 2 credits

This is a 1-year program. This class provides an opportunity for students to study in-depth, the financial aspect of our community, state, nation and the world. The curriculum will provide real hands-on teller experience through the Huot Branch Bank of Laconia Savings Bank located in the Financial Management classroom of the Center. Areas covered in the curriculum will include principles of investing, private and commercial lending, business communications, law and banking, marketing, customer service, and employability skills. Students will participate in activities of Future Business Leaders of American. Priority is given to seniors.

739 BUSINESS MANAGEMENT Level 2 Grades 11 or 12 2 credits

This is a one year course that gives opportunities for students to acquire the knowledge, technical skills, and interpersonal expertise to function optimally in the business world in a variety of settings. The topics and skills to be learned include: Insurance, Customer Service, Human Resources, Web Page Design, Marketing Concepts, Entrepreneurship, Advertising and On-Line-Learning. **This course meets the WRHS ICT requirement.**

Engineering Programs

762 INTRODUCTION TO ENGINEERING DESIGN Level 1 (9-12) 1 credit

Prerequisite: concurrent enrollment in college-level preparatory mathematics if not already taken. Students develop problem-solving skills using AutoDesk Inventor and Solid Works software with an emphasis placed upon the concept of developing a 3-D model or solid rendering of an object. State of the art computer hardware and software will be used to emphasize design development processes and computer-aided drafting and design. **This course meets the WRHS ICT requirement.**

763 PRINCIPLES OF ENGINEERING Level 1 (10-12) 1 credit

Prerequisite: concurrent enrollment in college-level preparatory mathematics if not already taken. This is a survey course designed to help students understand the field of engineering and engineering technology. Various engineering systems and manufacturing processes will be explored. The main goal is the experience theory and hands-on problem-solving activities to learn what engineering is all about. **This course meets the WRHS ICT requirement.**

764 COMPUTER INTEGRATED MANUFACTURING Level 1 (10-12) 2 credits

This course applies principles of robotics and automation. The course builds on computer solid modeling skills developed in Introduction to Engineering Design. Students use CNC equipment to produce actual models of their three-dimensional designs. Fundamental concepts of robotics used in automated manufacturing and design analysis are included. **This course meets the WRHS ICT requirement.**

Technical Specializations

740, 741 CULINARY ARTS 1 AND 2 Level 1 Grade 11 & 12 2 credits each

This two-year program is for students interested in the study and preparation of commercial foods so they may enter directly into the culinary field or seek advanced education. In the Center's well-equipped kitchen, students are trained on the equipment commonly found in a restaurant or cafeteria. Students participate in formal functions in the Center's American Spirit Dining Room to give practical experiences. The objectives include: the importance of proper sanitation and safety; introduction to the proper use of hand tools and major equipment found in a commercial kitchen; knowledge of major cooking methods; presentations and work through the various culinary positions and today's society. College credit can be earned through NHCTC Running Start in the courses of: Introduction to Hot foods, Catering, or Restaurant Co-op.

742, 743 HEALTH SCIENCE AND TECHNOLOGY 1 & 2 Level 1 Grade 11 & 12 2 credits each

Ten out of the twenty occupations projected to grow the fastest are in health care. Join the second largest industry in the country. By taking the Health Science and Technology class, you will learn CPT, first aid, medical terminology, anatomy & physiology, and many health care skills. You will explore the wide range of health careers. The observation hours required for college admission can be done through this class. The students practice their skills in the classroom and at local health care facilities. You will participate in a clinical field site experience designed to meet your career interests. You have the option to complete a state approved (LNA) Licensed Nursing Assistant course. Students are eligible to complete 10 credits through Project Running Start at NHCTC in the areas of Nursing Assistant (5), Medical Technology (3) and Exercise Science (2). The program also articulates with Surgical Technology at NHCTC-Stratham.

744, 745 BUILDING CONSTRUCTION 1 & 2 Level 1 Grade 11 & 12 2 credits each

This is a two-year program designed to provide at least entry-level skills in the area of residential building construction. First year students use construction tools and equipment while learning and practicing the many skills that are necessary in order to become a carpenter. During the course of that year, the student will build lawn storage buildings, bob houses, summer screen buildings and other projects, which are built for area residents. The second year students are involved in the off-campus construction sites for various community organizations. Opportunities to become members of the Lakes Region Home Builders & Re-modelers Association will be available. The program articulates with Central Main Community College.

