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An Administrative Guide for Aligning Eastmont High School Curriculum with Career Pathways

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**An Administrative Guide for Aligning
Eastmont High School Curriculum
with Career Pathways**

by

Mark S. Marney

July, 1996

The purpose of this project was to develop an administrative guide to assist students in grades 9 - 12 in planning an educational course of study focused on Career Pathways at Eastmont High School, East Wenatchee, Washington. To accomplish this purpose, current research and literature related to career guidance and counseling and Career Pathways was reviewed. Additionally, materials and information from selected Washington high schools concerning Career Pathways related programs were obtained and analyzed.

Acknowledgments

This project is dedicated to the “forgotten half,” those students who may not be college bound.

The writer wishes to express appreciation to the personnel of the Eastmont School District who provided assistance to this project, and to my family, Barbara, Nathan, and Samuel, for their support and encouragement.

The writer offers special recognition and appreciation to Dr. Jack McPherson for his assistance. In addition, the writer wishes to acknowledge the efforts of Dr. Gregory Chan and Dr. Frank Carlson for their participation on the graduate committee.

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Chapter One

Background of the Project

Introduction

“Three-fourths of America’s high school students enter the workforce without a four-year college degree. Unlike all of our industrialized competitors, however, the United States is the only nation that has no comprehensive system for preparing students to make the transition from school to work, particularly for non-baccalaureate students. This non-system is having an increasingly harmful effect on business competitiveness, individual opportunities, and school effectiveness.” (Jobs for the Future, 1987).

There has been an expanding need for the American education system to help students bridge the gap from school to work. For many students school ends one day and the search for a job begins the next. For other students, the American education system offers a ladder that leads students, step by step, from elementary school to secondary school, to college, and to a professional career. For all students, particularly those students who are not college bound, the development of an educational plan that connects education, the student’s high school courses, with their career interest will be the focus of this project.

The step by step ladder that exists for college bound students must also exist for the non college bound. For those students whose formal education ends when they leave high school, locating careers that do not require credentials or college degrees will be necessary. At stake is the standard of living for those in low-wage jobs. Young people no longer have the luxury of completing high

school with only general skills as prerequisites for a high paying job.

In the report, America's Choice: High Skills or Low Wages!, the writers suggested that America is at a crossroads.

“We can choose either to maintain an economy that relies upon low wages rather than high skills, or we can create high performance work organizations and the high skill levels needed to sustain them. With 70% of American jobs expected to require less than a college education by the year 2000, the development of a high quality American education and training system, closely linked to skilled, productive work, is an economic necessity.” (Commission on the Skills of the American Workforce, 1990)

“The United States currently has the worst school-to-work transition in the industrialized world. In the past, most high school graduates could expect to find steady employment even if they did not finish college. Today, half of all high school graduates have still not found a steady job by age 30. Instead, they spend their young adulthood milling around, shifting from one low-paying job to another with little opportunity for training or career advancement” (Olson, 1994).

The Commission on Student Learning, a commission created by Senate Bill 5953 in 1992, developed The Essential Learning Requirements for students in Washington state. The commission's support for “School-to-Work Transition” is most evident in, “Goal 4: Understand the importance of work and how performance, effort and decisions directly affect future career and education opportunities.”

“Most experts agree that building a strong school-to-work system will require major changes in how high schools operate. A growing body of evidence suggests that many students could learn better and perform more competently in the context of solving real-world problems” (Olson, 1994).

The need for a strong school-to-work system has been recommended as so important that, on May 4, 1994, President Bill Clinton signed the School-to-Work Opportunities Act of 1994 (PL 103-239). Congress passed the School-to-Work Opportunities Act to establish a framework for the development of school-to-work opportunities systems in all states. The systems called for in the legislation will integrate school-based learning with work-based learning and provide high school students a chance to complete a career major.

“The School-to-Work Opportunities Act is designed to help states develop and implement a system that integrates school-based and work-based learning and provides high school students with a chance to complete a career major. Programs developed under the STWO Act must provide all students with equal access to the full range of program components and related activities such as recruitment, enrollment, and placement activities.” (Maddy-Bernstein, 1944)

The School-to-Work Opportunities Act has three major components:

1. School-Based Learning
2. Work-Based Learning
3. Connecting Activities

“Component one, School Based Learning requires career awareness, exploration, and counseling beginning no later than 7th grade, including options that may not be traditional for their gender, race, or ethnicity. It requires a program of instruction and curriculum that integrates academic and vocational learning, and incorporates instruction, to the extent practicable, in all aspects of an industry. Another requirement is regularly scheduled evaluations which must identify academic strengths and weaknesses, academic progress, workplace knowledge, goals, and the need for additional learning opportunities to master core academic and vocational skills.

