



# Kuna High School

## Course Description Guide 2021 - 2022



Information within this guide is designed to assist you in developing a Four-Year Educational Plan and selecting courses for the upcoming school year. Please read through the information carefully. The master schedule is dependent on state funding and is based on student pre-registration. Courses listed in this guide not receiving sufficient enrollment may be eliminated from the master schedule.

### **Registration Policies and Practices 2 Graduation Requirements 3 CORE Areas**

Language Arts (including Speech/Debate) **4**

Mathematics **7**

Science **10**

Social Science **14**

Humanities **16**

Physical Education and Health **16**

**KHS Career Clusters & Pathways: (Students must select one area) 18**

**Agriculture Food and Natural Resources 19**

Ag Science and Technology, Natural Resources, Ag Mechanics, Welding

**Architecture and Construction 24**

Engineering, Residential Carpentry/Construction, HVAC/Electrician/Plumbing

**Arts, A/V Technology and Communications 26**

Visual Arts, Graphic Design, Broadcasting, Journalism, Performing Arts, Foreign Lang.

**Business/Administrative/Marketing/Accounting Pathways 37**

Business and Marketing, Accounting, Administrative Support

**Education and Training 41**

Family and Consumer Sciences, Early Childhood and K-12 Education

**Government and Public Administration 42**

Air Force JROTC

**Health Science 44**

EMR/EMT, Nursing Assistant, Sports Med, Pharm Tech, Dental Assist

**Hospitality and Tourism 47**

Food & Nutrition, Culinary

**Information Technology 48**

Computer Support, Programming, Computer Science

**Law, Public Safety and Corrections and Security 49**

Lawyer, Police and Fire Programs

**Manufacturing 50**

Precision Machining and Welding

**Science, Industrial Technology, Engineering and Mathematics 51**

Engineering and Electronics

**Transportation/Distribution 53**

Automotive Tech and Diesel Tech

**Additional Elective Choices 54**

Work-Based Learning, Non-Credit & Misc. Classes

**KUNA HIGH SCHOOL**  
**REGISTRATION POLICIES AND PRACTICES**

1. Students are not allowed to retake failed classes during traditional day school. If a student needs to retake a class due to receiving a failing grade, the student will be required to make up the credit through an alternative option or during Kuna Summer School. Students must pass all required classes in order to meet Kuna High School graduation credit requirements. **All outside credits must meet the standards of AdvancED and/or administrative approval.**
2. Classes may be changed only at the beginning of a semester. Changes will be for administrative error, misplacement or credit only. Students whose change requests meet this criterion will have 2 class periods to change classes at the beginning of each semester. Students wishing to withdraw from a class after the 2nd class period are required to meet with administration, counselor and parent/guardian and may result in a WF on official transcript.
3. All students are required to take at least six classes per semester, 3 each day. One credit (1.0) is assigned to each course where a passing grade of 60% (D) or better has been earned for each semester. One-half credit (0.5) is assigned to Teacher Aide.
4. Free period requests will be granted to juniors and seniors that have successfully completed all required courses their freshman and sophomore years. Free periods will be at the beginning and/or end of the day only. Freshmen and sophomores are not eligible for free periods. **See the counseling office for permission form.**
5. Graduating seniors must be in full-time attendance at Kuna High School during both semesters, unless they have applied for early graduation (see Student Handbook for application process). Full-time attendance may be met with a combination of enrollment at Kuna High School and other dual-enrollment opportunities.
6. Report cards will be emailed at the end of each semester. Hard copies printed by request.
7. If a student plans to transfer to another school, the parent or guardian must come to the high school counseling office and withdraw the student. A withdrawal form must be signed by all of the students' teachers. All books, materials, parking passes and equipment must be returned and all fines paid. **Students who have 10 consecutive absences can be automatically withdrawn from school.**
8. Please notify the office of any change of address or phone number as soon as it occurs so that we have current/accurate information for contact in case of an emergency.

## Courses Credits

### Language Arts 9 Required

Language Arts 1 (grade level 9) 2  
Language Arts 2 (grade level 10) 2  
Language Arts 3 (grade level 11) 2  
Language Arts 4 (grade level 12) 2  
Speech (grade level 11) 1

### Mathematics 6 Required

Mathematics I and higher  
**2 Math credits must be in Senior year \*\***

### Natural Science 6 Required

Physical Science or Adv Physical Science 2  
Biology or Adv Biology 2  
Elective Science 2

**Humanities 2 Required** Global Connections (grade level 9) 1  
Elective (Visual Art, Performing Art, Foreign Lang) 1

**Social Science 6 Required** United States History I (grade level 10) 1  
United States History II (grade level 11) 2  
Economics (grade level 11) 1  
Government (grade level 12) 2

**Health 1 Required** Health (grade level 10) 1

### Physical Education 2 Required

PE Fitness Foundations (grade level 9) 1  
Elective PE 1

**REQUIRED CREDITS 32 TOTAL Elective Credits 16 Required**

**REQUIRED AND ELECTIVE CREDITS 48 TOTAL \*\*\*Senior Project Required by the  
State of Idaho\*\*\***

(KHS Senior Project Handbook available on website)

**\*\*\*COLLEGE PREPARATORY EXAM (SAT or ACT) STATE REQUIREMENT\*\*\***

9 <sup>th</sup> Grade	LA 1		
10 <sup>th</sup> Grade	LA 2		
11 <sup>th</sup> Grade	LA 3 & Speech (DC Option available through CWI)	DC LA 3 with ENG 101 from CWI* GEM 1	
12 <sup>th</sup> Grade	LA 4	DC LA 4 with ENG 101 from CWI* GEM 1 or DC LA 4 with ENG 102* GEM 1 or DC LA 4 with ENG 175 Literature Appreciation from CWI** GEM 5	
<i>*Meets Idaho Colleges and Universities GEM English requirement</i> <i>**Meets Idaho Colleges and Universities GEM requirement – Humanity Elective GEM 5</i>			

### LANGUAGE ARTS 1

Year (9)

Language Arts 1 is an integrated study of literature and writing. Novels, short stories, drama, poetry, and student free reading are presented and studied in this course to promote reading enjoyment, expand reading experience, and augment student vocabulary. In their writing, students will demonstrate clear communication and appropriate forms, voice, processes, and development. In order to ensure these learning processes succeed, students will work and study in cooperative groups as well as independently when they complete reading and writing projects.

### LANGUAGE ARTS 2

Year (10)

Language Arts 2 provides opportunities for students to strengthen conventional use of written and oral English language via many genres: argumentative writing, fiction, poetry, drama, and informative writing requiring research. Required and personal choice readings and discussions will help students connect with the written word as a pathway to self-exploration and a broader global perspective.

### LANGUAGE ARTS 3

Year (11)

Language Arts 3 focuses on composition and various thematic concepts in American literature. Extensive work in analyzing literature, research, logic, and argumentative writing will be included in the study of composition. All forms of American literature will be examined from colonial and Native American traditions to modern 21<sup>st</sup> century literature. Communication skills, discussions and oral presentations.

### DC LA3 with ENG101: English Composition (CWI)

Year (11)

Prerequisite: None

Students read and analyze key works from American literature as they learn more about writing, with an emphasis on the process and strategies of writing with critical attention to purpose, audience, and style. Students write analytical essays based on reading, observations, and ideas; develop their inventiveness and voice; and edit for style conventions of standard usage. The course introduces students to academic writing conventions, including integrating sources and using a citation system. **DUAL CREDIT OPTION - CWI Writing and Rhetoric I ENGL 101**

**LANGUAGE ARTS 4**

Year (12)

The purpose of senior language arts class is to enable students to develop and extend reading, thinking and writing skills for post high school demands. A primary focus for all student reading and writing will be the application of those skills into the worlds of career and higher education. With this aim in mind, goals for this class include, but are not limited to, the following expectations. Students will master writing argumentative, research, narrative, and literary analysis essays. Students will master the critical analysis of British and/or world literature. Students will undertake a research project. Students will interpret the social, cultural, and historical significance of text through reading, research, and presentations. Students will also participate in collaborative discussions on class-related topics in order to improve skills of persuasion and expression.

**DC LA4 with ENG101: English Composition (CWI)**

Year (12)

Prerequisite: None

Students read and analyze key works from British and world literature as they learn more about writing, with an emphasis on the process and strategies of writing with critical attention to purpose, audience, and style. Students write analytical essays based on reading, observations, and ideas; develop their inventiveness and voice; and edit for style conventions of standard usage. The course introduces students to academic writing conventions, including integrating sources and using a citation system. **DUAL CREDIT OPTION - CWI Writing and Rhetoric I ENGL 101**

**DC LA4 with ENG175: Literature Appreciation (CWI) GEM humanities**

Year (12)

Prerequisite: ENG 101

This course introduces literary genres and provides the general student with the terminology and standard techniques of reading and communicating about literature. Students will apply the terminology and standard techniques of understanding literature as they analyze, discuss, and write about a combination of British and world literature, including short stories, poems, novels, and drama. **DUAL CREDIT OPTION - CWI Literature and Ideas ENGL 175**

**DC LA4 with ENG102: English Composition 2**

Year (12)

Prerequisite: ENG 101

Students read and analyze key works from British and world literature as they learn more about writing, with an emphasis on furthering the composition skills developed in English 101, focusing on critical reading, writing, and research. Students will write expository and persuasive essays, with an emphasis on research-based writing. **DUAL CREDIT OPTION - LCSC Writing and Rhetoric II ENGL 102**

## Speech & Debate

**SPEECH**

Semester (11)

Prerequisite: None

**Course requirement for graduation.** The principles of the communication process will be studied including study of interpersonal communication and group dynamics. The course work will include delivery of several speeches, participation in group discussions, and a study of mass media. Emphasis will be upon gaining confidence in communication in a positive, logical manner.

**DC ADVANCED SPEECH**

Semester (11-12)

Prerequisite: None

DC Advanced Speech is similar to the Speech Communication class, with a greater analysis of the communication process. Dual credit for college credit is available. **DUAL CREDIT OPTION - CWI Fundamentals of Oral Communication COMM 101**

5

## **DEBATE**

Year (9-12)

Prerequisite: None

This class will take beginning concepts of communication that can then be studied emphasizing research, reasoning, logical inquiry within individual and team debate concepts. This class will also illustrate the 13 types of speech used in formal competition. Must compete in a minimum of one speech and debate tournament per semester or complete an alternate assignment. **Must PASS a full year of Debate in order to meet speech requirement for graduation.**

# **Elective Language Arts**

## **CREATIVE WRITING**

Year (9-12) - **Elective Credit only**

Prerequisite: None

This is an elective study for those students who already have the passion to write. Students will focus on fiction, but poetry is also highlighted. Students will develop their creative writing skills through being involved in writing groups, as well as working independently. Students will participate in a modified National Novel writing contest (NANORIMO), which will function as a culmination spring activity for this course.

## Mathematics

***Students are required to take 6 semester credits of mathematics for graduation and must show mastery of Algebra and Geometry concepts and skills. Idaho law requires students to take math in the senior year. Most students in Kuna School District take eight credits of mathematics.***

Accelerated	Math II/Math III	DC Pre-Calculus	DC Calculus	DC Stats Probability/Statistics
Advanced	Advanced Math II	Advanced Math III	DC Pre-Calculus	DC Calculus DC Stats Probability/Statistics
	Advanced Math II	Advanced Math III	Probability/Statistics	DC Stats DC MMS
	Advanced Math II	Advanced Math III	DC MMS	Math 095 Cons/Bus Math

Regular	Math I	Math II	Math III	DC Pre-Calculus DC MMS Probability/Stats Cons/Bus Math
	Math I	Math II	Cons/Bus Math	Math 095 (lab)
	Math I	Math II	Math 095 (lab)	Cons/Bus Math
Fundamental	Foundations of Algebra/Geometry	Fundamental Math I	Fundamental Math II	Cons/Bus Math Math 095 (lab)

## Kuna High School Math Department Placement

*9<sup>th</sup> grade placement for math is based on the following: previous math teacher's recommendation, last math class taken, previous math grades, math scores on the ISAT, and/or proficiency on a placement exam.*

### FOUNDATIONS OF ALGEBRA & GEOMETRY

Year (9)

Prerequisite: Teacher Approval

Algebra and Geometry Foundations courses reinforce general mathematics skills and extend these skills to include some pre-algebra topics. These skills are used in a variety of practical applications. Course topics include rationale numbers, measurement, basic statistics, ratio and proportion, basic geometry, formulas, and simple equations.

### FUNDAMENTAL MATH 1

Year (10)

Prerequisite: Teacher approval

Fundamental Math 1 is a course for students who struggle to understand basic mathematical concepts. Math I Common Core State Standards are covered at a low level of rigor. In this section, students will study linear and exponential equations and functions. They will use linear regression and perform data analysis. They will also learn about geometry topics such as simple proofs, congruence, and transformations.

### FUNDAMENTAL MATH 2

Year (11)

Prerequisite: Teacher approval

Fundamental Math 2 is a course for students who struggle to understand basic mathematical concepts. Math II Common Core State Standards are covered at a low level of rigor. In this section, students will study exponents, quadratic functions, probability, and triangle relationships.

### MATH I

Year (9)

Prerequisite: None

The research-based integrated curriculum features a continual development of concepts that have been previously taught while integrating algebra, geometry, probability, and statistics topics throughout the course. In Math I, students will study linear and exponential equations and functions. Students will use linear regression and perform data analysis. They will also learn about geometry topics such as simple proofs, congruence, and transformations.



## **MATH II**

Year (10)

Prerequisite: Math I

Math II expands the research-based integrated curriculum into quadratic, absolute value, and other functions. Students will also explore polynomial equations and factoring, and probability and its applications. Coverage of geometry topics extends to polygon relationships, proofs, similarity, trigonometry, circles, and three-dimensional figures.

## **ADVANCED MATH II**

Year (9)

Prerequisite: Teacher approval

Advanced Math II challenges students with more rigor in topics including quadratic, absolute value, and other functions. Students will explore polynomial equations and factoring, and probability and its applications. Coverage of geometry topics extends to polygon relationships, proofs, similarity, trigonometry, circles, and three-dimensional figures. This course demands higher-level thinking.

## **ACCELERATED MATH II/MATH III**

Year (9-10)

Prerequisite: Teacher approval

This is a fast-paced, high rigor class. Students will cover the state standards of Math II in semester one and the state standards of Math III in semester two. This course is intended for students who are self-driven and motivated to learn. It demands substantial independent work and exceptional study habits.

## **MATH III**

Year (10-12)

Prerequisite: Math II

Math III challenges students to gain a deeper understanding of mathematics through inductive reasoning, engaging explorations, and rich thought-provoking exercises. Topics include geometric modeling, as well as polynomial, radical, logarithmic, rational, and trigonometric functions. In addition, students will explore how visual displays and statistics relate to different types of data and probability distributions. ***STRONGLY RECOMMENDED FOR ADMISSION TO 4-YEAR COLLEGE***

## **ADVANCED MATH III**

Year (10)

Prerequisite: Advanced Math II; teacher approval

Advanced Math III challenges students with more rigor in topics including geometric modeling, as well as polynomial, radical, rational, logarithmic, and trigonometric functions. Students will explore how visual displays and statistics relate to different types of data and probability distributions. This course demands higher-level thinking.

8

## **DC PRE-CALCULUS/TRIGONOMETRY**

Year (10-12)

Prerequisite: Math III or Algebra 2

Pre-Calculus/Trigonometry is a college-level course. It is designed to expand the knowledge of advanced math students in exponential and logarithmic functions, conic sections, graphs and polynomials. Students will begin the study of trigonometric relationships and functions as well as polar functions and their graphs. This course is intended for students who are self-driven and motivated to learn. It demands substantial independent work and exceptional study habits.

**DUAL CREDIT OPTION - CWI College Algebra & Trigonometry MATH 147**

## **PROBABILITY AND STATISTICS**

Year (11-12)

Prerequisite: Math III or Algebra 2

Probability and Statistics is a college preparatory course. It is an introduction to statistics. Topics studied include: number

theory, data collection and analysis, probability distribution, and making an inference based on statistical analysis.

### **DC ADVANCED STATISTICS**

Year (11-12)

Prerequisite: Math III or Algebra 2

Advanced Statistics is a college-level course. Students will explore statistical terminology, as well as common uses and misuses of statistics. Topics include: experimental design, sampling, descriptive statistics, correlation and regression, probability, and tests of significance. This course is intended for students who are self-driven and motivated to learn. It demands exceptional independent work and study habits. **DUAL CREDIT OPTION - BSU Intro to Statistics MATH 254**

### **DC CALCULUS**

Year (11-12)

Prerequisite: Pre-Calculus/Trigonometry

Calculus is a college-level course. Students will cover topics including: limits, derivatives, integrals, and their applications. This course is intended for students who are self-driven and motivated to learn. It demands exceptional independent work and study habits - typically 5 hours/week minimum. **DUAL CREDIT OPTION - CWI Calculus I MATH 179**

### **CONSUMER/BUSINESS MATHEMATICS**

Year (11-12)

Prerequisite: Math II

Consumer/Business Mathematics is a course designed for the following: students entering the workforce immediately following high school; students pursuing a professional technical degree; students pursuing an associate's degree at a community college. This course will cover topics that include the skill development of calculating earnings, taxes, interest, credit cards, bank accounts, savings, mortgages, and other personal finance areas. Students will also study professional business skills with culminating semester projects.

### **DC MATH IN MODERN SOCIETY**

Year (12)

Prerequisite: Math III

This course will use basic mathematical concepts from to analyze problems in modern society. Topics may include voting systems, fair division, interpreting statistics, scheduling, routing, linear programming, population growth, patterns and symmetry. **DUAL CREDIT OPTION - CWI Math in Modern Society MATH 123**

### **MATH 095**

Year (11-12)

Prerequisite: Math II

Math 095 allows students to complete college-preparatory mathematics curricula in an instructionally-supported individualized learning-lab structure. The course helps students meet the prerequisites to enroll in transfer-level mathematics courses.

## **Science**

### **PHYSICAL SCIENCE**

Year (9)

Prerequisite: None

SEMESTER ONE – Concentrating on basic physics

This class is a lab science that will cover the following topics: Newton's laws, energy transformations, motion, waves, etc. Students will be introduced to dimensional analysis and other scientific tools used in science. The class will provide an excellent opportunity for students to practice a variety of skills including making careful and accurate observations, logging data, writing hypotheses, designing and performing experiments, interpreting data and sharing conclusions. Lab safety will be

a priority in this class. **(For accelerated freshman, Advance Physical Science can be taken in place of this course.)**

SEMESTER TWO – Concentrating on basic chemistry

This course is a lab based science course that covers units including static electricity, properties and structure of matter, chemical reactions, acids and bases, and electricity and magnetism. Lab safety will also be a priority in this class.