746, 747 MULTIMEDIA COMMUNICATIONS 1 & 2 Level 1 Grades 11 & 12 2 credits each

The basic fundamentals and techniques of video production, television studio production, and broadcasting will be taught. Students will learn about basic audio and video equipment, integrated computer graphics, electronic field production, and digital editing techniques. Scriptwriting, lighting set-up, and audio production will also be covered. Local events within the schools and communities will be produced for the local community access television, for viewing by community groups through coordination with Lakes Region Public Access Television. Students are expected to complete an off-site field experience or a portfolio. This is a high technology program for the creative student that articulates with New England School of Communications. **This course meets the WRHS ICT requirement.**

748, 749 AUTOMOTIVE TECHNOLOGY 1 & 2 Level 1 Grade 11 & 12 2 credits each

Automotive Technology will allow the students to learn about maintenance, diagnosis, and repair of the many complex systems of the automobile. Each system is approached by starting with basic theory, parts identification and complete understanding of the function of each system and its relationship and use in the automobile. Shop time will be used to apply the knowledge of the classroom theory by allowing students to do actual hands-on repair on their own vehicles as well as having "live" vehicles to work on. Competitions and an internship program are also offered to the students who wish to participate. The program is nationally accredited by the NATEF organization. College credit can be earned through NHCTC Running Start in Automotive Systems. The program also articulates with Central Maine Community College. A pre-admission interview is required. **This course meets the WRHS ICT requirement.**

750, 751 EARLY CHILDHOOD EDUCATION 1 & 2 Level 1 Grade 11 & 12 2 credits each

A two-year program designed for students who are interested in working with children of various ages in educational settings and other professional fields. Students pursuing elementary education, child psychology, etc., may also wish to enroll. These skills are developed as theories and then put into practical application when the students are placed in community field sites or the Huot Child Development Center of the Huot Technical Center. Students learn various activities that improve upon the intellectual, social, emotional and physical development of children. Students also participate in FCCLA organization, which stresses leadership skills and community awareness. College credits can be earned through NHCTC Running Start in either ECE Practicum; Health, Safety, and Nutrition for Young Children and Curriculum Development. **This course meets the WRHS ICT requirement.**

752, 753 PLUMBING AND HEATING 1 & 2 Level 1 Grade 11 & 12 2 credits each

This is a two year program designed to provide the students with an understanding and appreciation of the plumbing and heating trade. The program will include residential and industrial work standards. Students will gain knowledge of plumbing and heating, its tools and equipment, and become familiar with the codes relating to the plumbing and heating trades. Skills to be studied include work with copper tubing, plastic pipe and tube fittings, soldering, pipe threading, solar and other alternative energy sources, work from prints, cost estimating procedures and various heating systems. Students receive experiences in off-campus building projects. The course can be credited towards the NH Apprenticeship Plumbing Program.

754, 755 MANUFACTURING TECHNOLOGY 1 & 2 Level 2 Grade 11 & 12 2 credits each

This is a two-year program designed to develop the skills and knowledge that allow students to gain entry-level positions in the precision metal machining industry, or further their education in apprenticeships or the manufacturing field. Students become familiar with safe and proper use of various machines to perform basic machining operations. Methods of precision machining processes will be taught. Welding, metallurgy, heat-treating, and blueprint reading are included. Advanced students will have the opportunity to utilize computer-controlled technology, operate CADD/CAM software, and program manufacturing processes using computer technology. The program is articulated with Central Maine Community College.

NEW COURSE OFFERING

765 BIOTECHNOLOGY Level 1 Grades 11 & 12 2 credits each
This is a new preparatory program designed for students wanting to learn about a career as researcher, geneticist, biochemist, or forensic scientist among others. Students learn about DNA and genetics, various laboratory techniques, microbiology, immunology and epidemiology, and cell structures. The program meets the biology and health requirements with options to earn 6 credits of Project Running Start courses through New Hampshire Community Technical College.

NOTE: The program is articulated with New Hampshire Technical Institute for advanced standing.

Pre-Technical Programs

Students must complete vocational assessment prior to acceptance into this program.

759, 760, 761 HUMAN SERVICE & HOSPITALITY TECH CAREERS Level 2

This program teaches students about the areas of food service, hospitality, and careers in human services, including employability skills, depending upon interest and goals. It is designed primarily for Freshmen and Sophomores who are interested in pursuing 3-year sequence in programs in Culinary Arts, Early Childhood Education, or Health Sciences.

The Laconia School Board and Huot Technical Center do not discriminate in the administration of our educational programs, activities, or employment practices on the basis of race, color, national origin, age, gender, handicap, disability, sexual orientation, marital status, or pregnancy. This statement is a reflection of the mission of the Laconia School District and refers to all applicable state and federal laws.

Inquiries regarding discrimination and Laconia School District's compliance with regulations implementing these laws may be directed to: Robert Champlin, Superintendent, SAU 30, 39 Harvard Street, Laconia, NH 03246, telephone number (603)-524-5710. The Title IX Coordinators are Cathy Weigel and Paul Robdau who can be reached at the Huot Technical Center, 345 Union Avenue, Laconia, NH 03246, telephone number (603)-528-8693, extensions 125 and 130. The 504 Coordinator is Kerry Fay who can be reached at Laconia High School, 345 Union Avenue, Laconia, NH 03246, telephone number (603)-524-3350, extension 107.