The work-based learning component requires work experience (paid or unpaid), including such activities as job shadowing, school-sponsored enterprises, or on-the-job training. It also includes a planned program of job training and work experiences that are coordinated with learning in the school-based learning component. Other requirements include workplace mentoring; instruction in general workplace competencies, including instruction and activities related to developing positive work attitudes; and instruction in all aspects of the industry.

The connecting activities component includes (1) matching students with the work-based learning opportunities of employers, providing a school site mentor, and supplying technical assistance and services to employers in designing each of the three components, as well as the training of teachers and mentors; and (2) providing assistance in integrating school-based and work-based learning components, as well as academic and occupational learning, and encouraging participation of employers in local activities. Local partnerships are required to link participants with community services that may be necessary to assure a successful transition from school to work and to assist completers with job or education placement.” (Maddy-Bernstein, 1944)

Purpose of the Project

The purpose of this project was to develop an administrative guide to assist students in grades 9 - 12 in planning an educational course of study focused on Career Pathways at Eastmont High School, East Wenatchee, Washington. To accomplish this purpose, current research and literature related to career guidance and counseling and Career Pathways was reviewed. Additionally, materials and information from selected Washington high schools concerning Career Pathways related programs were obtained and analyzed.

Limitations of the Project

For the purpose of this project, it was necessary to set the following limitations:

1. **Scope**. Each pathway of courses for this guide was developed for use by students grades 9 - 12 at Eastmont High School, East Wenatchee, Washington.
2. **Research**. The preponderance of research and literature reviewed for the purpose of this project was limited to the past twenty (20) years. Additionally, six (6) selected institutions in Washington state were contacted for information in which their Career Pathways programs, educational planning, and career interest assessment instruments and strategies are described.

The institutions used for the purpose of this project were:

Bellingham High School, Bellingham, Washington.

Cascade High School, Everett, Washington.

Lake Stevens High School, Lake Stevens Washington.

Marysville High School, Marysville, Washington.

Monroe High School, Monroe, Washington.

Snohomish High School, Snohomish, Washington.

Significant Terms

Significant terms used in the context of this project included:

1. ACT Discover. Computer software used by students for the purpose of career guidance and counseling (ACT Discover, 1995).
2. Career Clusters. Groupings of similar career titles, that require similar knowledge and skills (Billings, 1994).
3. Career Pathways. A planned course of study based on individual student career interests (Billings, 1994).
4. Curriculum Articulation. A step by step approach to curriculum alignment (SCANS, 1991). An example would be the completion of 9th grade English prior to 10th grade English.
4. The Forgotten Half. Non college bound high school students (The Forgotten Half, 1988).
6. School-to-Work Transition. Planning for life after high school (Billings, 1994).
7. World of Work Map. A visual tool used in sorting careers into four (4) cluster areas of working with data, things, ideas, and people (ACT Discover, 1995).

Chapter Two

Review of Related Literature

Introduction

The review of research and literature summarized in Chapter Two has been organized to address:

1. Current research regarding Career Pathways curriculum articulation.
2. Information obtained from selected Career Pathways Programs.
 - A. Bellingham High School, Bellingham, Washington.
 - B. Cascade High School, Everett, Washington.
 - C. Lake Stevens High School, Lake Stevens Washington.
 - D. Marysville High School, Marysville, Washington.
 - E. Monroe High School, Monroe, Washington.
 - F. Snohomish High School, Snohomish, Washington.
3. Summary.

Data current primarily within the past five (5) years was identified through an Educational Resource Information Centers (ERIC) computer search. A hand search of various other sources was also conducted.

Current Research Regarding Career Pathways Curriculum Articulation

In 1983, A Nation at Risk noted that “more and more young people

emerge from high school ready neither for college nor work.” For the majority of young people, secondary education has little relevance to the world beyond high school. A Nation at Risk warns that, “For the most part, our nation’s schools lack a coherent strategy for educating non-college bound students.”

Our current system was organized around the needs of students who will be going on to complete a baccalaureate education. The Office of Financial Management concluded that the baccalaureate-bound students constitute only approximately 25 percent of the K-12 population. (Office of Financial Management. 1991) Data from the Employment Security Department’s 1991 Long-Term Economic and Labor Force Trend for Washington reports that of all new jobs created by 2010...

27.8% will require a college degree or higher.

20.7% will require postsecondary education below a four-year degree.

13.6% will require a high school education.

21.3% will require employer training.

14.6% will require no formal training.

Anne C. Lewis, who posed the question “So what should make school leaders want to play this game of school-to-work transition?” She answered:

“The data. Those in high schools and district offices need to stop fooling themselves into believing that their main responsibility is to prepare students for careers that require a bachelor’s degree. If they truly believe that all young people are important, then they will realize that the quality of education received by the “forgotten half” -- those who will not attend

four-year colleges -- needs as much attention and requires as many resources as that of students in Advanced Placement courses.”