### **ADVANCED PHYSICAL SCIENCE**

Year (9)

Prerequisite: Successful completion of Math 1 in 8th grade

During the 1st semester, students study mechanics, which includes motion, Newton's laws, momentum, energy, and more. The 2nd semester covers applications of physics/chemistry including properties of matter, waves and sound, light, electricity and magnetism, and more. Hands-on labs done during class will be a key component of the class. A strong math aptitude is an incredible help along with a desire to understand how things work. This class can replace 9th grade PHYSICAL SCIENCE.

### **BIOLOGY**

NOTE: **\*Ag Plant/Soil Horticulture (Year) or Ag Zoology/Animal Science & Nutrition (Year) may be taken in place of Biology (Year).**

Year (10)

Prerequisite: None

SEMESTER ONE – BIOLOGY A

This course incorporates laboratory investigations, problem solving in biology and critical creative thinking on biology related concepts and issues. The course will focus on the inner functions of the cell including respiration and photosynthesis, nature of science, essential needs for life. Students will explore genetic inheritance and the role of DNA in the maintenance and evolution of life.

SEMESTER TWO – BIOLOGY B

This class is a requirement for all tenth grade students. The class is a lab science that will cover the following topics in the first nine weeks: dynamics of an ecosystem, limiting factors, food chains, webs, biomes, and environmental issues concerning water, air, land, and energy, evolution. The topics of aquatic ecosystems in the local area as well as the biological indicators that make them livable for their inhabitants will be covered. The lab work may include several field trips to local waterways to do testing and data collection. Students will also study the kingdoms of living organisms that culminates in lab dissections. This class will also provide opportunities to use various technological tools to enhance learning. Field and lab safety will also be a priority in this class.

### **ACCELERATED BIOLOGY** (Option for advanced students)

Year (9-10)

Prerequisite: Successful completion of Advanced Physical Science or STEM Physics and Chemistry in middle school. This course differs significantly from Kuna's traditional biology courses with respect to the kind of text book used, the range and depth of topics covered, the kind of laboratory work done, and the time and effort required of the student. The aim of this course is to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Emphasis on problem solving using research and technology encourages students to design and conduct experiments, analyze data to solve problems, and create presentations of individual and group research projects. **(Sophomores may take this course in place of Biology)**

10

## **Upper Division Science Courses**

All classes listed in the following section are in general elective courses intended for juniors and seniors. They include a more focused curriculum intended to greatly increase the depth of understanding in the area of study. Students should expect a more rigorous curriculum than experienced in their freshman and sophomore years. The courses listed have been split into courses of interest and advanced placement courses.

### **CONCEPTUAL ANATOMY**

Semester (11-12)

Prerequisite: None

This course is designed to review cell structure, biochemistry, and learn the curriculum for 5 (Skeletal, Muscular, Nervous, Cardiovascular, Respiratory and Digestion) of the 11 systems of the mammal body. An emphasis will be placed on Latin root knowledge used in the science and medical professions and an emphasis will be placed on homeostasis of these systems to promote knowledge of one's own human anatomy. Class is 1 semester only.

### **DC CHEMISTRY 100**

Semester (11-12)

Prerequisite: None

Content: This course will be an introductory chemistry-based science course that studies forensics and touches upon many branches of science. It incorporates critical thinking and problem solving investigations, physical and chemical labs, geology, anthropology, psychology lessons, as well as criminology, sociology and law. This course is designed to introduce the scientific strategies, forensics, and crime scene investigation. Students take on the role of detectives, forensic scientists, and pertinent investigators, by collecting and interpreting data to solve cases. In many instances, appropriate actual case studies will be involved. The emphasis is placed upon biology and chemistry lab techniques and skills, written reports, and presentations.

**DUAL CREDIT OPTION - CWI Concepts of Chemistry & Lab CHEM 100 & 101L.** College Prerequisite: Completion of Units 1-12 of [MATH 095](#) or placement into [MATH 143](#) (or higher).

### **GEOSCIENCES**

Semester (11-12)

Prerequisite: None

This class incorporates research-based learning, hands-on activities, critical and creative thinking. The curriculum is set up, to allow the student to think openly and challenge scientific inquiry in a safe, fun environment. The Earth's Systems, helps students formulate an answer to the question: "How and why is Earth constantly changing?" The content is broken down into five sub-ideas: Earth materials and systems, plate tectonics and large-scale system interactions, the roles of water in Earth's surface processes, weather and climate, and biogeology.

### **EARTH AND SPACE SCIENCE**

Semester (11-12)

Prerequisite: None

This class incorporates research-based learning, hands-on activities, critical and creative thinking. The curriculum is set up, to allow the student to think openly and challenge scientific inquiry in a safe, fun environment. This course has two major content sections: Earth's Place in the Universe, and Earth and Human Activity. Earth's Place in the Universe, helps students formulate an answer to the question: "What is the universe, and what is Earth's place in it?" The course is broken down into three sub-ideas: the universe and its stars, Earth and the solar system, and the history of planet Earth. Earth and Human Activity help students formulate an answer to the question: "How do Earth's surface processes and human activities affect each other?" The curriculum is broken down into four sub-ideas: natural resources, natural hazards, human impact on Earth systems, and climate.

### **ORNITHOLOGY**

Semester (11-12)

Prerequisite: None

This course is designed to allow students to become acquainted with birds that they will encounter in Idaho. Through lecture, laboratory sessions, and field trips the students will explore the natural history, habitats, distribution, and identification of Idaho birds. Students will also learn about other common birds in other habitats and their migratory patterns.

### **ADVANCED ORNITHOLOGY**

Semester (11-12)

Prerequisite: Ornithology or Instructor permission

This course is a continuation of Ornithology. Through lecture, laboratory sessions, and field trips students will explore natural history, habitats, distribution, and identification of Idaho birds. However, more emphasis will be placed on behavior as well as field trips where learning to identify birds will continue from the ornithology class.

## **GENETICS**

Semester (11-12)

Prerequisite: None

Genetics is a course that incorporates life-like simulations, problem solving in biology, and critical and creative thinking on genetic related topics and issues. The course will focus on the function of DNA, how genetic traits are passed from one generation to another, genetic engineering, and the future of genetics. Research skills will be utilized to investigate a variety of current and relevant situations in genetics and genetics research.

## **DC GENERAL CHEMISTRY 101**

Year (10-12)

This class is the required prerequisite and/or corequisite class for all other DC courses

Prerequisite: Successful completion of Mathematics 1, and Physical Science

This course is designed as a traditional lab based college prep course. Students study thermodynamics, chemical formulas and reactions, acid-base reactions, chemical bonding, phases of matter and nuclear reactions. This class also involves a study of the chemical components and overall water quality of a local stream. Forty to fifty percent of class time is devoted to laboratory activities. Highly recommended for students interested in pursuing a four-year college degree of any type. **DUAL CREDIT OPTION - CWI Introduction to Chemistry and Lab CHEM 101 & 101L**

## **DC BIOLOGY 111**

Year (9-12)

Pre or Corequisite: DC General Chemistry 101

This course is designed to meet the curriculum of a first year college level course in biology. The topics covered will involve the study of molecules and cells, heredity, genetics and evolution, organisms and populations, ecology, and the structure and function of plants and animals. Currently also offered as a dual credit class (Bio 111/Bio 111L) through College of Western Idaho. College Prerequisite: Recommended DC Chem 101, can be co-requisite.

## **DC CHEMISTRY 111**

Year (11-12)

Prerequisite: Math 3, Successful completion of DC Chem. 101

Currently offered as a two semester course. This course is designed to be an advanced chemistry course covering the topics of atomic structure, chemical bonding, states of matter, reactions and reaction rates, equilibrium principles, thermodynamics, oxidation and reduction, and an introduction to organic concepts. Laboratory activities in each area will be emphasized. Dual Credit Chemistry is available to fulfill a chemistry and lab requirement for physical science, engineering and pre-medicine majors upon optional dual university enrollment. **DUAL CREDIT OPTION - CWI General Chemistry I & Lab CHEM 111 & 111L.** College Prerequisite: Successful completion of Chem 101 and MATH 143, MATH 143P, or MATH 147 (or higher math course).

12

## **DC ANATOMY 1**

Year (10-12)

Prerequisite or Corequisite: DC Chem. 101

Course is for majors course for health occupations. This course is a challenging course utilizing multiple resources to discover the human body's major systems focusing on Integumentary, Skeletal, Muscle, Nervous, and Endocrine systems. **DUAL CREDIT OPTION - CWI Human Anatomy & Physiology I & Lab BIOL 227 & 227L.** College Prerequisite: Bio 111

## **DC ANATOMY 2**

Year (11-12)

Prerequisite: Successful completion DC Anatomy 1

Course is for majors course for health occupations. This course is a continuation of Anatomy where students will take the knowledge from the first year and culminate the discovery of structure and function of the human body for the last 6 systems (Cardiovascular, Respiratory, Digestive, Immune, Reproductive and Lymphatic). **DUAL CREDIT OPTION - CWI Human Anatomy & Physiology II & Lab BIOL 228 & 228L.** College Prerequisite: ANAT 227

### **DC PHYSICS 101**

Year (11-12)

Prerequisite/Corequisite: DC Chem. 101 and Math 3

This course is designed to meet the curriculum of the first semester and a half of a university course in Physics. Examples of some of the topics covered in this course include motion, Newton's Laws, energy, momentum, waves and optics, modern atomic structure, thermodynamics and Einstein's theory of relativity. Fifteen to twenty percent of class time is devoted to laboratory experimentation. **DUAL CREDIT OPTION - CWI Introduction to Physics & Lab PHYS 101 & 101L.**

### **DC PHYSICS 111**

Year (11-12)

Prerequisite: Successful completion of Math 3

This for science majors course includes a general study of kinematics, Newton's Laws of Motion, universal gravitation, work, mechanical energy, motion in a plane, momentum, hydrostatics, SHM, wave motion, sound, introductory thermodynamics, and heat transfer with applications to life sciences. There is an emphasis in problem solving. **DUAL CREDIT OPTION - CWI General Physics I & Lab PHYS 111 & 101L.** College Prerequisite: [MATH 143](#) and [MATH 144](#) or [MATH 147](#) (or higher).

### **DC ENVIRONMENTAL SCIENCE**

Year (11-12)

Prerequisite or Corequisite: DC General Chemistry 101 courses.

Environmental science is the study of how humans interact with their environment. We will use field research, lab experiments and class discussions to understand the impacts humans have on the earth. Topics will include air and water pollution, alternative energy, sources of food, why some human populations have gone extinct, endangered species, and environmental health. **DUAL CREDIT OPTION - CWI ENVI 101 & 101L.**

## **STEM Courses**

### **STEM RESEARCH 1**

Year (9)

Prerequisite: None

Co-requisite: Intro to Engineering.

Counts as elective science credit toward graduation. This course is designed for students in the Building Construction, Architecture, Electronics Technologies, and STEM Pathways. It will focus on the connection of science, engineering, technology and mathematics through hands-on, project oriented activities that require students to design, model, test, redesign and retest. Projects will be designed in research, connected in science and built in Engineering. Sketching, drafting and 3D modeling software will be used in the design and scientific and engineering projects. Appropriate technology using computers, hand-held devices, science probes, etc. will be used in the data collection. Introductory concepts of engineering

design will be utilized using projects such as robotics, windmills, and toys. Descriptive statistical analysis of data will be emphasized. Students will be encouraged to use the skills learned in STEM Research to participate in the state conference for the Technology Student Association.

13

### **STEM RESEARCH 2**

Year (10)

Prerequisite: Mathematics 2; successful completion of entry steps (detailed below)

Students will learn the skills necessary to design and carry out a college level research project about anything that interests them from any area of Biomedical Science, Biochemical Science, Computer Science, Engineering, Psychology/Behavioral

Science, Agricultural Science, and Environmental Science under the guidance of a professional researcher in that field. Starting in Sophomore year, students choose and explore a topic of interest. Students will have the opportunity to learn about different areas of research in the early part of the program before they choose what they would like to study specifically.

### **STEM RESEARCH 3**

Year (11)

Prerequisite: Successful completion of STEM 2

Students continue their research, create a poster and presentation of their results, and travel to present their findings in local and national conferences and competitions. The students then have the opportunity to intern with their mentor (in their lab, in the field, or virtually) on their research project during the summer between their junior and senior year to allow them to take their research to the next level or explore a new field of research.

## **Social Science**

### **US HISTORY 1**

Semester (10)

Prerequisite: None

U.S. History 1 is a sophomore level, one semester course with a focus on late 19th and early 20th century history.

**US HISTORY 1 - Dual Language (DL) option - course materials taught using primarily Spanish.**

### **US HISTORY 2**

Year (11)

Prerequisite: None

U.S. History 2 is a junior level, two semester course with a focus on the mid-20th Century to recent history ending with 9/11.

**US HISTORY 2 - Dual Language (DL) option - course materials taught using primarily Spanish.**

### **ECONOMICS**

Semester (11)

Prerequisite: None

Economics is an introductory course covering the basic theories of micro and macro economics and the free enterprise system. Further course work includes participation in the International Economic Summit, basic study of supply and demand, economic systems, business types, buying and selling of stocks and bonds, money and its development in the United States, and The Federal Reserve concentrating on its tools for economic stability.

### **PERSONAL FINANCE**

Semester (11-12)

Prerequisite: None

A course designed to provide students with some personal finance skills and knowledge; to include goal setting, budgeting, saving, investing, borrowing, insuring, identity protection and retirement planning. It also counts as an economic credit for graduation. **This course meets the Economics requirement for graduation.**

### **GOVERNMENT**

Year (12)

Prerequisite: None

This course is a study of our federal system of government with an emphasis on the national level. It includes a study of the Constitution; the three branches of government—executive, legislative and judicial; the political party system; and American domestic policies.

**GOVERNMENT - Dual Language (DL) option - course materials taught using primarily Spanish.**

## **DC AMERICAN GOVERNMENT**

Year (12)

Prerequisite: C or better in U.S. History 2, minimum 2.7 total GPA

This basic course in political science introduces concepts and major structural elements of the national government. Many aspects of American government are introduced and discussed in a way that will make the study of government more a part of the students' world. This yearlong course is meant to give students a critical and in depth perspective on politics and the processes of the United States government. **DUAL CREDIT OPTION - BSU American National Government POLS 101**

## **Elective Social Science**

### **PSYCHOLOGY**

Semester (11-12)

Prerequisite: None

This course will compare and contrast the prevalent perspectives in the field of Psychology and examine how each approaches the study of development, as well as the analysis and treatment of disorders. The course will review the most historically influential theorists as well as examine common general practices and trends currently employed by professionals in the field. In addition, the course offers information and strategies for improving one's psychological health and well-being.

### **DC PSYCHOLOGY**

Year (11-12)

Prerequisite: None

This survey course is an introduction to psychology. Psychology is the scientific study of thinking, emotion, and behavior. This course introduces students to the diverse research areas of psychology such as psychobiology, motivation, learning, cognitive and social processes, personality, and abnormality, emphasizing empirical findings of the discipline. **DUAL CREDIT OPTION - NNU Introduction to Psychology PSYC 101**

### **SOCIOLOGY**

Semester (11-12)

Prerequisite: None

This class will study human beings as a whole and how they rely on each other to satisfy their basic needs. We take an in-depth look at methods of sociological research, the nature of culture, conformity and deviance, social stratification, social institutions, minorities and discrimination.

### **DC SOCIOLOGY**

Year (11-12)

Prerequisite: None

An introduction to groups, organizations, and societies, and their impact on human behavior. Emphasis is on sociological perspectives, concepts, methods, and applications in areas such as organization, socialization, inequality, institutions, intergroup relations, change, etc. **DUAL CREDIT OPTION - BSU Introduction to Sociology SOC 101**

## **Humanities**

### **GLOBAL CONNECTIONS**

Semester (09)

Prerequisite: None



**Course requirement for graduation.** Global Connections is a semester class taken during freshman year. Throughout this class we will use thematic-based units to study countries and cultures from around the world. The main studies of this class will focus on six major themes—culture, geography, history, politics, current events and economics. We will use these six themes to discover how our complex world is connected to our everyday lives.

**GLOBAL CONNECTIONS - Dual Language (DL) option - course materials taught using primarily Spanish.**

## Physical Education & Health

**Students will not be allowed to take more than (2) physical education classes per semester All 9th graders at KHS are required to take one of two classes: Fitness Foundations or Intro to Human Performance.**

### **FITNESS FOUNDATIONS**

Semester (9)

Prerequisite: None

Fitness Foundations will give students a comprehensive and practical view of the importance of fitness in their lives. Students will learn the underlying fundamentals of fitness in terms of the components of fitness, assessing those components, training principles to improve fitness, and gaining skills to plan and participate in a physically active lifestyle. This information will be presented through both lecture and hands on laboratory experiences which will provide students with an increased understanding of their own level of health and a motivation to develop habits for lifelong fitness and wellness.

### **INTRODUCTION TO HUMAN PERFORMANCE**

Semester/Year (9-12)

Prerequisite: None

Introduction to Human Performance is for students of all abilities who desire to increase their performance/fitness. This is a non-recreational course which demands a strong work ethic and is designed for the student who desires to perform at a high level. This course will focus on introducing and developing the proper **fundamentals** and **techniques** necessary for developing and improving human performance. Students will be introduced to a wide variety of skills, concepts, and activities that will significantly enhance their appreciation for and knowledge of, as well as improve the levels of their physical fitness. The course is designed using a functional training model to develop **muscular strength, power, core strength, stability, mobility, speed, agility** and **quickness**, as well as **decreasing the risk of injury**. A rigorous, multi-faceted approach will be utilized to enhance student achievement.

### **ADVANCED HUMAN PERFORMANCE**

Semester/Year (9-12)

Prerequisite(s): Successful completion of Introduction to Human Performance or instructor signature/approval required.

Advanced Human Performance is an accelerated course that will focus on intensifying and progressing the proper fundamentals and techniques necessary for increasing human performance. The course is designed using a functional training model to develop **muscular strength, power, core strength, stability, mobility, speed, agility** and **quickness**, as well as **decreasing the risk of injury**. A rigorous and accelerated approach will be utilized to enhance student achievement. This is

a non-recreational course which demands a strong work ethic and is designed for the student who desires to perform at the highest level.

### **SPORTS AND RECREATION**

Semester/Year (10-12)

Prerequisite: Completed Freshmen Fitness Foundations OR Intro to Human Performance

This class will continue the foundation of fitness as a class component, along with the introduction of a variety of sports, games, and recreational opportunities for future activities outside of school. Students will select units of instruction that they wish to participate in and rotate among instructors offering those units during the same class period. The following units may

be offered each class period:

- Team sports such as flag football, floor hockey, volleyball, basketball, team handball, ultimate frisbee, soccer, lacrosse, softball
- Individual/dual sports such as, badminton, pickleball, golf, ping pong, spikeball, bowling, tennis, frisbee golf, track ● Outdoor recreational activities such as camping/survival, hunting/safety, trapping, climbing, hiking/backpacking, biking, water sports, fishing, snow sports, orienteering, parkour, etc. Available units will vary according to accessible resources on-campus, and from local resources in the treasure valley.

Units are dependent upon weather conditions and equipment. At the completion of this class, students will have had the opportunity to become competent in technique, skills, and strategies, as well as become knowledgeable of rules and regulations of all the units introduced in the class. The following components will be evaluated: skill development, sportsmanship, strategy/tactics, knowledge of rules, class participation, and reflection.

## **FUNCTIONAL FITNESS**

Semester/Year (9-12)

Prerequisite: None

This class is designed to introduce students to a variety of methods to develop total body fitness for the improvement of personal health and wellness. Functional training methods to improve cardiorespiratory endurance, muscular strength, flexibility, agility, and power will be the main focus of this class. Students can expect to use a variety of equipment to train including weights (dumbbells, barbells, medicine balls, resistance bands), bulgarian bags, HIRTS system, mats, ropes, plyometric boxes. A focus on proper movement and technique for both cardio and strength training methods will be emphasized throughout the semester. Students will track their progress in their workouts through a personal portfolio. This class will also provide students with a perspective on nutrition, body composition, and weight management that is appropriate for the individual.

## **GIRLS GENERAL WEIGHTS**

Semester/Year (9-12)

Prerequisite: None

Girls General Weights is a course designed to meet the needs of female students who are interested in improving strength and muscle development. For more advanced lifting and conditioning, students should register for Human Performance. Fundamentals of weightlifting will be introduced and students will encounter Olympic lifts such as bench, squat, clean, snatch fundamentals, and jerk/push press. Individual muscle group lifts and core training will also be incorporated as the teacher sees fit. The student leaves this course with an understanding of how to develop a balanced training program for muscular strength. Students will be expected to demonstrate their improvements through maximal effort tests throughout the semester.

## **BOYS GENERAL WEIGHTS**

Semester/Year (9-12)

Prerequisite: None

Boys General Weights is a course designed to meet the needs of male students who are interested in improving strength and muscle development. For more advanced lifting and conditioning, students should register for Human Performance. Fundamentals of weightlifting will be introduced and students will encounter Olympic lifts such as bench, squat, clean, snatch fundamentals, and jerk/push press. Individual muscle group lifts and core training will also be incorporated as the

teacher sees fit. The student leaves this course with an understanding of how to develop a balanced training program for muscular strength. Students will be expected to demonstrate their improvements through maximal effort tests throughout the semester.

## **HEALTH**

Semester (10) **REQUIRED**

Prerequisite: None

The Health curriculum focuses on the development of physical, mental, emotional, and social wellness. Course content includes instruction in personal relationships, human sexuality, infectious diseases, nutrition and fitness, and the disease of addiction. Course content supports decision-making that establishes a lifetime of health and will support the district belief

that abstinence is the only safe and responsible choice.

## DC HEALTH & WELLNESS

Semester (11-12)

Prerequisite: None

This course provides an overview of the domains of wellness and the impact of lifestyle choices on all aspects of personal health. The course will explore topics related to nutrition, physical fitness, stress management, substance abuse, healthy relationships, and disease as it relates to the quality of life, length of life, and prevention of disease. *(This CWI course meets Idaho State Board of Education GEM competency requirements for GEM 6 - Social and Behavioral Ways of Knowing. It has also been E designated and will fulfill the Ethical Reasoning requirement.)* **DUAL CREDIT OPTION - CWI Health and Wellness EXHS 155**



18

## Agriculture, Food and Natural Resources

Pathway Name	9th Grade	10th Grade	11th Grade	12th Grade
Plant Science	Ag Intro to Agriculture (2 Sem)	DC Ag Plant / Soil Hort Sci (2 Sem)	Ag Landscape Design (1 Sem) Ag Greenhouse Management (1 Sem)	Capstone: Adv Plant Science (1 sem)

<b>Animal Science</b>	Ag Intro to Agriculture (2 Sem)	DC Ag Zoology/An. Sci. Nutr (2 Sem)	DC Livestock Management (2 Sem)	Capstone: Veterinary Science (1 sem)
<b>Ag Mechanics/ Welding</b>	Ag Intro to Agriculture (2 Sem)	Intro to Ag Mechanics/ Welding (2 Sem)	Ag Structures/ Small Engines (2 Sem) or Welding 2 (2 Sem)	Capstone Adv Ag Mechanics / Fabrication (2 Sem)
<b>Agriculture Cluster Courses (See Prerequisites in Course Guide)</b>				
	<b>Ag Personal Skills (1sem)</b> (Meets Speech Graduation Requirement) Grades 10-12  <b>DC Ag Business Economics (1 sem)</b> (Meets Economics Graduation Requirement) Grades (10-12)	<b>DC Food Science (1 sem)</b> Grades (11-12)  <b>Ag Equine Science (1 sem)</b>  <b>OE Small Engines (1 sem)</b> Grades (11-12)	Ag Floral Design and Marketing (1 Sem)  Advanced Ag Floral Design (1 Sem)	
<p>Note: Both DC Ag Plant Soil/Hort (2 sem) and DC Ag Zoology/An. Sci. Nut. (2 sem) meet Science graduation requirements for Biology. Recommendations: Any career that requires a 2 or 4 year degree under each pathway should consider courses on the GEM Certificate.</p>				

## **Agricultural Science and Technology - Career and Technical Education (CTE)**

*The Agricultural Science and Technology curriculum is designed for students who want to pursue a general agriculture course of study with an emphasis in one specific area such as animal science, plant science and horticulture, agricultural mechanics, or get some general knowledge. Suggested courses of study may be obtained from an instructor for a specific area of study. Students are strongly encouraged to join the FFA organization. In addition, a Supervised Agricultural Experience (SAE) is required for each agriculture student. It may be production (raising crops or animals), employment (having a job), exploratory (extended job shadow), or research areas. This endeavor requires students to maintain records. Related management experiences are learned and practiced in conjunction with related course curriculum.*

### **INTRODUCTION TO AGRICULTURE**

Year (9-10) Preference given to freshmen

Prerequisite: None

This is a basic, introductory course designed to introduce students to the agricultural education program and to the overall food and fiber industry. This course will provide students with an overview of the FFA, agricultural record keeping practices, basic plant and animal science, and career opportunities. This course is designed to be a basic applied course to enhance students' perceptions of agriculture, its applications and related careers. This course is a gateway/prerequisite course to upper division agriculture classes.

19

### **DC AG ZOOLOGY/ANIMAL SCIENCE & NUTRITION**

Year (10-12)

Prerequisite: Intro to Ag

The course is designed to prepare students for employment in the animal agriculture industry and to prepare them for further education in the specified area. The course will focus on the animal as an organism, the commonness among organisms, understanding the animal and its functions from the cellular level to the entire organism's systems and functions, nutritional requirements and ration formulation. Labs will include cellular structure and function, feed and ration mixing, and genetics exploration. ***This course will count as the 2 lab science biology credits toward high school graduation. DUAL***

## CREDIT OPTION - CWI Principles of Animal Science AGRI 109

### DC AG LIVESTOCK MANAGEMENT

Year (10-12)

Prerequisite: Intro to Ag

This course is designed to apply the livestock management concepts in a hands-on manner. It will allow students to work with live animals and apply learned management concepts. Students will be doing group work projects that bring to life the actual management processes that occur in beef, dairy, sheep, swine and horse operations. **DUAL CREDIT OPTION - CWI Principles of Animal Science Lab AGRI 109L**

### DC AG FOOD SCIENCE

Semester (11-12)

Prerequisite: Intro to Ag or Instructor Approval. *Chemistry strongly recommended*

This course is a rigorous applied Science course in the science of food production, processing, transporting, storage, toxicology and quality control. Students apply the scientific method of discovery as they study the biological and chemical basis of food preparation, processing and preservation. Students develop writing and critical thinking skills through data collection, laboratory procedures, science-based experimentation, and written lab reports. This course is taught under the direction of a professor from the University of Idaho. **DUAL CREDIT OPTION - U of ID Introduction to Food Science FS 110**

### AG EQUINE

Fall Semester (10-12)

Prerequisite: Intro to Ag. *Zoology and/or sophomore biology recommended*

A course of instruction designed to provide science and practical management instruction in the care of horses. The applied science curriculum component has a focus on physiology, anatomy, nutrition, genetics, health and reproduction. **(This course is an elective credit only, not a science credit).** **Technical Competency credit available.**

### DC AG PLANT AND SOIL HORTICULTURE SCIENCE

Year (10-12)

Prerequisite: Intro to Ag

***Plant and Soil Science:*** This course is designed to be a science-based, advanced agriculture course, which will allow students to fulfill college-entrance science requirements and further their knowledge in scientific plant and soil agriculture. This course is designed to examine soil and plant relationships that affect the production of food and fiber and examine career opportunities in plant and soil science.

***Horticulture Science:*** This course is designed to be a science-based, advanced agriculture course, which will allow students to fulfill college-entrance science requirements and further their knowledge in scientific horticulture. This course is designed to offer students hands-on experience with plant propagation and growth of nursery plants, plant and shrub identification, as well as grafting and pruning techniques. ***This course will count as a lab science biology credit for high school graduation.***

**DUAL CREDIT OPTION - CWI Plant Science HRTC 110**

20

### AG LANDSCAPE DESIGN

Fall Semester (10-12) Preference given to juniors and seniors

Prerequisite: Intro to Ag

This is a course designed to prepare students to design, construct and maintain planted areas and devices for the beautification of home grounds and other areas of human habitation and recreation. ***Recommended to be paired with Greenhouse Management as a full year study.***

### AG GREENHOUSE MANAGEMENT

Spring Semester (10-12) Preference given to juniors and seniors

Prerequisite: Intro to Ag

This is a course designed to prepare students in greenhouse and nursery operation and management. Topics will include greenhouse types, facilities, equipment, personnel management and training, greenhouse construction and maintenance, and business operation. **Recommended to be paired with Landscape Design as a full year of study. Technical Competency credit available.**

### **AG FORESTRY AND WILDLIFE MANAGEMENT**

Spring Semester (10-12) Preference given to juniors and seniors

Prerequisite: Intro to Ag

This is a course designed to examine the importance of forestry, wildlife and outdoor recreation with emphasis on efficient use of natural resources.

### **AG INTRODUCTION TO MECHANICS/WELDING**

Year (10-12)

Prerequisite: Intro to Ag

**Mechanics:** Students will become familiar with basic mechanical theory and begin individual skill development. Approved shop safety practices will be emphasized and projects will include sharpening a twist drill, wood chisel, cold chisel, and screwdriver. They will also build a drill bit gauge, a tap and die project, and two plumbing projects with copper pipe and PVC. Tool identification and proper usage will also be emphasized.

**Welding:** This basic introductory course is designed to develop skills in Arc Welding, and Oxy-Acetylene welding, and Oxy-Acetylene cutting. Students will also be introduced to Gas Metal Arc Welding (wire-feed) and plasma cutting. **Shop safety is emphasized and students are required to provide coveralls and leather shoes. Technical Competency credit available.**

### **AG STRUCTURES/SMALL ENGINES**

Year (11-12)

Prerequisite: Intro to Ag

**Structures:** Students will learn basic building techniques including: pouring and mixing concrete, wiring electrical circuits, building framing, and using a farm level to survey land. Safety in the construction and shop settings will be emphasized. **Small**

**Engines:** This course is designed to introduce students to basic engine theories of operation, including ignition, carburetion, compression, and governing. Students are encouraged to provide a Briggs and Stratton engine for overhaul. The engine overhaul will include disassembly, cleaning, measuring, honing cylinder, grinding valves and valve seats, and reassembling with new gaskets and replacing worn parts.

### **AG ADVANCED WELDING/ FABRICATION**

Year (12)

Prerequisite: Intro to Ag / Intro to Ag Mech/ Welding or Welding 1, 2

This course is designed to apply the previously taught agriculture mechanics skills in a hands-on setting. Students will learn advanced welding techniques and learn to apply them to an actual project. **Students need to provide their own coveralls and leather shoes.** The instructor must approve all projects before construction begins. Units to be included are: GMAW and GTAW welding, aluminum welding, metal identification and use. **Technical Competency credit available.**

21

### **AG PERSONAL SKILL DEVELOPMENT**

Semester (10-12) Offered in conjunction with Ag Business Economics (660) for a one-year class.

Prerequisite: Intro to Ag

This is a comprehensive semester course in developing agricultural leadership, citizenship, and cooperation. It includes topics in personal development, employer/employee relations, and group and individual interpersonal communication skills. **This course will count as a speech credit toward high school graduation.**

### **DC AG BUSINESS ECONOMICS**

Semester (10-12) Offered in conjunction with Personal Skill Development for a one-year class.

Prerequisite: Intro to Ag

This is a semester course designed to introduce the student to agribusiness management in the free enterprise system. It will

include the study of economic principles, budgeting, record keeping, finance, decision-making, risk management, business law, marketing, and careers in agribusiness. ***This course will fulfill the high school graduation requirement for Economics.***  
**DUAL CREDIT OPTION - CWI Farm and Agribusiness Management AGRI 278**

### **AG FLORAL DESIGN & MARKETING**

Semester (10-12) Preference given to juniors and seniors

Prerequisite: Intro to Ag

This course is designed to give students an introduction to floral production, design, and marketing industries. The course is an open enrollment one-semester class designed to introduce concepts of floral plant growth and development, floral arrangement principles and design, floral identification, diagnosis and treatment of common floral plant disorders, and marketing and selling floral arrangements. Hands-on experiences will include designing and arranging greens and florals for local consumers and marketing and selling the in-class products. **Technical Competency credit available.**

### **AG ADVANCED FLORAL DESIGN**

Semester (11-12) Preference given to juniors and seniors

Prerequisite: Ag Floral Design or Open Enrollment Floral Design

This is an advanced course that builds on the concepts and activities from floral design and marketing. Students will focus on floral identification, plant pests and diseases, floral business management, principles of design, and advanced floral designs. These types of designs will include but not be limited to weddings, funerals, parties, topiaries, and other projects and activities that may arise. Students will be expected to plan, order, price, and construct a variety of arrangements as well as conduct client interviews.

### **AG OCCUPATIONAL AND CAREER EXPERIENCE PROGRAM**

Semester (11-12)

Prerequisite: Intro to Ag *Application required*

This course is designed to give students credit for extended job shadows, work in the agriculture department tool room, etc. The course can be specialized to the student enrolled. Course information will focus on employability skills, securing and maintaining employment, responsibility, etc. See one of the agriculture teachers if you are interested.

### **OPEN ENROLLMENT FLORAL DESIGN**

Semester (10-12) Preference given to juniors and seniors

Prerequisite: None

This course is designed to give students an introduction to floral production, design, and marketing industries. The course is an open enrollment one-semester class designed to introduce concepts of floral plant growth and development, floral arrangement principles and design, floral identification, diagnosis and treatment of common floral plant disorders, and marketing and selling floral arrangements. Hands-on experiences will include designing and arranging greens and florals for local consumers and marketing and selling the in-class products.

### **OPEN ENROLLMENT SMALL ENGINES**

Semester (10-12) Preference given to juniors and seniors

Prerequisite: None

This course is designed to introduce students to basic engine theories of operation, including ignition, carburetion, compression, and governing. Students are encouraged to provide a Briggs and Stratton engine for overhaul. The engine overhaul will include disassembly, cleaning, measuring, honing cylinder, grinding valves and valve seats, and reassembling with new gaskets and replacing worn parts. **Shop safety is emphasized and students are required to provide coveralls.**

### **WELDING 1**

Year (10-12)

Prerequisite: None

**SEM 1:** Students will learn general shop safety and mechanical theory. They will develop individual skills as they learn to identify and utilize hand tools and power tools through projects like sharpening a twist drill, wood chisel, cold chisel, and screwdriver. They will build a tool sharpening gauge, use a tap & die set, and complete a plumbing project. Students will also learn to prepare and fit metal for welding. They will learn basic safety and operation for shielded metal arc welding (SMAW), gas metal arc welding (GMAW), and oxy-fuel welding/cutting processes.

**Sem 2:** Students will learn to prepare and fit metal for welding. They will use SMAW to weld in 1F, 2F, 3F, 4F, 1G, 2G, 3G, 4G positions. They will use GMAW to weld in 1F, 2F, 1G, 2G positions. They will use oxy-fuel to weld in 1G, 2G, 3G, 1F positions, to braze in 1G and 1F positions, and to cut. **Shop safety is emphasized and students are required to provide coveralls and leather shoes.**

**WELDING 2**

Year (11-12)

Prerequisite: Welding 1 or Intro to Ag Mechanics/Welding

Students will continue with welding pathway to learn to identify and utilize hand and power tools. Students will learn to read and draw technical drawings and welding symbols. They will use Mig (GMAW) to weld in multiple positions. They will learn safety procedures and perform welds using flux core wire feed (FCAW). They will learn safety procedures and weld using Tig welding (GTAW) on carbon steel and aluminum. They will learn advanced oxy-fuel cutting procedures, plasma arc cutting, and air carbon arc cutting. Students will learn welding codes, qualifications, certifications, weld inspection, and weld testing. **Students need to provide their own coveralls and leather shoes. College credit and welding certification available for students who complete the welding pathway.**

**CAPSTONE: VETERINARY SCIENCE**

Semester: (11-12)

Prerequisites: Zoology/Animal Science and Livestock Management

This class will focus on animal diseases, diagnosis and treatment. Also the use of tools used in animal health. Animal breeds, origins and breeding systems will be examined, along with animal welfare and public policy about animal use. Students will also prepare for the Animal Science Technical Skill Assessment. Note: This course counts as an elective toward graduation NOT as a science credit.