The typical traditional high school has had two (2) basic tracks--general and college preparatory. Students who enroll in classes in college preparatory track have a system in place that takes them step by step to college. Those students who enroll in the general track need to connect their selection of courses with a career. Students in the general track need to take classes that place more emphasis on skills needed for employment. The Secretary's Commission on Achieving Necessary Skills (SCANS) specifically sought to:

1. Define the skills needed for employment.
2. Propose acceptable levels of proficiency.
3. Suggest effective ways to assess proficiency.
4. Develop a dissemination strategy for the nation's schools, business, and home.

In defining skills needed for employment in the future, the SCANS research cited eight requirements (i.e., “workplace know-how”) that are essential in preparing students transitioning either directly to work or to postsecondary education. These competencies included:

1. Resources. The allocation of time, money, materials, space, and staff;
2. Interpersonal Skills. Working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds;
3. Information. Acquiring and evaluating data, organizing and maintaining files, interpreting and communication, and using computers to process information;

4. Systems. The understanding of social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems;

5. Technology. Selecting the equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies;

6. Basic Skills. Mastery in reading, writing, arithmetic and mathematics, speaking and listening;

7. Thinking Skills. Thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning;

8. Personal Qualities. Individual responsibility, self-esteem, sociability, self-management, and integrity. (SCANS)

In a report entitled, America and the New Economy, produced by the American Society for Training and Development and the U.S. Department of Labor, the author suggested the following as a list of basic skills required of workers in the new economy. These skills included:

“(1) academic skills: reading, writing at work, and computation; (2) communication skills: speaking and listening; (3) adaptability skills: problem solving and creativity; (4) developmental skills: self-esteem, motivation and goal-setting, and personal and career development; (5) group effectiveness skills: interpersonal, negotiation, and teamwork; and (6) influencing skills: organizational effectiveness and leadership.” (Carnevale, 1991)

In a report, European Lessons from School and the Workplace, published by the Council of Chief State School Officers in 1991, the writers found that:

“There must be a clear interdependency between academic and occupational pursuits in the minds of students, parents, and school and workplace staff. This relationship must be reinforced in a variety of ways to facilitate student success--whether the immediate goal is further education or employment--to ensure the development of a highly skilled, well-prepared work force.

Lessons from abroad suggest the need for new techniques and support to reach this goal including:

- Better information on career and career preparation.
- Clearer pathways through appropriate school and work-based experiences and supports leading to credentialing in and access to high-wage, high-demand career fields and options for continued learning.

Improved methods for determining skills necessary for success in the workplace, assuring that curriculum and instruction are supportive of this knowledge base, assessing students' general knowledge and mastery of these skills, and rewarding student mastery" (Council of Chief State School Officers, 1991).

Information Obtained From Selected Career Pathways Programs

The writer, (Mark S. Marney) solicited information and materials regarding established Career Pathways programs currently in operation throughout the state of Washington. Information obtained from six selected districts has been summarized below:

Bellingham High School, Bellingham, Washington.

Cascade High School, Everett, Washington.

Lake Stevens High School, Lake Stevens Washington.

Marysville High School, Marysville, Washington.

Monroe High School, Monroe, Washington.

Snohomish High School, Snohomish, Washington.

Each of the existing Career Pathways programs identified the best possible individualized educational experience for all students as the primary goal.

Although the language, the course articulation, and the specific paths are slightly different, all are aimed at that same goal.

Among the driving interests of each Career Pathways program reviewed was the equality of opportunity. School-to-work and specifically Career Pathways was for “all students.” Individualization of the educational program for all students empowers those students with a guided self-determination over their personal course of study leading them through education to their career.

Along with self-determination there was an emphasis on self-awareness, choice making, enacting choice, control over one’s education, and control over one’s life. Throughout all Career Pathways programs reviewed students learn to identify and classify adult opportunities that match their personal wants and needs and then act on those matches in the elective portion of their respective high school curriculum. That is, students choose high school elective classes that are in a path that leads directly toward their personal pre-determined career interest area.

All Career Pathways programs reviewed formalized a written plan that fits the student’s unique, specific needs, relating the learning experiences of high school to career goals. The plan is designed to facilitate the transition of the student from high school to future learning or employment.

Bellingham High School, Bellingham, Washington.

The Career Pathways program and guide titled “Pathways to Success” was unique of those reviewed. Bellingham used five (5) paths or career cluster areas. They included: Arts and Communication; Business and Marketing; Health Care Services; Human Services and Education; Sciences and Technology. The theme was “careful planning” and the “assistance for students in the educational plan for selecting courses appropriate to their individual post-high school goals.”