**CAPSTONE: ADVANCED PLANT SCIENCE**

Semester (11-12)

Prerequisites: Plant and Soil Science and Greenhouse Management or Floral Design

This class will focus on emerging agriculture technology and how it relates to plant production. It will also include plant diseases and plant problem diagnosis. There will also be the availability of obtaining pesticide applicators certification. Students will also prepare for the Plant Science Technical Skills Assessment. Note: This course counts as an elective toward graduation NOT as a science credit.

# Architecture and Construction

This career cluster involves designing, planning, managing, building and maintaining the built environment. Careers may include Architects, Interior Designers, Surveyors, Carpenters, Construction Managers, Electricians, and Plumbers, Security Systems Installers.

Pathway Name	9th Grade	10th Grade	11th Grade	12th Grade
--------------	-----------	------------	------------	------------



<b>Architecture</b>	Intro to Engineering Design (IED) (2 Sem) AND STEM Research 1 (2 Sem)	Principles of Engineering (POE) (2 Sem)	Civil Engineering and Architecture (4 Sem) @ ADA Tech	Engineering Design and Development (EDD) (4 Sem) @ ADA Tech  Dual Credit Physics 101 or 111
<b>Plumbing/HVA C/ Electrician</b>	Intro to Construction (1 sem) (Freshmen Only)	Construction Trades 1 (2 sem)	Construction Trades 2 (2 sem)	Apprenticeship I (4 sem)
<b>Residential Construction</b>	Intro to Construction (1 sem) (Freshmen Only)	Construction Trades 1 (2 sem)	Construction Trades 2 (2 sem)	Construction Trades 3 (4 sem)
Recomm. for Architecture: Should consider courses on the GEM Certificate, Beginning Drawing, Excel and Access.				

### INTRO TO ENGINEERING DESIGN

Year (9-10)

Co-requisite: STEM Research if on STEM Pathway (counts as an elective science credit)

This project-based, hands-on class involves students in safely learning a wide variety of engineering practices while using tools like the Band saw, Table saw, Miter saw, lathe, Drill Press and Router. Projects will include, Bridge Construction, Windmills, Hydraulic Arms, CO<sub>2</sub> cars, Mousetrap cars and Catapults. An increased emphasis will be place on the use of computerized drafting and 3-D modeling software during the design process followed by the actual building and testing of the designs using the tools in the shop. Course follows the Project Lead the Way (PLTW) guidelines.

### PRINCIPLES OF ENGINEERING

Year (10-12)

Prerequisite: Intro to Engineering Design

Students in engineering teams apply technology, science, and mathematics concepts and skills to solve engineering design problems and innovative designs. Students research, develop, build, test, and analyze engineering designs. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. An increased emphasis will be place on the use of computerized drafting and 3-D modeling software during the design process followed by the actual building and testing of the designs using the tools in the shop. Projects include a scale model house, solar cars, submarines, Water turbines, motorized airplanes and the construction of a working electrical motor. This course follows the Project Lead the Way (PLTW) guidelines.

### COMPUTER INTEGRATED MANUFACTURING – CTE CENTER - RENAISSANCE CAMPUS

Year (11, 12)

Prerequisite: Successful completion Principles of Engineering A & B. Students must be concurrently enrolled in HS Math II or above. Digital Electronics is highly recommended.

The major focus of this course is to answer questions such as: How are things made? What processes go into creating products? How do assembly lines work? How has automation changed the face of manufacturing? As students find the answers to these questions, they learn about the history of manufacturing, a sampling of manufacturing processes, robotics and automation. The course is built around several key concepts: computer modeling, Computer Numeric Control (CNC)

equipment, Computer Aided Manufacturing (CAM) software, robotics and flexible manufacturing systems.

### **CIVIL ENGINEERING & ARCHITECTURE A & B – CTE CENTER - RENAISSANCE CAMPUS**

Year (11, 12)

Prerequisite: Successful completion of Principles of Engineering A & B.

The major focus of this course is completing long-term projects that involve the development of property sites. As students learn about various aspects of civil engineering and architecture, they apply what they learn to the design and development of a property. Students work in teams, exploring hands-on activities and projects to learn the characteristics of civil engineering and architecture. In addition, students use 3D design software to help them design solutions to solve major course projects. Students learn about documenting their project, solving problems and communicating their solutions to their peers and members of the professional community of civil engineering and architecture.

### **AEROSPACE ENGINEERING – CTE CENTER - RENAISSANCE CAMPUS**

Year (12)

Prerequisite: Successful completion of Digital Electronics A & B and/or Computer Integrated Manufacturing A & B, or Civil Engineering & Architecture A & B.

The major focus of this course is to expose students to the world of aeronautics and aerospace engineering and related areas of study. Lessons and projects engage students in engineering design problems related to evolution of flight, physics of flight, flight simulation, propulsion, rocketry, space travel, aerospace structures and materials, flight and space physiology, remote sensing and robotics. In addition, students use 3D design software to help design solutions to proposed problems. Students design intelligent vehicles to learn about documenting their project, solving problems and communicating their solutions to their peers and members of the professional community.

### **ENGINEERING DESIGN & DEVELOPMENT – CTE CENTER - RENAISSANCE CAMPUS**

Year (12)

Prerequisite: Successful completion of Digital Electronics and/or Computer Integrated Manufacturing, or Civil Engineering & Architecture A & B. Students must be concurrently enrolled in HS Math III A & B or above.

This capstone course allows students to design a solution to a technical problem of their choosing. This is an engineering research course in which students research, design, test and construct a solution to an open-ended engineering problem. The product development life cycle and a design process are used to guide and help the team to reach a solution to the problem. Students create presentations to their solutions. The EDD course allows students to apply all the skills and knowledge learned in previous engineering courses. This course also engages students in time management and teamwork skills, a valuable set for students in the future. Students in Engineering Design and Development are responsible for obtaining supplies specific to their group projects.

### **INTRO TO CONSTRUCTION**

Semester: 9th Only

Prerequisite: None

This introductory course provides a student experience that develops career readiness practices through career exploration in the context of project based learning. Students will begin their exploration of 20 construction trades areas such as Blueprint Reading, Hand Tools, Measurement and Estimation, and then choose areas to explore such as Electrical, Framing, Drywall, Concrete, Surveying etc. Every unit requires students submit evidence of learning for each project and present

solutions to the class. Course will also focus on workplace communication, safety and interpersonal skills. Students encouraged to participate in SkillsUSA activities to expand and deepen their experiences.

25

### **CONSTRUCTION TRADES 1**

Year (10-12)

Prerequisite: None

This course may be a beginning point or a follow-up to Intro to Construction as students explore up to 20 construction trades areas through project based learning activities. Examples include those listed under Intro class plus HVAC, Tile Setting,

Plumbing, Weatherization and many others. Students will apply mathematics and document their progress on a daily basis. Course will also focus on workplace communication, technical mathematics in the construction industry, safety and interpersonal skills. Students encouraged to participate in SkillsUSA activities to expand and deepen their experiences.

**CONSTRUCTION TRADES 2**

Year (11-12)

Prerequisite: Construction Trades 1

This course will provide students with larger project based learning activities that take students from initial design through completion of a community or school based project such as building a “tiny house”, park playhouse, remodel for local seniors etc. Short to long term internship opportunities with area construction companies may also be provided depending on the age of the student. Students who wish to pursue an apprenticeship in a construction area for their senior year will complete the course by completing the application process and working on finding an industry partner. Course will also focus on workplace communication, technical mathematics in the construction industry, safety and interpersonal skills. Students encouraged to participate in SkillsUSA activities to expand and deepen their experiences.

**CAPSTONE: CONSTRUCTION TRADES 3**

Year (11-12) - DOUBLE BLOCK (2- 4 semesters depending on length of industry experiences)

Prerequisite: Construction Trades 1

A course designed to provide students with the opportunity to specialize in a construction area(s) of interest. Emphasis will be placed on team work, project management, critical thinking, problem solving, diagnostics, and repairing/building to industry standards. Emphasis on work site skills is expected at this level with the majority of the students participating in off campus work experiences. Course will also focus on workplace communication, technical mathematics in the construction industry, safety and interpersonal skills. Students encouraged to participate in SkillsUSA activities to expand and deepen their experiences.

# Arts, A/V Technology, and Communications

**Visual Arts careers** can include artists, graphic designers, multimedia artists and animators, and photographers. **Performing arts careers** can include actors, producers, directors, professors, musicians, and set designers. **Journalism and broadcasting careers** can include reporters, technical writers, authors, advertising, and public relations.

Pathway Name	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>Media Production Broadcasting</b>	Intro to Media Tech (1 Sem)	Broadcasting Video Technology I (2sem)	Broadcasting Video Technology II (2sem)	Broadcasting Video Technology III (2sem)
<b>Graphic Design</b>	Intro to Media Tech (1 Sem)	Graphic Design I (2 Sem)	Graphic Design II (2sem)	Graphic Design III (2 sem)
<b>Journalism</b>	Intro to Media Tech (1sem)	Yearbook (2sem)	Yearbook (2sem)	Yearbook (2sem)
<b>Visual Arts:Fine Arts 2D Studies Drawing</b>	Beginning drawing (1 Sem)+ Intermediate Drawing (1 Sem) <i>Choice:Art I OR Beginning Drawing</i>	Advanced Drawing I (1 Sem) <i>Choice: Art I OR IntermediateDrawing OR Ceramics I</i>	Advanced Drawing II (1 Sem) <i>Choice: Art II OR Ceramics I/Ceramics II</i>	Independent Study ( 1 or 2 Sem) <i>Choice: Art II/Art III OR Ceramics I/Ceramics II</i>

<b>Fine Arts 2D Studies-Painting</b>	Art II (2 Sem) <i>Choice: Art I OR Beginning Drawing</i>	Art III (2 Sem) <i>Choice: Beginning Drawing/Intermediate Drawing OR Ceramics I</i>	Art IV (2 Sem) <i>Choice: Beginning Drawing/Intermediate Drawing/Advanced Drawing</i>	Independent Study (1 or 2 Sem) <i>Choice: Advanced Drawing I/Advanced Drawing II OR Ceramics I</i>
--------------------------------------	---	--	--	--

			<i>Drawing I OR Ceramics II</i>	<i>&amp; Ceramics II</i>
<b>Fine Arts 3D Art</b>	Art I (1 Sem) Ceramics I (1 Sem)	Ceramics II (1 Sem) Ceramics III (1 Sem) <i>Choice: Beginning Drawing OR Sculpture I</i>	Ceramics IV (1 Sem) <i>Choice: Art II OR Beginning Drawing/Intermediate Drawing OR Sculpture I</i>	Independent Study (1 or 2 Sem) <i>Choice: Art III/ Art II OR Advanced Drawing I</i>
<b>Performing Arts: Band</b>	Concert Band OR Percussion (2sem) AND Jazz II (2sem)	Concert Band OR Percussion (2sem) AND Jazz II (2sem)	Wind Ensemble or Percussion (2sem) AND Jazz I (2sem) AND Music Theory (1sem)	Wind Ensemble or Percussion (2sem) AND Jazz I (2sem) AND Small Ensemble (1sem)
<b>Choir</b>	Treble Choir (2 sem) Or Men's Choir (2 Sem)	Intermediate Women's (2 sem) Or Men's Choir (2 sem) AND Music Theory (1sem)	Chamber Choir (2 sem) AND Advanced Women's Choir (2 sem) Or Advanced Men's Choir (2 sem)	Chamber Choir (2 sem) AND Advanced Women's Choir (2 sem) Or Advanced Men's Choir (2 sem)
<b>Theatre</b>	Theatre I (2 sem)	Theatre II (2 sem) OR Advanced Acting (2sem)	Theatre III (2sem) OR Advanced Acting (2 sem)	Advanced Acting (2 sem)
Recommendations: <ul style="list-style-type: none"> <li>• Job shadow, work-based learning, and courses in the GEM Certificate suggested for all pathways if you plan on a career that involves a 2 or 4 year degree.</li> </ul>				

Note: Two Humanities credits are required for graduation. **Global Connections**, taught through the Social Studies department to all 9th grade students counts as (1) humanities credit. Students are required to take at least one additional humanities credit for graduation.

## Visual Arts

### ART 1 -INTRO TO ART

Semester (9-12)

Prerequisite: None

Do you like Art? Do you want to like Art? –Then sign up for ART 1. This class is all about making art; no experience required.

Painting, drawing, color, and mixed media –learn the elements of art by making art.

This class is an introduction to the mediums, techniques, and vocabulary of visual art. Students build their technical skills by using images that they see and observe to learn about the fundamental elements of visual art. Many of the students also gain their first experience in art history as they learn about the art of the past and how it affects the world we live in today. This foundation is essential in developing visual literacy, individual aesthetic, and creative problem solving.

### ART 2 –DESIGN AND COLOR

Year (9-12)

Prerequisite: Art I or Completion of an Art class in Middle School

If you are excited about art and painting, Art 2 is the class for you. Learn the skills to make your art stand out and develop your ability to use color in your artwork. Incoming students are encouraged to have some experience in art class. This class seeks to build on a student's ability to use the basic Elements of Art to communicate with their art. Students also develop an understanding of Color Theory and refine their knowledge of the Principles of Visual Art. These tools will help them to make better critical judgments as they execute their own ideas and concepts using actual media and processes in art. This class also lays the foundation for students to work with paint and color in their work.

### ART 3 - PAINTING

Year (10-12)

Prerequisite: Successful completion of Art 2 with a C or better.

This class is an introduction to painting. Students learn the skills and techniques for watercolor and acrylic painting. To be a successful painter, a student must be able to use what they know about color theory and value to render the effects of light in color. As these skills grow a student is also better able to recognize the use of color and painting in the visual spectrum they encounter daily.

**ART 4 – OIL PAINTING**

Year (11-12)

Prerequisite: Successful completion of Art 2 & 3 with a C or better OR Advanced Drawing 1 & 2 & Instructor Approval This class is an extension of Art 3. Art 4 is a painting based class, but focuses on the medium of oil painting. Oil painting is considered the most versatile and dynamic of painting mediums. Art 4 furthers the development of critical thinking and problem solving as students continue to gain a higher level of visual literacy and mastery of their own art making abilities.

**BEGINNING DRAWING**

Semester (9-12)

Prerequisite: None

This class will provide students with the basic drawing techniques and skills that will enable them to present their ideas and communicate visually. Fundamentals of form and elements of design will be explored in and out of the classroom using a variety of drawing media.

**INTERMEDIATE DRAWING**

Semester (9-12)

Prerequisite: Successful completion of Beginning Drawing

The Intermediate Drawing class will build on the skills developed during the Beginning Drawing course with an exploration of different media. Shading skills will be refined as students practice observational drawing of humans, animals and other everyday items.

**ADVANCED DRAWING 1 –FOUNDATIONS OF DRAWING**

Year (10-12)

Prerequisite: Successful completion of Intermediate Drawing and teacher approval.

This class is for the dedicated art student. There will be a stronger emphasis on composition and the Elements and Principles of Design as they apply to drawing. A journal, final project and portfolio will be required. Students will also participate in at least one exhibition a year. Students will be encouraged to “think outside the box” and will participate in critiques for each project assigned. This class will be combined with Advanced Drawing II if numbers are low.

**ADVANCED DRAWING 2**

Year (11-12)

Prerequisite: ADVANCED DRAWING 1

This class is a continuation of Advanced Drawing 1, with an emphasis on abstract and conceptual art. A journal, final project and portfolio will be required. Students will also participate in at least one exhibition a year. Students will be encouraged to “think outside the box” and will participate in critiques for each project assigned. This class will be combined with Advanced Drawing I if numbers are low.

**CERAMICS 1**

Semester (9-12)

Prerequisite: Successful completion Beginning Drawing or Art 1/Instructor Approval

This class will provide students with the opportunity to develop their skills in ceramics. Working with clay is a process driven art form; it has a clear and concise process that must be followed to yield successful results. Students will learn how to follow a process and see each aspect of it through to its conclusion. By learning to follow processes in the creation of art, students will be better prepared for learning to work with the advanced tools and technology that are common to the workplace in today’s world.

**CERAMICS 2**

Semester (9-12)

Prerequisite: Successful completion of Ceramics 1/Instructor Approval

This class provides students with the opportunity to further develop their skills in ceramics. Students will enhance hand-building and wheel-throwing techniques. Students will create functional pottery and original pieces of art. The history of ceramics is explored in more detail and career exploration will begin.

**CERAMICS 3**

Semester (10-12)

Prerequisite: Successful completion of Ceramics 2/Instructor Approval

This class provides students with the opportunity to further develop their skills in ceramics. Students will enhance hand-building and wheel-throwing techniques. Students will create functional pottery and original pieces of art. This class provides a platform for independent work that invokes thought and meaning.

**CERAMICS 4**

Semester (11-12)

Prerequisite: Successful completion of Ceramics 3/ Instructor Approval

This class is for the dedicated art student. Ceramics 4 explores various methods, concepts. Ceramic techniques such as hand-building, throwing on the wheel, kiln operations, and glaze formation will be learned. Students will be required to create a body of work throughout the semester. An artist portfolio is required upon completion of this course.

**SCULPTURE 1**

Semester (10-12)

Prerequisite: Successful completion Beginning Drawing or Art 1/Instructor Approval

This class will provide the students with the opportunity to further develop their skills in art and express themselves by creating sculptures using a variety of materials, i.e. clay, paper, wood, and metal.

**SCULPTURE 2**

Semester (10-12)

Prerequisite: Successful completion of Sculpture 1

This class will build upon skills learned in Sculpture 1, taking projects to the next level of creativity, proficiency, and quality. The history and origins of each project, along with studying famous sculptors will be covered while using the additive & subtractive methods of sculpture.

**INDEPENDENT STUDY ART STUDIO**

Semester/Year (11-12)

Prerequisite: Completion of ALL Advanced Art Classes & Instructor Approval.

This class is for the dedicated art student who *may be* planning to continue their art education after high school. The student will choose what their area of emphasis will be (painting, drawing, graphic design, pottery etc.) and will work on their own schedule. They will be expected to turn in projects at a time agreed to by the student and instructor. The student will also spend time researching art careers to help them decide what to do with their abilities. They will also have the opportunity to participate in exhibitions offered in the other advanced art classes. There *may* be a possibility to spend time with local artisans in the valley. **The specifics of this course will change according to each student's needs.**

## Graphic Design, Broadcasting & Journalism

### INTRODUCTION TO MEDIA TECHNOLOGIES

Semester (9-12)

Prerequisites: None

This course is designed to provide the basic fundamental competencies for media technologies. It includes an introduction to print and electronic media including digital photography, photomanipulation, design layout, and video broadcasting. Students will have access to all Adobe apps for FREE. Students will focus on Adobe Lightroom, PhotoShop, Illustrator and Premiere.

### GRAPHIC DESIGN 1

Year (10-12)

Prerequisite: None

This course is an introduction to basic graphics communications and printing. Elements and principles of design are also explored. Students will use Adobe software, PhotoShop and Illustrator, that is commonly used in the Graphic Communications industry to design and execute layouts and illustrations for advertising displays, company identities and logos, packaging, posters, brochures and manuals. Students will have access to all Adobe apps for FREE. Students will test for Adobe Certification Exams in Photoshop (sem 1) and Illustrator (sem 2) for FREE.

### GRAPHIC DESIGN 2

Year (11-12)

Prerequisite: Graphic Design 1

This course will expand on the skills learned in Graphic Design 1 and will provide a more in depth study of other graphic design avenues. Students will work in a project-based setting and will have the opportunity to experience many of the responsibilities that industry designers do; including actual client request (from KHS), sketching, designing, developing and testing their designs. Transfer of images from digital processes to paper and other media is included as well as transferring paper images to digital files for modification. An awareness of graphics, communications history and careers is developed. Students will have access to all Adobe apps for FREE. Students will test for the Adobe Certification Exam in InDesign for FREE.

### GRAPHIC DESIGN 3

Year (12)

Prerequisite: Graphic Design 2

This course will expand on the skills learned in Graphic Design 2 and will provide a more in depth study of designing and printing work for the Kuna School District and community members. Students will learn some aspects of website design through Adobe Dreamweaver. Students will work in a project-based setting and will be running our school print shop in conjunction with the business strategies class. They will have the opportunity to experience many of the responsibilities that industry designers do; including job bidding, estimating, work, and quality control. Students will have access to all Adobe apps for FREE. Students will test for the Adobe Certification Exam in AfterEffects or Animate for FREE.

### YEARBOOK

Year (9-12)

Prerequisite: Application & Instructor Approval

This is a production class where the student will produce the school's yearbook. All students will gain useful, real world skills in time management, marketing, teamwork, and design principles. Each student will sell and learn to design business ads;

write journalistic style copy and captions; plan a theme and cover; design consistent, double page spread layouts; and select and crop appropriate photos. Students must possess the desire and dedication to meet multiple deadlines. This class will **REQUIRE** students to regularly spend time outside of class in order to meet deadlines or photograph extracurricular activities. Those who are part of the Kay Ach Ess yearbook staff must be detail oriented, mature and trustworthy. Students in the class must be able to work well independently and within groups. Students will become proficient in the use of Digital Cameras, Adobe Photoshop and Adobe Lightroom .

30

### **BROADCAST/VIDEO TECHNOLOGIES I**

Year (10-12)

Recommended: Introduction to Media Technologies

A course designed to introduce students to the basic concepts of the broadcast technology field. This includes an introduction to video production, legal and ethical issues in the video field, cameras, audio, and other video equipment. Students will have an opportunity to receive their Adobe Premiere Pro Certification.

### **BROADCAST/VIDEO TECHNOLOGIES II**

Year (11-12)

Recommended: Introduction to Media Technologies

Prerequisite: Broadcast/Video Technologies I & Adobe Premiere Pro Certification

A course designed to cover the technical aspects of the broadcast technology field, audio, and video equipment. Students will create videos using all stages of production: planning, shooting, audio equipment use, editing, and uploading to various sources. Students will assist in the creation of the daily school announcements.

### **BROADCAST/VIDEO TECHNOLOGIES III**

Year (12)

Recommended: Introduction to Media Technologies

Prerequisites: Broadcast/Video Technologies I & Broadcast/Video Technologies II & Adobe Premiere Pro Certification A course designed to further develop the technical skills in the broadcast technology field. Students will create real world videos for clients in the community and create daily school announcements.

## **Performing Arts**

*NOTE: Band and Choir rehearsals, concerts, festivals, and music performances which take place outside of scheduled class time are defined as extensions of the formal classroom instructional program and, as such, require student participation and attendance. All courses may be taken for multiple credits.*

## **Band/Orchestra**

### **BAND - FALL BAND**

Fall Semester ONLY (All 9th, some 10th)

Prerequisite: None

Co-requisite: Students enroll in Concert Band B or Percussion B in addition to this class

This is a standard band ensemble at Kuna High School. This class is designed to help students gain a strong foundation on their instruments (brass, woodwind and percussion). Band students who are new to Kuna High School or learning an instrument should register for this class. This semester long course includes marching band in the fall and concert band in the winter. **Students must continue on in the spring semester by enrolling in Concert Band B or Percussion B.** This class requires minimal rehearsal time and performances outside of school hours. Students must be in good academic standing to continue in this class.

### **BAND - CONCERT BAND**

Year (9-12)

Prerequisite: Knowledge of 5 Major Scales, Chromatic Scale, Rhythms/Director Approval



This is a standard band ensemble at Kuna High School. This year-long course includes marching band in the fall and concert band in the winter and spring. This class requires rehearsal time and performances outside of school hours. Students must be in good academic standing to continue in this class. Band camp is mandatory and is tentatively scheduled for August. Previous performance in band is preferred, though not required. This band generally travels for some performances.

### **BAND - WIND ENSEMBLE**

Year (10-12)

Prerequisite: Director Approval

This is the upper level band performance ensemble at Kuna High School. This year-long course includes marching band in the fall and concert band literature in the winter and spring. This class requires rehearsal time and performances outside of school hours. Students must be in good academic standing to continue in this class. Band camp is mandatory and is tentatively scheduled for August. Wind Ensemble is open to students of any grade, though students must audition in order to be placed in this advanced ensemble. This band generally travels for some performances.

### **BAND - PERCUSSION**

Year (9-12)

Prerequisite: None

Students who play, or are interested in playing, percussion instruments and want to participate in either the Concert Band or Wind Ensemble should take this class. This year-long course includes marching band in the fall and concert band in the winter and spring. This class requires rehearsal time and performances outside of school hours. Students must be in good academic standing to continue in this class. Band camp is mandatory and is tentatively scheduled for August. Previous performance in band is preferred, though not required. This band generally travels for some performances. Color guard members who want to be in marching band should register for this class for the FALL SEMESTER ONLY.

### **BAND - JAZZ II**

Year (9-12)

Co-requisite: Brass, Woodwind and Percussion students must also be a part of Fall Band, Concert Band, Wind Ensemble or Percussion Class in order to participate in this class.

This is the standard jazz band performance ensemble at Kuna High School. This year-long class requires minimal rehearsal time and performances outside of school hours. Previous performance in band is preferred, though not required. Please see Mr. Krall if you are interested in playing GUITAR, BASS or PIANO.

### **BAND - JAZZ I**

Year (10-12)

Prerequisite: Director Approval

Co-requisite: Brass, Woodwind and Percussion students must also be a part of Concert Band, Wind Ensemble or Percussion Class in order to participate in this class.

This is the upper level jazz band performance ensemble at Kuna High School. This year-long class requires minimal rehearsal time and performances outside of school hours. It is open to students of any grade, though students must audition in order to be placed in this advanced ensemble.

### **MUSIC THEORY**

Spring Semester ONLY (10-12)

Prerequisite: Students should have a basic level of proficiency in reading music.

This course is designed for students with some music background. Students are encouraged to have 1 year of high school experience in a music performance ensemble (ex: choir, band or orchestra). The purpose of this class is to provide an opportunity for students to expand their musical knowledge and prepare for college music classes. Topics covered include: music notation, chord analysis, 4-part writing, rhythmic notation, basic piano skills, ear training, music history, and music composition.

## ORCHESTRA

Year (9-12)

Prerequisite: None

Orchestra performs at several concerts and special engagements throughout the academic year and travels to festivals. This group performs a broad range of orchestra literature in varying styles. Students will learn musicianship, theory, and instrumental technique. They will need to either own or rent an instrument.

32

# Choir

## TREBLE CHOIR

Year (9-12)

Prerequisite: None

Treble Choir is an entry-level choir for treble voices. All treble-voice freshmen choir students will enroll in this class. Students will perform at various concerts throughout the year. Members of this choir will learn basic music theory, sight-reading, and beginning vocal technique. This is a great class for someone who wants to learn more about music and who enjoys singing.

## INTERMEDIATE WOMEN'S CHOIR (DOLCE)

Year (9-12)

Prerequisite: Audition and Instructor Signature/Approval; Treble Choir Preferred

This is an auditioned Junior Varsity Choir. This group is made up of committed, dedicated singers. Intermediate Women's Choir participates in festivals and concerts throughout the year. Students will strengthen sight singing and theory skills and learn intermediate vocal technique.

## ADVANCED WOMEN'S CHOIR

Year (10-12)

Prerequisite: Audition and Instructor Approval; Treble/Intermediate Choir Preferred

Women's Choir is an auditioned varsity choir. This group travels and performs often and is made up of dedicated, committed singers. Advanced Women's Choir participates in festivals and competitions. Singers will learn advanced techniques and sing technically challenging music of all styles. Advanced Women's choir members will attend retreat in the fall. Students will have opportunities to perform with Advanced Men's Choir during the year.

## CHAMBER CHOIR (FORZA)

Year (10-12)

Prerequisite: Audition and Instructor Signature/Approval; Dual enrollment in Adv. Women's/Adv. men's Choir Chamber choir is a varsity auditioned choir consisting of Members of Advanced Men's and Advanced Women's Choirs. This choir performs a variety of music, from jazz to renaissance. Chamber Choir is Kuna High School's ambassador choir, and members will be expected to perform regularly and to represent Kuna High School with the highest music and non-music standards. Members will attend retreat in the fall and a major tour every other year. ***Chamber Choir Members are required to participate in Advanced Men's choir or Advanced Women's choir to be in this group.***

## BEGINNING MEN'S CHOIR

Year (9-12)

Prerequisite: None

This Choir is a beginning to intermediate level choir for Male singers. All male freshmen choir students will enroll in this class. Students will perform at various concerts throughout the year. Members of this choir will learn basic music theory, sight-reading, and beginning vocal technique. This is a great class for someone who wants to learn more about music and who enjoys singing.

## ADVANCED MEN'S CHOIR

Year (9-12)

Prerequisite: Audition and Instructor Approval; Men's Choir 1 Preferred

Advanced Men's Choir is an auditioned varsity choir. This group travels and performs often and is made up of dedicated, committed singers. Advanced Men's Choir participates in festivals and competitions. Singers will learn advanced techniques and sing technically challenging music of all styles. Advanced Men's Choir members will attend retreat in the fall. Students will have opportunities to perform with Advanced Women's choir during the year.

## Theatre

*NOTE: Theatre technical rehearsals, festivals, and performances which take place outside of scheduled class time are defined as extensions of the formal classroom instructional program and, as such, require student participation and attendance. All courses may be taken for multiple credits.*

### **THEATRE 1**

Year (9-12)

Prerequisite: None

A course designed for students interested in exploring theatre. Students will explore theatre through movement and voice. They will create and perform original pantomimes, delve into character development through monologue and group scene studies, and build a sense of community through collaboration and game play. Emphasis is placed on introducing acting skills and theatre games. Through performance and activities including pantomime, improvisation, stage voice, original and scripted scene work; students will strengthen their confidence, cooperation, and critical thinking skills and be introduced to stagecraft through makeup, costuming, and set design.

### **THEATRE 2**

Year (9-12)

Prerequisite: Successful completion of Theatre 1/Instructor Approval

This course is designed for students continuing in drama. Students will continue the basics and move into higher levels of expectation in all areas covered in Theatre 1. They will continue to explore more in depth character development through the exploration of specific acting techniques. Students will continue to hone their acting skills through acting challenges, and they will memorize and prepare monologues and practice the art of cold reading in preparation for the audition process. They will also produce and perform a one-act play.

### **THEATRE 3**

Year (10-12)

Prerequisite: Successful completion of Theatre 2/Instructor Approval

This course is designed for students continuing in drama. Students will continue the basics and move into higher levels of expectation in all areas covered in Theatre 2. They will continue to explore more in depth character development through the exploration of specific acting techniques. Students will continue to hone their acting skills through acting challenges. Students will also explore film and television acting, creating a self produced short film.

### **ADVANCED ACTING**

Year (9-12)

Prerequisite: Instructor Approval/Audition

An advanced class designed specifically for students with a serious interest in various areas of theatre. Students will experience all areas of production including acting, directing, publicity, stage-managing, set building, costuming and makeup. Students put on the main stage productions of each school year. Students are NOT guaranteed an acting role and must be willing to assist in any given area. Emphasis is placed on working together as a team and in character development. Students are required to prepare performances for the Idaho High School District and State Drama Competitions in November and December. The competition is not optional and participants fees will be paid for by the theatre department. An audition and instructor approval is required for admittance into this class. A purchase of a spirit pack is highly recommended.

### **TECHNICAL THEATRE**

Year (9-12)

Prerequisite: Instructor Approval

A course designed to give students hands on experience in technical theatre design and execution. This course will include costume design and building (patterning, sewing, creative repurposing, etc.), set design and construction, light and sound

34

design, as well as stage and special effect makeup. Emphasis will be placed on collaboration and class projects will be used to support mainstage school productions. Students may also prepare projects for the Idaho High School District and State Drama Competitions in November and December. The competition is optional and participants must pay their entry fees. Instructor approval is required for admittance into this class. A purchase of a spirit pack is highly recommended.

*\*NOTE: Students may take technical theatre and any other level of theatre simultaneously.*

## **DC THEATRE APPRECIATION**

Year (11-12)

Prerequisite: None

A survey course designed to stimulate an appreciation of theatre. Students will be introduced to the study of theatre as an art form, backstage elements, and important periods and plays in learning about the development of the theatre. Filmed productions, slides, lectures, and discussions will focus on the unique world of the stage. *(This CWI course meets Idaho State Board GEM competency requirements in GEM 5 - Humanistic and Artistic Ways of Knowing.)* **DUAL CREDIT OPTION - CWI Theatre Appreciation THEA 101**

# **Foreign Language**

## **FRENCH 1**

Year (9-11)

Prerequisite: None

This interactive year-long course is taught primarily via the TPRS® (Teaching Proficiency through Reading and Storytelling) method. Regular attendance is vital to a student's success as virtually all French language acquisition occurs in class. Students will learn to communicate in French, not just learn about French grammar. Targeted skills include reading and writing but also listening, speaking, and conversational French at a level of "Novice High" as per the American Council on the Teaching of Foreign Languages (ACTFL). French culture will be explored through authentic media, music, games, films, and food days to celebrate French holidays. Students, families, and the community at large have the opportunity to travel to France during Spring Break.

## **FRENCH 2**

Year (10-12)

Prerequisite: Successful completion of 2 semesters of French 1

This interactive year-long course continues the acquisition of French language and culture primarily via the TPRS® (Teaching Proficiency through Reading and Storytelling) method. Regular attendance is vital to a student's success as virtually all French language acquisition occurs in class. Students will continue to learn to communicate in French, not just learn about French grammar. Targeted skills include higher-level reading and writing but also listening, speaking, and conversational French at a level of "Intermediate Low" (ACTFL). French culture will continue to be explored through authentic media, music, games, films, and food days to celebrate French holidays. Students, families, and the community at large have the opportunity to travel to France during Spring Break.

## **DC FRENCH 3**

Year (10-12)

Prerequisite: Successful completion of 2 semesters of French 2 or instructor's permission

For advanced students, this class reviews and strengthens the skills learned in French 1 and 2 to provide a firm foundation of the French language via the *Points de départ* textbook in use at CWI. Regular attendance is vital to a student's success as virtually all French language acquisition occurs in class. Students will continue to learn to communicate in French, not just

learn about French grammar. Targeted skills include higher-level reading and writing but also listening, speaking, and conversational French at a level of “Intermediate Mid-2” (ACTFL). French culture will continue to be explored through authentic media, music, games, films, and food days to celebrate French holidays. Students, families, and the community at

large have the opportunity to travel to France during Spring Break. **Eight dual credits (four each semester) for this course are available through CWI (College of Western Idaho) in the form of CWI FREN-101 (Fall) and CWI FREN-102 (Spring). DC FRENCH 4 Year (11-12)**

Prerequisite: Successful completion of 2 semesters of DC French 3

For advanced students, this class builds upon the skills learned thus far in French to complete the remaining chapters of the *Points de départ* textbook in use at CWI. Regular attendance is vital to a student’s success as virtually all French language acquisition occurs in class. Students will continue to learn to communicate in French, not just learn about French grammar. Targeted skills include higher-level reading and writing but also listening, speaking, and conversational French at a level of “Intermediate Mid-3” (ACTFL). French culture will continue to be explored through authentic media, music, games, films, and food days to celebrate French holidays. Students, families, and the community at large have the opportunity to travel to France. **Four dual credits for this course are available through CWI (College of Western Idaho) in the form of CWI FREN-201. All four dual credits will be earned in the Fall semester.**

## GERMAN 1

Year (9-11)

Prerequisite: None

German 1 introduces students to basic conversation and self-expression in German. Emphasis will be on understanding, speaking, reading, and writing at a basic level. Students will also be introduced to aspects of German culture to include the everyday life of teenagers. Instruction will include daily discussions, auditory activities, writing exercises, history, videos, music, and cultural experiences. Students will begin building a portfolio of sample written work.

## GERMAN 2

Year (10-12)

Prerequisite: Successful completion of 2 semester of German 1

In 2<sup>nd</sup> year German, students will continue mastering the German language. Students will expand essential vocabulary and their understanding of communicative grammar. Students will participate and work toward building proficiency in the five areas of language: listening, speaking, reading, writing, and culture. Speaking activities and skills is a priority in this course. Students will work in pairs and groups to practice communicating in German as often as possible. Instruction will include daily discussions, auditory activities, written exercises, history, videos, music and cultural experiences.

## DC GERMAN 3/4

Year (10-12)

Prerequisite: Successful completion of 2 semester of German 2

In German 3/4 (BSU German 101), students will continue mastering the German language. Students will build additional vocabulary and their understanding of communicative grammar. Students will participate and work toward building proficiency in the five areas of language: listening, speaking, reading, writing, and culture. The student will be required to acquire, manipulate, produce and create spoken and written language, as well as sharpen listening and reading skills. In addition, students will be required to engage in classroom discussions, prepare classroom presentations, complete creative projects and interact with other students and the teacher using the target language. **DUAL CREDIT OPTION - BSU Elementary German I GERM 101**

## SPANISH 1

Year (9-11) No Seniors

Prerequisite: None

Spanish 1 focuses on learning language through fun, oral listening and oral response. Vocabulary and basic grammar are introduced in context through songs, games and videos. Students explore culture through literature, news, music, guest speakers, class discussions, films about Spanish-speaking countries and Internet investigations. Students will research cultural

topics that interest them and share their research with the class.

## **SPANISH 2**

Year (9-12)

Prerequisite: Spanish 1, or completion of Spanish A and B at Kuna Middle School or Fremont Middle School. Spanish 2 will help students improve their listening and reading skills through a wide range of activities: storytelling, sustained silent reading, artwork, short conversations, games, etc. These activities will provide comprehensible input that will lead to the development of communicative competence.

## **DC SPANISH 3**

Year (9-12)

Prerequisite: Spanish 2

Spanish 3 will continue to provide compelling and comprehensible input at a faster pace. Students will also retell stories and write opinions. Students will read a novel about a Latin-American country. Sustained silent reading will be an important part of the class. **DUAL CREDIT OPTION - CWI Elementary Spanish I SPAN 101**

## **DC SPANISH 4**

Year (9-12)

Prerequisite: Spanish 3

Students will read a novel that will expand their cultural awareness. This novel will be the main source of comprehensible input. Students will retell and write parts of this novel and share their opinions. Students will also read other texts: magazines, children books, textbooks, etc. **DUAL CREDIT OPTION - CWI Elementary Spanish II SPAN 102**

## **DC SPANISH 5**

Year (9-12)

Prerequisite: Spanish 4

Students will be reading a variety of materials and presenting the information formally. Students will apply the grammar and spelling rules. Students will compare information and develop strategies to their composition skills. **DUAL CREDIT OPTION - CWI Intermediate Spanish I SPAN 201**

# Business Management, Administrative Support, Marketing and Accounting

Nearly every day, you or someone you know will use or purchase a product. That product or service was created, produced, manufactured or offered by people who work in the world of business. **General Management careers** include: chief executives, general and operational managers, and controllers. **Administrative support careers** include: bill and account collectors, bookkeeping, accounting, customer service representatives, and secretaries. **Careers in Marketing** include: sales representatives, event planners, advertising, promotions, and marketing managers, and public relations managers. **Accounting careers** include: accountants and auditors, bookkeeping, and auditing clerks.

Pathway Name	9th Grade	10th Grade	11th Grade	12th Grade	Supporti Classes or Notes
<b>Management</b>	Business Leadership (1 sem) Wealth Management (1 sem) Word, PowerPoint (1 sem)	Principles of Business (1 sem) Business Economics (1 sem) Excel and Access (1 sem)	Principles of Marketing (1 sem) Principles of Finance (1 sem)	Principles of Management (1 sem) Business Strategies (1 sem)	<b>Kuna High School utilizes the MBA Research High School of Business National Curriculum.</b>  <b>Business</b>
<b>Accounting</b>	Business Leadership (1 sem) Wealth Management (1 sem) Word, PowerPoint (1 sem)	Principles of Business (1 sem) Excel and Access (1 sem)	Accounting (1 sem) Principles of Marketing (1 sem) Principles of Finance (1 sem)	Principles of Management (1 sem) Business Strategies (1 sem)	

<b>Marketing</b>	Business Leadership (1 sem) Wealth Management (1 sem) Word, PowerPoint (1 sem)	Principles of Business (1sem) Business Economics (1 sem) Excel and Access (1 sem)	Principles of Marketing (1 sem) Principles of Finance (1 sem)	Principles of Management (1 sem) Business Strategies (1 sem)	<b>Economics</b> can replace Economics as a graduation requirement
<b>Administrative Support</b>	Business Leadership (1 sem) Wealth Management (1 sem) Word, PowerPoint (1 sem)	Principles of Business (1sem) Excel and Access (1 sem)	Accounting (1 sem) Microsoft Specialist (1 sem)	Graphic Design I (2sem)	
Recommendations: <ul style="list-style-type: none"> <li>• DC Psychology, Sociology, 2 years of a foreign language.</li> <li>• Management, Accounting, Marketing should all consider courses in the GEM Certificate.</li> </ul>					

### LEADERSHIP

Fall Semester ONLY: (Recommended 9<sup>th</sup> grade)

Prerequisite: None

Leadership doesn't come naturally to most of us. Fortunately, we can learn leadership skills (or improve them if you're a natural). In this course you will build the leadership skills you need to excel in college and career. You will discuss contemporary leadership and teamwork literature, complete a team-based project, and put your leadership skills into action at school, at home, and in the community.

### WEALTH MANAGEMENT

Spring Semester ONLY: (Recommended 9<sup>th</sup> – 12<sup>th</sup> grade)

Prerequisite: None

Learn how to take charge of your money to build wealth. In this course, you'll gain the smarts you'll need to make major purchases—such as a car or a house, along with ways to protect your money, such as insurance and investing. And true to the High School of Business™ program, this course isn't just about sitting and listening. You'll do hands-on projects. At the end of the course, your class will get a chance to teach your new skills to others by offering your community a money

38

management course. This project-based financial literacy course develops student understanding and appreciation of the need for personal financial management and investing skills.

### PRINCIPLES OF BUSINESS

Fall Semester ONLY: (10-12)

Prerequisite: None

Q: What do your favorite rock group's tour schedule, the logo on a coffee mug, and the Wall Street Journal have in common?  
A: Business. It's everywhere. Principles of Business will open your eyes to the world of business. During the course you will be introduced to some of the major areas of business administration through fun, real world projects. This project based business course develops student understanding and skills in areas such as business law, economics, financial analysis, human resources management, information management, marketing, operations, and strategic management.

### BUSINESS ECONOMICS

Spring Semester ONLY: (10-12)

Prerequisite: Principles of Business

Ever thought about the choices that the Three Little Pigs made from an economic perspective? In Business Economics, you will consider how decisions (such as work vs. play or sticks vs. straw) affect businesses and individuals in the short and long term. You will also conduct research and examine business problems as you learn about microeconomic, macroeconomic and international economic concepts. Students expand their understanding that businesses are influenced by external factors that are often beyond their control. Consumer spending, government policies, economic conditions, legal issues, and global competition are addressed through practical, current applications to everyday societal and business life. **Counts as a**



## **graduation requirement for KHS economics credit**

### **PRINCIPLES OF MARKETING**

Fall Semester ONLY: (10-12)

Prerequisite: Principles of Business

A project based business course that develops student understanding and skills in the functional areas of marketing: channel management, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Students acquire an understanding and appreciation of each of the marketing functions and their ethical and legal issues. Decision matrices are employed to aid in market planning.

### **PRINCIPLES OF FINANCE**

Spring Semester ONLY: (10-12)

Prerequisite: Principles of Business

This project based course furthers student understanding of two specific business activities—accounting and finance—that were introduced in an earlier High School of Business course, Principles of Business. Through team activities and a semester-long corporate investment project, students make connections between accounting and finance. Students acquire an understanding of financial statements, calculate financial ratios, and make corporate financial management decisions based on their analysis of that financial data. In addition, students apply the concepts of operation and overhead costs, internal accounting controls, and budgets to their class business. Lastly, cost/benefit analysis is introduced as an element of financial planning and decision-making.

### **PRINCIPLES OF MANAGEMENT**

Fall Semester ONLY: (11-12)

Prerequisite: Business Econ, Principles of Marketing, and Principles of Finance

Principles of Management furthers student understanding of management that was introduced in an earlier High School of Business™ course, Principles of Business. Through individual and team activities and a semester-long project, students make connections between management and business success. Students acquire an understanding of legal and ethical issues associated with management; initial, plan, implement and control, and close a project; motivate team members; delegate work; develop a chain of command; coordinate work efforts; and interpret statistical findings.

39

### **BUSINESS STRATEGIES**

Spring Semester ONLY: (12)

Prerequisite: Principles of Management

This project-based business course develops student understanding and skills in such areas as business law, entrepreneurship, financial analysis, human resources management, and strategic management. By planning, organizing, staffing, directing, leading, and controlling business activities, students acquire a realistic understanding of what is required to open and successfully run a business. They conduct situational, market, and competitive analysis; select a target market; develop a business plan; recruit, interview, select, and hire staff; supervise staff; control use of resources; and evaluate the results of the business effort. Throughout the course, students make decisions and use problem solving skills. Formal reflection is an ongoing component of the course.

### **ACCOUNTING 1**

Semester (10-12)

Prerequisite: Word and PowerPoint (recommended)

In this introductory course students learn how to prepare accounting reports for a service business organized as a sole proprietorship. This course will focus on the accounting cycle, recording accounting transactions in a general journal, posting to the general ledger, completing bank reconciliations, preparing adjusting and closing journal entries and preparing balance sheets and income statements. The course includes hands-on electronic work papers and computerized simulations. Students will experience keeping accounting records for a business and explore accounting and business careers.

## PERSONAL FINANCE

Semester (11-12)

Prerequisite: None

A course designed to provide students with some personal finance skills and knowledge; to include goal setting, budgeting, saving, investing, borrowing, insuring, identity protection and retirement planning. **Counts as a graduation requirement for KHS economics credit.**

## WORD AND POWERPOINT

Semester (9-12)

Prerequisite: None

This course provides students with an introduction to Word and PowerPoint. Students will learn how to use the software to create dynamic and professional documents. Real world projects will be used to demonstrate student understanding. Computer literacy is included as well as learning the career planning process and essential keyboarding skills. The computer skills learned in this class support a student's high school academic career and provide a foundation for after high school.

## EXCEL AND ACCESS

Semester (10-12) Spring only

Prerequisite: Successful completion of Word and PowerPoint or instructor approval.

Students learn excel skills including creating charts and using functions. Access will include creating databases and report inquiries. At the end of this course students will have the opportunity to take an industry exam to become Microsoft Office Specialists in Excel and Access.

## MICROSOFT WORD, POWERPOINT, EXCEL AND ACCESS SPECIALIST CERTIFICATION

Semester (11-12)

### In Class Independent Study

Prerequisite: Successful completion of Word and PowerPoint and Excel and Access or Instructor Approval This is a post-advanced computer applications class which focuses entirely on Microsoft Office Specialist or special projects as determined by the student and faculty.

40

# Education and Training

This career requires you to deal with tight budgets, constant evaluation, reluctant students, and lesson planning that meets both state and national standards and individual needs. This **Education pathway** can include careers in teaching, teacher assistant, adult literacy, and GED teachers.

<b>Pathway Name</b>	<b>9th Grade</b>	<b>10th Grade</b>	<b>11th Grade</b>	<b>12th Grade</b>
<b>Teaching Early Childhood Development Services</b>	Teen Living (1 sem) Foods/Nutrition (1sem)	Parenting and Childhood Development (1 sem) Working with Children (1 sem)	Work-Based Learning (2 sem) DC Psychology (2 sem)	Work-Based Learning (2 sem) DC Sociology (2 sem)
<b>Elementary</b>	Teen Living (1 sem)	Parenting and Child Development (1 sem) Working with Children (1 sem)	Work-Based Learning (2 sem) DC Psychology (2 sem)	Work-Based Learning ( 2 sem) DC Sociology (2 sem)

<b>Secondary</b>	Teen Living (1 sem)	Parenting and Child Development (1 sem) Working with Children (1 sem)	Work-Based Learning (1 or 2 sem) DC Psychology (2 sem)	Work-Based Learning ( 2 sem) DC Sociology (2 sem)
Recommendations: <ul style="list-style-type: none"> <li>● Elementary and Secondary pathways should consider courses in the GEM Certificate.</li> </ul>				

## Family And Consumer Sciences - Career and Technical Education (CTE)

### TEEN LIVING

Semester (9-10)

Prerequisite: None

Topics explored include: Personal/character development related to life skills, goal setting (“A Better You” personal project), and interpersonal relationships as related to working with others. Skills learned include: introduction to relationships and conflict resolution, job skills, leadership skills, personal and group communication skills, and developing life skills through FCCLA (Family, Career, and Community Leaders of America). If students join this organization (not required to join), they have an opportunity to further expand on in-class curriculum and to participate in out-of-classroom conferences and competitions with area schools on a district, state, and national level.

### FOODS & NUTRITION

Semester (9-12)

Prerequisite: None

Nutrition and Foods is a beginning course taught for one-semester designed to address personal lifestyle and foundational food preparation. Content emphasis includes nutrition, food safety and sanitation, meal management skills, and food preparation techniques. Nutrition and Foods provides students the opportunity to earn their Ready Set Food Safe Certification. This is a laboratory class with much of the time spent in actual food preparation emphasizing full class participation and teamwork. This course is a prerequisite for Culinary 1. Family, Career and Community Leaders of America, FCCLA, leadership activities are an integral part of this course.

41

### PARENTING AND CHILD DEVELOPMENT

Fall Semester (10-12)

Prerequisite: Teen Living

Emphasis includes families and communication skills, parenting decisions and skills, prenatal and postnatal development of children through the first year, and the emotional, social, physical, and intellectual development of children from birth to age three. Major projects include family ties and child development projects. Projects involve developing life skills through FCCLA (Family, Career, and Community Leaders of America). If students join this organization (not required to join), they have an opportunity to further expand on in-class curriculum and to participate in out-of-classroom conferences and competitions with area schools on a district, state and national level.

### WORKING WITH CHILDREN

Spring Semester (10-12)

Prerequisite: Parenting and Child Development

Emphasis is on the process of learning to plan lessons and teach 3 to 5 year olds, and careers involving early childhood. This includes: employability skills and professionalism in working with children, families and the community, development of

teamwork, leadership skills, and the emotional, social, physical and intellectual development of 3 to 5 year olds. Students are expected to plan lessons, become proficient in child observation and the handling of daily childcare routines and situations. Students who are planning careers in working with children will find the experiences in this class a valuable introduction to childcare careers or early childhood education. FCCLA (Family, Career, and Community Leaders of America) offers opportunities to students to apply their skills to the community. If students join this organization (not required to join), they have an opportunity to further expand on in-class curriculum and to participate in out-of-classroom conferences and competitions with area schools on a district, state and national level.

## Government and Public Administration

Government jobs can include Foreign Service, public management, city planning, national security, and politician.

Pathway Name	9th Grade	10th Grade	11th Grade	12th Grade
<b>Military Air Force JROTC</b>	JROTC 100 (2 sem) Includes: Aviation History, Drill and Ceremony, Leadership and Physical Fitness	JROTC 200 (2 sem) Includes: Global Studies, Drill and Ceremony, Leadership and Physical Fitness	JROTC 300 (2 sem) Includes: Exploration of Space, Drill and Ceremony, Leadership and Physical Fitness	JROTC 400 (2 sem) Includes: Survival and Management of Cadet Corps, Drill and Ceremony, Leadership and Physical Fitness
<p>Recommendations: Military pathway should consider coursework in the secondary pathway related to the training area in the military.</p>				

### Air Force Junior Reserve Officer Training Corps- AF JROTC

All JROTC Courses consist of 40% Aerospace Science, 40% Leadership Education, and 20% Wellness

#### JROTC 100

1<sup>st</sup> Year Cadet

Prerequisite: None

Forty percent of JROTC 100 is an introduction to the history of aviation called ‘Milestones in Aviation.’ This course focuses on the development of flight throughout the centuries. It starts with ancient civilizations, then progresses through modern day flight. Throughout the course there are readings, videos, hands-on activities, and in-text and student workbook exercises to guide in the reinforcement of the materials. Forty percent of this course is Leadership Education, which will start with 42 citizenship, character building, Air Force Traditions, which also includes learning how to march (Drill & Ceremony). The last 20% of the course consists of physical fitness activities.

This course is a military course that requires students in the Cadet Corps to wear an Air Force uniform at least once every week. This is a big part of the student’s grade. While in uniform students are required to adhere to certain military grooming standards to include; haircuts, shaving (males), and restrictions on jewelry wear.

#### JROTC 200

2<sup>nd</sup> Year Cadet

Prerequisites: JROTC 100

Forty percent of JROTC 200 is called Cultural Studies: An Introduction to Global Awareness. This is a customized course about

the world's cultures. The course is specifically created for the Air Force Junior ROTC program. It introduces students to the world's cultures through the study of world affairs, regional studies, and cultural awareness. The course delves into history, geography, religions, languages, culture, political systems, economics, social issues, environmental concerns, and human rights. It looks at major events and significant figures that have shaped each region. Throughout the course, there are readings, video segments, hands-on activities, other optional activities, technology enrichment, and assessments to guide in the reinforcement of the materials. Forty percent of this course is a more advanced Leadership Education, which stresses communications skills and cadet corps activities. Much information is provided on communicating effectively, understanding groups and teams, preparing for leadership, solving conflicts and problems, and personal development. Cadet corps activities include holding positions of greater responsibility in the planning and execution of corps projects which also includes advanced Drill & Ceremony. The last 20% of the course consists of physical fitness activities.

This course is a military course that requires students in the Cadet Corps to wear an Air Force uniform at least once every week. This is a big part of the student's grade. While in uniform students are required to adhere to certain military grooming standards to include; haircuts, shaving (males), and restrictions on jewelry wear.

### **JROTC 300**

3<sup>rd</sup> Year Cadet

Prerequisites: JROTC 200

Forty percent of JROTC 300 is a science course called "Exploring Space: The High Frontier." The course begins with the study of the space environment, then investigates the importance of entering space and discusses manned and unmanned space flights, focusing on concepts surrounding spaceflight, space vehicles, launch systems, and space missions. The section on manned spaceflight focuses on the Space Shuttle, space stations and beyond, covering milestones in the endeavor to land on the Moon and to safely orbit humans and crafts for temporary and prolonged periods. The course also covers the human aspect of spaceflight, focusing on the human experience in space. It also examines the latest advances in space technology, including robotics in space, the Mars Rover, and commercial uses of space. Forty percent of this course is Advanced Leadership Education, which is designed to prepare students for life after high school in the high-tech, globally oriented, and diverse workplace of the 21st century. Students will learn how to become a more confident financial planner and to save, invest, and spend money wisely. They will learn about real-life issues such as understanding contracts, leases, warranties, legal notices, personal bills, practical and money-saving strategies for grocery shopping, apartment selection, and life with roommates. The text also provides information on working for the federal government to include careers in the military, aerospace industry, and public service. Finally, students will consider the most important elements of life skills for all Americans: civic responsibilities, such as volunteering, registering to vote, jury duty, and draft registration. Students will continue to advance in Drill and Ceremony to the point of being able to command a unit themselves. The last 20% of the course consists of physical fitness activities.

This course is a military course that requires students in the Cadet Corps to wear an Air Force uniform at least once every week. This is a big part of the student's grade. While in uniform students are required to adhere to certain military grooming standards to include; haircuts, shaving (males), and restrictions on jewelry wear.

### **JROTC 400**

4<sup>th</sup> Year Cadet

Prerequisites: JROTC 300

The cadets learn to manage the entire corps during their fourth year in the Air Force Junior ROTC program. This hands-on experience affords cadets the opportunity to put theories of previous leadership courses into practice. Planning, organizing, coordinating, directing, controlling, and decision-making will be done by cadets. They will put into practice their communication, decision making, personal-interaction, managerial, and organizational skills. The leadership course provides exposure to the fundamentals of management. The text contains many leadership topics that will benefit students as well as provide them with some of the necessary skills needed to put into practice what they have learned during their time in AFJROTC. This course may also incorporate "Survival" training which is fun, but useful lessons that teach basic survival skills such as fire starting, shelter building, food and water collection, land navigation, and first aid.

This course is a military course that requires students in the Cadet Corps to wear an Air Force uniform at least once every week. This is a big part of the student's grade. While in uniform students are required to adhere to certain military grooming standards to include; haircuts, shaving (males), and restrictions on jewelry wear.

## Health Science

Students who complete the entire program strand can take the national certification tests in their area and potentially begin working in the healthcare field with their certification following high school. Students who are interested in other strands of health professions should take the strand that most closely fits their career choice in order to gain experience in the healthcare field as well as being able to use their certification while they attend further coursework at the university level. **Other health related occupations might include:** Admitting Clerk, Epidemiologist, Ethicist, Health Educator, Health Information Coder, Health Information Services, Healthcare Administrator, Medical Assistant, Medical Biller, Medical Information Technologist, Public Health Educator, Risk Management, Social Worker, Transcriptionist..

Pathway	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> grade
<b>Emergency Medical Technician (EMT)</b> By completing this program students can sit for the national registry EMT-Basic Certification Exam	Intro to Health Professions (1 sem) (Freshman only)	DC Fundamentals of Health Professions (2 sem)	DC Medical Terminology (1 sem) DC Anatomy I (2 sem) DC Sports Medicine I (2 sem) <i>Optional</i>	EMT-Basic (4 sem)  DC Anatomy II (2sem) <b>Optional</b>
<b>Sports Medicine</b>	Intro to Health Professions (1 sem) (Freshman only)	DC Fundamentals of Health Professions (2 sem)	DC Medical Terminology (1 sem) DC Sports Medicine I (2 sem) DC Anatomy I (2 sem)	DC Advanced Sports Medicine (2 sem)
<b>Certified Nursing Assistant (CNA)</b> By completing this program students can sit for the national registry CNA Certification Exam	Intro to Health Professions (1 sem) (Freshman only)	DC Fundamentals of Health Professions (2 sem)	DC Medical Terminology (1 sem) Conceptual Anatomy (1 sem)  or DC Anatomy I (2 sem)	Certified Nursing Assistant (2 sem)
<b>Pharmacy Technician</b> Certification exam at the conclusion of this program	Intro to Health Professions (1 sem) (Freshman only)	DC Fundamentals of Health Professions (2 sem)	DC Medical Terminology (1 sem) DC Anatomy I (2 sem) or Conceptual Anatomy (1 sem)	Pharmacy Tech (2 sem) at Renaissance Center Meridian
<b>Dental Assistant</b> Certification exam at the conclusion of this program	Intro to Health Professions (1 sem) (Freshman only)	DC Fundamentals of Health Professions (2 sem)	DC Medical Terminology (1 sem)  Conceptual Anatomy (1 sem) or DC Anatomy I (2 sem)	Dental Assistant (4 sem)

**Recommendations:**

- DC Psychology. Any careers that require a 2 or 4 year degree should consider courses in the GEM Certificate.

## Health Professions - Career and Technical Education (CTE)

Semester (9)

Prerequisite: None

An Introduction to the Allied Health Science Pathway: this course reviews the evolution and current status of health care delivery, introduces the student to the concepts of human anatomy and physiology, safety and the workplace, health care law and ethics, communication and employability skills with strategies for becoming a successful employee and an emphasis placed on medical terminology. **This course does not meet health credit requirements for graduation.**

### **DC FUNDAMENTALS OF HEALTH PROFESSIONS**

Year (10-11)

Prerequisite: Must be on the Health Science pathway

This course is for students who are interested in the Health Professions pathway and medical field. This course provides the student initial exposure and acquisition of knowledge, skills, and attitudes associated with a broad range of health-related careers. The student will learn medical terminology, infection control, human anatomy and physiology, and other related skills. This course will assist students in making informed decisions regarding their future academic and occupational interests in the health professions industry. **This course does not meet health credit requirements for graduation. DUAL CREDIT OPTION - BSU Intro to Health Science and Public Health HLTH 110**

### **DC SPORTS MEDICINE**

Year (11-12)

Prerequisite: Successful completion of Fundamentals of Health Professions, instructor approval, **application process may be used for entrance into course.**

This course includes training and education as a student athletic training aide. Students will develop skills and pass competencies used in most athletic training settings. The content includes effective communication, practical experience with CPR, first aid, taping, wrapping, stretching, recognition, prevention and rehabilitation of injuries. Students will be expected to complete a minimum of 30 hours per semester of lab/ clinical experience in addition to class time. **DUAL CREDIT OPTION - BSU Intro to Athletic Injuries KINES 220**

### **DC ADVANCED SPORTS MEDICINE/REHABILITATION SERVICES**

Year (12)

Prerequisite: Successful completion of Sports Medicine. Instructor approval.

Students **MUST** be able to provide transportation to athletic events. Students will be instructed in daily training room management involving modalities (electrical, hot, and cold application), inventory, games/practice preparation and documentation. Students will demonstrate competencies in taping, wrapping, modality application, proper use of rehabilitation equipment and high school sports medicine clinic management. Students will be expected to complete 50 hours of clinical experience in addition to class time. Students will receive a student athletic training aide course completion certificate at the conclusion of the class. **DUAL CREDIT OPTION - BSU Taping and Wrapping KINES 121**

### **DC MEDICAL TERMINOLOGY**

Semester (11-12)

Prerequisite: Successful completion of Fundamentals of Health Professions

This course presents a study of medical terminology. Prefixes, suffixes, word roots, combining forms, special endings, plural forms, abbreviations, and symbols are included in the content. All body systems, anatomical reference, pharmacology, and medical specialties will be considered. Emphasis is placed on spelling, definition, usage, and pronunciation. This course is a prerequisite requirement for the EMT, CNA, Adv. Sports Med and Dental Assisting programs. **DUAL CREDIT OPTION - BSU Medical Terminology HLTH 101**

### **EMERGENCY MEDICAL TECHNICIAN (EMT) BASIC**

Year (12), double block

Prerequisite: Successful completion of DC Anatomy 1 and DC Medical Terminology. EMT Instructor approval; an application process will be used for entrance into course. BLS CPR Certificate **required prior to 2<sup>nd</sup> semester.** *It is highly recommended*

that students be concurrently enrolled in DC Anatomy 2. Students **MUST** provide reliable transportation for the clinical component of this course

A course designed to prepare students to become an Emergency Medical Technician. This is a comprehensive course that trains the student to be proficient in Basic Life Support, including patient assessment, airway management, oxygen therapy, splinting, and spinal immobilization. Students also study cardiovascular, respiratory and neurological emergencies, trauma, medical, obstetrics and behavioral emergencies, in addition to other course related curriculum. Students will be expected to participate in and provide own transportation to and from clinical site placements. Clinicals may take place in a hospital, emergency care unit or ambulance service. Upon completion of this course, the student is eligible *and expected* to take the National Registry Exam – which will qualify the student to work as an EMT. A student must turn 18 years of age within 12 months of completion of this course to take the National Registry Exam. **National Registry Practical Exam - Required. This is a yearlong course. Entry into 2<sup>nd</sup> semester is contingent on 75% or above first semester and instructor approval.**

### **NURSING ASSISTANT (CNA)**

Semester (12), double block

Prerequisite: Successful completion of Fundamentals of Health Professions, DC Medical Terminology and either DC Anatomy I or Conceptual Anatomy. **BLS CPR Certificate required prior to 2<sup>nd</sup> semester.**

Students **MUST** provide reliable transportation for the clinical component of this course.

This course is designed to prepare students for beginning employment as nursing assistants in nursing homes, hospitals, and other settings. Content includes medical terminology, basic anatomy and physiology, communication, infection control, growth and development, care of the patient, and assisting as a member of the health care team. Students are required to dress appropriately. Scrubs and clean shoes are the responsibility of students. Reliable transportation is required for clinical experience and adjusted class time to meet the state required 120 hours of instruction and clinical time. Students will be eligible to sit for the National Registry CNA exam to become certified upon completion of all coursework and clinical hours.

**This course does not meet district graduation requirements for Health.**

### **PHARMACY TECHNICIAN - offered at CTE Center - Renaissance Campus**

Year (12)

Prerequisite: Successful completion of Health Professions/Sports Medicine. Medical Terminology is highly recommended.

Students **MUST** provide reliable transportation for externship at a local pharmacy.

A course designed to prepare students for beginning employment as a Pharmacy Technician under the supervision of pharmacists in pharmacies, hospitals and other settings, Successful completion of the course qualifies the student to take the Pharmacy Technician Certifying Board certification exam once they graduate from high school. **(Students are responsible for the cost of this exam.)** Content includes pharmaceutical terminology, drug identification, measurement techniques, record keeping, business operations, prescription preparation, logistics and dispensing operations and applicable standards and regulations. In order for students to participate in second semester externship, they must complete first semester with a grade of “B” or higher. **Students will be responsible for the costs of fingerprinting, background check, and the Idaho State board of pharmacy application fees.**

### **DENTAL ASSISTING**

Year (12), double block

Prerequisite: Successful completion of Fundamentals of Health Professions, Anatomy and Medical Terminology. Must have a current Healthcare CPR card.

This course will educate senior students in the theory and clinical practice of dental assisting. Although this program is not intended as a substitute for a comprehensive dental assisting college program, it will provide students with the training and experience needed for employment in entry-level dental assisting or dental office administration positions. In addition, this course will provide foundational knowledge and experience to facilitate the pursuit of other dental

specialties, including dental hygiene, dentistry, dental laboratory, dental education or dental sales. **Immunizations, uniform pants and jacket, and dark shoes required. Students must provide own transportation.**



# Hospitality and Tourism

This Hospitality and tourism focuses on customer service, accounting principles and culinary preparation.

Pathway	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> grade	12 <sup>th</sup> Grade
Hospitality/Culinary	Foods/Nutrition (1sem)	Culinary 1 (2sem)	Culinary 2 (2sem)	WorkBased Learning - Culinary
Recommendations: <ul style="list-style-type: none"> <li>Any career that requires a 2 or 4 year degrees should consider ELA3 with ENG 101, DC Speech, DC Government, DC Math.</li> </ul>				

## FOODS & NUTRITION

Semester (9-12)

Prerequisite: None (Preference given to Culinary/Hospitality pathway)

Nutrition and Foods is a beginning course taught for one-semester designed to address personal lifestyle and foundational food preparation. Content emphasis includes nutrition, food safety and sanitation, meal management skills, and food preparation techniques. Nutrition and Foods provides students the opportunity to earn their Ready Set Food Safe Certification. This is a laboratory class with much of the time spent in actual food preparation emphasizing full class participation and teamwork. This course is a prerequisite for Culinary 1. Family, Career and Community Leaders of America, FCCLA, leadership activities are an integral part of this course.

## CULINARY 1

Year (10-12)

Prerequisite: Foods & Nutrition (Preference given to Culinary/Hospitality pathway)

Culinary I provides students with a foundation in food preparation with practical application in career opportunities, reinforced basic skills, food safety and sanitation, meal management, preparation, industrial food preparation, business management, service techniques and employability skills. Family, Career and Community Leaders of America (FCCLA), leadership activities are an integral part of this course. This course will include lecture, labs and academic assessments.

## CULINARY 2

Year: (11-12)

Prerequisite: C or better in Culinary 1 or Instructor/Admin/Student agreement

This capstone course prepares students for gainful employment and/or entry into post-secondary education in the food production and service industry. Content provides students the opportunity to apply the marketable culinary arts and food service skills they have acquired by assuming increasingly responsible positions, including participation in a cooperative education experience. FCCLA (Family, Community and Career Leaders of America) leadership activities are strongly tied to this course. FCCLA activities should be integrated into this course.

# Information Technology

If you are interested in a job in the information technology career cluster, you are likely to be involved in the design, development, support and management of hardware, software, multimedia and systems integration services. **Possible careers may include:** Computer Analysis, Gaming Designers, Network and Computer Systems Administrators, Information Security, Computer Programmers, Software Developers, and Multimedia Artists and Animators.

Pathway	9th Grade	10th Grade	11th Grade	12th Grade
<b>Computer Support / Networking</b>	Intro to Computer Systems (1 sem)	Computer Support Essentials I ( 2 sem)	Computer Support 2/ Networking (2 sem)	Computer Support 3 (2 sem)
<b>Programming, Gaming, and Software Development</b>	Intro to Computer Systems (1 sem)	DC Programming Fundamentals (2 sem)	Computer Science Principles (2 sem)	Computer Science Principles 2 (Cyber Security) (2 sem)

Recommendations:

- Any career that requires a 2 or 4 year degree should consider courses in the GEM Certificate.

## Information Technology Programs - Networking, Computer Support, Programming and Gaming, Interactive Media

### INTRO TO COMPUTER SYSTEMS

Semester (9-12)

Prerequisite: NONE

This course is a survey of computer technologies. This course may include ethics of computer and network use, web design, introduction to graphics, animation, computer hardware and operating systems, basic networking, troubleshooting and programming. (The student should have prior knowledge of an "office suite" to include but not be limited to word processing, spreadsheet, database, and presentation software.)

### COMPUTER SUPPORT ESSENTIALS

Year (10-12)

Prerequisites: Intro to Computer Systems

This course maps to Comptia A+ computer maintenance and repair industry certification. Students may choose to certify in any of the following areas: IT Technician, Remote Support Technician or Depot Technician. Students would receive their PC PRO Certification exam at the end of the year.

### DC PROGRAMMING FUNDAMENTALS

Year (10-12)

Prerequisites: Intro to Computer Systems

This course provides the beginning programmer with a solid foundation in programming fundamentals, using visualization and application. Designed for beginners with little or no previous programming experience, this course teaches students the fundamentals behind all programming languages. By putting standard concepts, like input, output, selection, and repetition at the forefront, instead of focusing solely on a specific language, students will gain knowledge and insight that is easily transferable to other languages. **DUAL CREDIT OPTION - U of ID Computer Science CS 112**

**COMPUTER SCIENCE PRINCIPLES**

Year (11-12)

Prerequisites: DC Programming Fundamentals

Computer Science Principles (CSP) curriculum is a full-year, rigorous, entry-level course that introduces high school students to the foundations of modern computing. The course covers a broad range of topics that make up computing such as programming, algorithms, the Internet, big data, digital privacy and security, and the societal impact of computing. The course is designed around the AP Computer Science Principles Framework and prepares students to take the AP exam and to complete the AP Performance Tasks.

**COMPUTER SUPPORT 2**

Year (11-12)

Prerequisites: DC Programming Fundamentals

Students will continue to work to earn the Comptia A+ computer maintenance and repair industry certification. Students gain real-world experience in hands-on labs where they incorporate their class experiences in interacting with the community. Students actively repair computers, phones, tablets, and game consoles brought to the class by the school community as well from the city of Kuna.

**COMPUTER SUPPORT 3**

Year (11-12)

Prerequisites: Computer Support 2

Students that continue into Computer Support Essentials 3 are placed in positions of authority and trained in small group management to prepare them for the real world. Computer Support Essentials 3 students will also have the opportunity to gain real world experience through working in an internship with local industry leaders. Students may choose to certify in any of the following areas: IT Technician, Remote Support Technician or Depot Technician.

# Law, Public Safety, Corrections and Security

If you have a compelling desire for justice or call for help if you observe a crime or if someone’s hurt or in danger, or create a better, more workable rules and regulations then this career is for you. **Careers in this cluster may include:** EMT, Paramedic, Firefighter, or Correctional Officer.

Pathway	9th Grade	10th Grade	11th Grade	12th Grade
Lawyer	Debate (2 sem)	Debate (2 sem)	DC Psychology (2 sem)	Sociology (2 sem)
Correctional Services		ADA Tech Orientation to Police, Fire, and Emergency Services	ADA Tech Law Enforcement, Detention and Corrections I	ADA Tech Law Enforcement, Detention and Corrections II

		(Double blocked/ Spring sem)	(4 periods-2 each semester)	(4 periods-2 each semester)
<b>Emergency and Fire Management Services/ Firefighters</b>	Intro to Health Professions (1 sem)	ADA Tech Orientation to Police, Fire, and Emergency Services (Double blocked/Spring sem)	ADA Tech Fire Services I (4 periods-2 each semester)	ADA Tech Fire Services II (4 periods-2 each semester)

Note: Ada Professional Technical in Meridian. Transportation is ONLY provided for the 10th grade Orientation to Police, Fire, and Emergency Services class.

**ORIENTATION TO POLICE, FIRE & EMERGENCY SERVICES – offered at CTE Center - Renaissance Campus**

Semester (10) KHS class periods **EVERY OTHER DAY**

Prerequisite: None

Fitness readiness is a requirement of this course. Coursework topics include: Ethics and Professionalism, Introduction to Report Writing, Introduction to Criminal Justice, Introduction to Law Enforcement, Firefighting, Introduction to Emergency Medical Services, First Aid, CPR Training, and the National Incident Management System (NIMS). This program is designed to simulate recruit academies for the Law Enforcement and Fire Service. Students will be held to a professional standard that includes ethical decision making, respect, and self-discipline. During simulated drills, students will learn how to react to stressful situations as if they were on-scene of an incident.

**LAW ENFORCEMENT, DETENTION & CORRECTIONS (LDC) I A & B – offered at CTE Center - Renaissance Campus**

Year (11) KHS class periods **EVERY OTHER DAY**

Prerequisite: Successful completion of Orientation to Police, Fire & Emergency Services. **Students must provide their own transportation for the few off-site training opportunities.**

This course goes into more depth in law enforcement, detention, and corrections. Students will be introduced to the various laws, self-defense, collision investigation, homeland security, emergency water safety, drill and ceremony. Students will participate in field trips, outside of class practicum experiences, and complete a junior-level project. This program is designed to simulate recruit academies for the Law Enforcement. Students will be held to a professional standard that includes ethical decision making, respect, and self-discipline. During simulated drills, students will learn how to react to stressful situations as if they were on-scene of an incident.

**LAW ENFORCEMENT, DETENTION & CORRECTIONS (LDC) II A & B – CTE Center - Renaissance Campus**

Year (12)

Prerequisite: Successful completion of LDC I A & B. **Students must provide their own transportation.** This course covers the following topics: Practical Procedures, Applied Law, Detention Procedures, Investigative Procedures, Human Relations and Communications, Fitness Readiness, Advanced Practicum and Report Writing. Students will be required to maintain a fitness log and complete a senior-level project. This program is designed to simulate recruit academies for the Law Enforcement. Students will be held to a professional standard that includes ethical decision making, respect, and self-discipline. During simulated drills, students will learn how to react to stressful situations as if they were on-scene of an incident.

# Manufacturing

This career cluster provides a world of opportunity for students who would like to be a part of the process of producing products that people need and enjoy. **This cluster may include jobs in:** Welding, Precision Machining, Metal and Plastic Machine Workers.

Pathway	9 <sup>th</sup> Grade	10 <sup>th</sup> 11 <sup>th</sup> 12 <sup>th</sup> Grade	11 <sup>th</sup> 12 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>Welding Technology</b> (Also see under Ag Pathway)	<b>Choose one:</b> Intro to Agriculture (2 Sem) Intro to Engineering (2 Sem) Intro to Vehicle Maintenance (1 sem) Intro to Construction (1 sem)	Welding I (2sem)	Welding II (2sem)	Advanced Ag Mechanics/Ag Fabrication (2sem)

# Science, Industrial Technology, Engineering and Mathematics

Careers in this cluster involve planning, managing, and providing scientific research and technologies. **Careers may include:** Engineers, Engineering Technicians, Biochemists, Environmental Scientist, Physicist, Statistician, Meteorologist and Astronomer.

Pathway	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>Pre-Engineering</b>	Intro to Engineering Design (IED) (2sem) AND STEM Research I (2sem)	Principles of Engineering (POE) (2sem)  STEM Research II (2sem) recommended	at SFHS Digital Electronics (2 sem) or at <b>Ada Technical Center Meridian</b> ADA Computer Integrated Manufacturing (2sem-spring) OR ADA Aerospace Engineering (4 sem) OR ADA Civil Engineering and Architecture (4 sem)	ADA Engineering Design and Development (2sem) at Ada Technical Center  Meridian Dual Credit  Physics 101 or 111
<b>Electronics Technology</b>	Intro to Engineering Design (IED) (2sem) AND Intro to Electronics (1sem)	Electronics Technology I (2sem)	Electronics Technology II (2sem)	Digital Electronics (2 sem)  Dual Credit Physics 101

**Recommendations:**

- For Pre-Engineering, Math or Science Emphasis should consider the GEM Certificate.
- For Electronics Technology Any career that requires a 2 or 4 year degrees should consider ELA3 with ENG 101, DC Speech, DC Gov, DC Math.
- Crossover courses between listed Pathways Beginning Drawing, Excel and Access, Programming Fundamentals, DC Chem 101,111, DC Physics 101,111, DC Biology, DC Mathematics
- Note:STEM Research I counts as 2 science credits

# Electronics/ Pre-Engineering - Career & Technical Education (CTE)

## INTRO TO ENGINEERING DESIGN

Year (9-10)

Co-requisite: STEM Research if on STEM Pathway (counts as an elective science credit)

This project-based, hands-on class involves students in safely learning a wide variety of engineering practices while using tools like the Band saw, Table saw, Miter saw, lathe, Drill Press and Router. Projects will include, Bridge Construction, Windmills, Hydraulic Arms, CO<sub>2</sub> cars, Mousetrap cars and Catapults. An increased emphasis will be placed on the use of computerized drafting and 3-D modeling software during the design process followed by the actual building and testing of the designs using the tools in the shop. Course follows the Project Lead the Way (PLTW) guidelines.

## PRINCIPLES OF ENGINEERING

Year (10-12)

Prerequisite: Intro to Engineering Design

Students in engineering teams apply technology, science, and mathematics concepts and skills to solve engineering design problems and innovative designs. Students research, develop, build, test, and analyze engineering designs. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. An increased emphasis will be placed on the use of computerized drafting and 3-D modeling software during the design process followed by the actual building and testing of the designs using the tools in the shop. Projects include a scale model house, solar cars, submarines, Water turbines, motorized airplanes and the construction of a working electrical motor. This course follows the Project Lead the Way (PLTW) guidelines.

51

# Electronics

## INTRODUCTION TO ELECTRONICS

Semester (9-12)

Prerequisite: None

This is the beginning level one semester course of the electronics technology program. The primary goal is to introduce the student to rudimentary electronics in preparation for more advanced electronic courses. The course will reinforce skill development in applied mathematics, physics through theory, and laboratory assignments based on industry procedures per Idaho's Electronic Technology State Program Standards. Students will design and construct electronic series, parallel, and series parallel circuits that operate on Direct Current (DC).

## ELECTRONICS 1

Year (10-12)

Prerequisite: Successful Completion of Introduction to Electronics

The primary goals of Electronics 1 are to introduce the student to transistor-digital electronic theory and circuits. The course will reinforce technical skill development through theory and laboratory assignments based on industry and Idaho's Electronic Technology State Program Standards. The course will give students the opportunity to study transistors and integrated (ICs) components that power digital devices that use Direct Current (DC). Labs will provide the students with "hands-on" experience, tool usage, and practical applications.

## DC ELECTRONICS 2

Year (11-12)

Prerequisite: Successful completion of Electronics 1 or Teacher approval-recommendation.

This course covers the aspects and behavior of direct current electricity as it relates to power, resistance, and energy, to include the associated DC laws and math to analyze, troubleshoot, and describe DC circuit operation. **DUAL CREDIT OPTION - CWI Advanced Mechatronics Engineering Technology AMET 120-120L.**

## DIGITAL ELECTRONICS

Year (12)

**Prerequisite:** Successful completion of DC Electronics 2 or Teacher approval-recommendation.

Students who have taken Principles of Engineering can cross over and into the Digital Electronics Project Lead the Way (PLTW) course. The primary goal of Digital Electronics is to introduce the student to Project Lead the Way Digital Electronics (DE). PLTW DE is the study of electronic circuits that are used to process and control digital signals as opposed to analog signals that are varying. The major focus of the DE course is to expose students to the design process of combinational and sequential logic design, teamwork, communication methods, engineering standards, and technical documentation. *In addition, students will focus on preparation for taking the Technical Skills Assessment Test, the Technical Competency Credit Test, and College of Western Idaho's first year Mechatronics Engineering entrance exam.*

# Transportation, Distribution and Logistics

This career cluster focuses on the planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water. **Careers may include:** Drivers, Mechanics, Cargo and Freight Agents, Aircraft Mechanics, and Supply Chain Managers.

Pathway	9 <sup>th</sup> Grade	10,11,12 <sup>th</sup> Grade	11, 12 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>Automotive Technology</b>	Intro to Vehicle Maintenance (1 sem) Freshmen Only	Intro to Auto/Diesel (2sem)	Automotive Technology 2 (2 sem)	Automotive Technology 3 (4sem)
<b>Heavy Duty Diesel</b>	Intro to Vehicle Maintenance (1 sem) Freshmen Only	Intro to Auto/Diesel (2sem)	Diesel Technology 2 (2 sem)	Diesel Technology 3 (4sem)

Recommendations:

- Any career that requires a 2 or 4 year degrees should consider ELA3 with ENG 101, DC Speech, DC Government, DC Math.

## INTRO TO VEHICLE MAINTENANCE

Semester: (9th Only)

**Prerequisite:** None

A course designed to introduce students to the tools and concepts of the vehicle trade. Key concepts of motor components, compression, bearings, torque, gears, gear ratios etc. will be covered in theory and applied in “hands-on” settings. From rebuilding individual parts to bicycle maintenance, small engines and/or larger engines may be used to build foundational knowledge and skills while students explore careers in the industry. Course will also focus on workplace communication, safety and interpersonal skills. Students encouraged to participate in SkillsUSA activities to expand and deepen their

experiences.

### **INTRO TO AUTO/DIESEL TECHNOLOGY**

Year (10-12)

Prerequisite: None

A course designed to introduce students to basic automotive and diesel technology, leading to professional certification after students complete Level II and Level III in Automotive or Diesel. Concepts will be covered in theory and then shown again in applied, “hands-on” settings on training aides or actual vehicles. Course will also focus on workplace communication, technical mathematics in the vehicle industry, safety and interpersonal skills. Students encouraged to participate in SkillsUSA activities to expand and deepen their experiences.

### **AUTOMOTIVE TECHNOLOGY 2**

Year (10-12)

Prerequisite: Successful completion of Auto/Diesel 1

Students will gain knowledge of the skills related to maintenance and light repairs in engine systems, automatic transmission/transaxle, manual drivetrain and axles, suspension and steering, brakes, electrical, and heating and air conditioning. The course also focuses on safety, proper tool use, employability, and earning ASE industry certifications. Students will also have the opportunity to apply these skills through “live work” situations involving the community.

### **AUTOMOTIVE TECHNOLOGY 3**

Year (11-12) - DOUBLE BLOCK (2- 4 semesters depending on length of industry experiences)

Prerequisite: Successful completion of Automotive Technology 2

Students will deepen their knowledge and skills in Automatic Transmission/Transaxle, Brakes, Electrical/Electronic Systems, Engine Repair, Engine Performance, Heating and Air Conditioning, Manual DriveTrain and Axles, Suspension and Steering, Maintenance and Light Repair, and the principles of diagnosing. The course focuses on earning ASE 53 industry certifications, safety, proper tool use, and employability. Students will also have the opportunity to apply these skills through specialized work and industry internships.

### **DIESEL TECHNOLOGY 2**

Year (11-12)

Prerequisite: C or better in Automotive Tech 2 or Instructor/Admin/Student agreement

A course designed to provide students with a deepening understanding of heavy equipment/diesel maintenance in the areas of Diesel Engine Service, Preventative Maintenance, Hydraulic, Electric and Brake Systems. Students will also explore the career opportunities in the transportation related fields. Course will continue to focus on workplace communication, technical mathematics in the vehicle industry, safety and interpersonal skills. Students encouraged to participate in SkillsUSA activities to expand and deepen their experiences.

### **CAPSTONE: DIESEL TECHNOLOGY 3**

Year (11-12) - DOUBLE BLOCK (2- 4 semesters depending on length of industry experiences)

Prerequisite: C or better in Diesel Tech 2 or Instructor/Admin/Student agreement

A course designed to provide students with team work, critical thinking, problem solving, diagnostics, and repairing to industry standards. Students are provided advanced level instruction according to industry standards. **Emphasis on work site skills is expected at this level with the majority of the students participating in off campus work experiences.** Course will continue to focus on workplace communication, technical mathematics in the vehicle industry, safety and interpersonal skills. Students encouraged to participate in SkillsUSA activities to expand and deepen their experiences

## **Work Based Learning - Career and Technical Education (CTE)**

### **WORK-BASED LEARNING I / CAREER EXPLORATION AND EMPLOYMENT PREPARATION (OT110)**

Semester: (10, 11, 12)

Acceptance based on: Parent/Guardian Permission Form.

A Career Exploration and Employment Preparation experience in the classroom that provides knowledge through Workplace



Readiness Skills curriculum. Work-Based Learning I will focus on career exploration and employment preparation skills. Students will gain the skills necessary to participate in a successful worksite experience in subsequent Work-Based Learning classes and for the student's future world of work. Homework assignments will be both Online and Hardcopy Handouts. All curriculum assignments are connected to Workplace Readiness Skills – Employability Skills for Career Readiness. Students will learn that the future work site experience will provide the student with an opportunity to gain exposure to a specific occupation or service-learning that identifies skills, knowledge and preparation needed for the world of work. Students will work with coordinator to set up the following semester's Work-Based Learning work site. If the Work-Based Learning Coordinator does not have a site connection students are responsible to locate a site or assist in locating a site. Senior Work-Based Learning students will take a Workplace Readiness Skills Assessment as required by the state Career and Technical Education. **(No more than 1 credit per semester will be granted for Work-Based Learning I)**

## **WORK-BASED LEARNING II (120)**

Year/Semester: (10, 11, 12)

Prerequisite: Passing Grade of C or Higher in previous Work-Based Learning, along with Parent/Guardian Permission Form A Work-Based Learning experience that reviews Work-Based Learning I curriculum and worksite experience. This experience provides students with an opportunity to gain exposure to a specific occupation or service-learning that identifies skills, knowledge and preparation needed for the world of work. Students will be selected for Work-Based Learning based on school-based employability skills, attendance and site availability. All curriculum assignments are connected to Workplace Readiness Skills – Employability Skills for Career Readiness. Work-Based Learning is generally non-paid and may occur in a public, private, non-profit organization, or business. The Work-Based Learning site, both non-paid and paid, must allow, and work with the Work-Based Learning Coordinator, regarding assignments connected directly to the site, site time and site visits. If the Work-Based Learning Coordinator does not have a site connection students are responsible to locate a site or assist in locating a site. Students will also be expected to participate in the development of an individual training plan that

54

will allow the Work-Based Learning site to evaluate the student's obtained knowledge/skills. The Work-Based Learning Coordinator will assist as needed. Students must have reliable transportation or choose a site that is within walking distance. Senior Work-Based Learning students will take a Workplace Readiness Skills Assessment as required by the state Career and Technical Education. **(If more than 2 credits per semester are requested, it must receive administrative approval, and request from work-based learning site and/or parent.)**

## **WORK-BASED LEARNING III (130)**

## **WORK-BASED LEARNING IV (140)**

Year/Semester: (10, 11, 12)

Prerequisite: Passing Grade of C or Higher in previous Work-Based Learning, along with Parent/Guardian Permission Form Continuation of exposure to a specific occupation or service-learning that identifies skills, knowledge and preparation needed for the world of work. Students will be selected for Work-Based Learning based on school-based employability skills, attendance and site availability. May be in a different career focus or location than previous Work-Based Learning experience. All curriculum assignments are connected to Workplace Readiness Skills – Employability Skills for Career Readiness. The Work-Based Learning site, both non-paid and paid, must allow, and work with the Work-Based Learning Coordinator, regarding assignments connected directly to the site, site time and site visits. If the Work-Based Learning Coordinator does not have a site connection students are responsible to locate a site or assist in locating a site. Students will also be expected to participate in the development of an individual training plan that will allow the Work-Based Learning site to evaluate the student's obtained knowledge/skills. The Work-Based Learning Coordinator will assist as needed. Students must have reliable transportation or choose a site that is within walking distance. Senior Work-Based Learning students will take a Workplace Readiness Skills Assessment as required by the state Career and Technical Education. **(If more than 2 credits per semester are requested, it must receive administrative approval, and request from work-based learning site and/or parent.)**

## **WORK-BASED LEARNING V / INTERNSHIP (150)**

Year/Semester: (12)

Prerequisite: Application from Student and Recommendation from Pathway Instructors, along with approval from Work Based Learning Coordinator and Parent/Guardian Permission Form

Exposure to a specific occupation in the student's pathway that identifies skills, knowledge and preparation needed for the

world of work. All curriculum assignments are connected to Workplace Readiness Skills – Employability Skills for Career Readiness. Students will be selected for Work-Based Learning based on school-based employability skills, attendance and site availability. The Work-Based Learning site, both non-paid and paid, must allow, and work with the Work-Based Learning Coordinator, regarding assignments connected directly to the site, site time and site visits. If the Work-Based Learning Coordinator does not have a site connection students are responsible to locate a site or assist in locating a site. Students will also be expected to participate in the development of an individual training plan that will allow the Work-Based Learning site to evaluate the student's obtained knowledge/skills. The Work-Based Learning Coordinator will assist as needed. Students must have reliable transportation. Senior Work-Based Learning students will take a Workplace Readiness Skills Assessment as required by the state Career and Technical Education. **(If more than 2 credits per semester are requested, it must receive administrative approval, and request from work-based learning site and/or parent.)**

## Student Leadership and Post-Secondary Planning Courses

### HIGH SCHOOL 2 LIFE

Year (12)

Prerequisite: None

HS2L focuses on the transition of Kuna High School senior student's into life after high school, whatever that may be. For most students this will be some sort of Post-Secondary Education, this might be a 2 year, 4 year, or specialized training, while for others this might be straight into the world of work. This class will prepare those who may be serving our country in one of our military branches or serving their church. This course will familiarize students with options available to them regardless of the direction they are headed in, as well as assisting them with recognizing the resources, support services, opportunities, and success strategies for a smooth transition. **It also offers time and help working on the research and 55 presentation phases of your senior project.** Our guarantee: if you take this class, you will walk out of Kuna High School on graduation day prepared to face any and all challenges in starting a post high school life.

### CAST (Connecting All Students Together)

*\*\* Class may be repeated for credit*

Year (9-12)

Prerequisite: Application/Instructor Approval

CAST is a student leadership class that does the following:

- Empower individuals to be servant leaders and compassionate humans by promoting awareness, understanding, and kindness.
- Plan, organize, advertise, prepare, execute, and evaluate school activities.
- Perfect the skills of teamwork, leadership, organization, and project planning.
- Actively see and diligently represent the opinions, ideas, and concerns of the KHS student body. ●
- Participate in service learning, community activities, and affairs.
- Provide support for and coordinate the efforts of the clubs and organizations.
- Establish and maintain positive working relationships with the administration, faculty, parents, community at large, and other schools in and out of the district on behalf of the students we represent.
- Unify our school (faculty, staff, and student body) into a solid group, working together to better the community.

Upon acceptance, students may run for student body office, but students do not have to run for office to be in CAST.