Cascade High School, Everett, Washington.

Cascade High School’s theme was “Focusing Learning for Success in Life.” The Career Pathways guide was titled “Pathways to Success.” The career cluster areas were broken into the following six (6) paths: Arts; Business Contacts; Business Operations; Science; Social Services; Technical.

Lake Stevens High School, Lake Stevens Washington.

Lake Stevens High School’s theme was “A guide to ensure that high school graduates can pursue their career.” The guide was titled “Career Pathways.” The career cluster areas were broken into the following six (6) paths: Arts; Business Contacts; Business Operations; Science; Social Services; Technical.

Marysville High School, Marysville, Washington.

Marysville High School’s theme was “Guiding students to insure they leave high school with skills for employment and/or plans for continued

education!” The title of their guide was “Pathways to Success.” The career cluster areas were broken into the following six (6) paths: Arts; Business Contacts; Business Operations; Science; Social Services; Technical.

Monroe High School, Monroe, Washington.

Monroe High School’s theme was “Preparing for the World of Work.”

The title of their guide was “Career Guide--A Personalized Educational Plan.”

The career cluster areas were broken into the following six (6) paths: Arts; Business Contacts; Business Operations; Science; Social Services; Technical.

Snohomish High School, Snohomish, Washington.

Snohomish High School’s theme was “Preparing Students for the roles of a Competent Adult.” The title of the guide was “Pathways of Preparation.” A unique feature of this career pathing guide was their reference to the “Pathways of Preparation” guide as “A tool for charting your future.” The career cluster areas were broken into the following six (6) paths: Arts; Business Contacts; Business Operations; Science; Social Services; Technical.

Summary

The research and the information obtained from the six (6) selected school district's Career Pathways programs reviewed in chapter two support the following themes:

1. The intent in each guide was to focus the students choice in elective classes to an area, or a pathway of classes in the specific area of career interest.
2. Each guide included documentation of all basic graduation requirements, both state and local.
3. Each of the Career Pathways programs used a three-part transition:
 - a. helping students move from school to work;
 - b. assisting students in continuing their career goals by articulating from high school to post-secondary education; and,
 - c. helping students to make choices between specific courses and degree programs that are congruent with career goals.

Chapter Three

Procedures of the Project

Introduction

The purpose of this project was to develop a Career Pathways guide to assist Eastmont High School Students grades 9 - 12 develop personalized education plans focused on career goals. To accomplish this purpose, current research and literature, as well as materials and information from selected Washington high schools, was reviewed and analyzed.

Chapter Three contains background information describing:

1. Need for the project.
2. Development of support for the project.
3. Procedures.
4. Development of the Career Pathways Guide.
5. Planned implementation of the project.

Need for the Project

The idea for developing Career Pathways to help students focus academics on career goals was influenced by the following factors:

1. Nearly 66 percent of high school dropouts come from the general education program. (Parnell, 1985)

2. Fewer than 50 percent of those students entering universities graduate within ten (10) years. (Parnell, 1985)

3. America has one of the worst school-to-work transition system of any advanced industrial nation.

4. The "Secretary's Commission on Achieving Necessary Skills" (SCANS) report cautioned educators to...

"...Look beyond the schoolhouse to the roles students will play when they leave to become workers, parents and citizens. Our enemy is rigid insistence on a factory model of schooling that refuses to accommodate diversity or to allow those students with special strength to function productively" (SCANS Report).

5. The typical traditional high school has had two basic tracks--general and college preparatory. While the college preparatory track prepares students for college the general track prepares a majority of the students for nothing.

According to Parnell, author of The Neglected Majority, "The academic and vocational desert of American education is the high school general education program. Too many young people are receiving an unfocused general education which relates to nothing, leads to nothing, and prepares for nothing." (Parnell, 1985).

6. Development of the Career Pathways Guide, which was the subject of this project, also coincided with the writer's M.Ed. project at Central Washington University, Ellensburg, Washington.

Support for the Project

Through exposure at Washington Vocational Association annual conferences, participation in the Student Career Opportunity Paths in Education (SCOPE) conference, and through personal interest and experience, the writer (Mark S. Marney) began discussing a career pathway system for high school students at Eastmont High School, with: George Ruddell, Vocational Director for the Eastmont School District; Mike Brophy, Principal at Eastmont High School, Bill Kneadler, Assistant Principal at Eastmont High School, John Charap, Mary Kaufer, and Greg Moses, Counselors at Eastmont High School, Ken Fulkerson, Business Education Department Chair, as well as a variety of other interested staff members of Eastmont High School, and Marcia Henkle, the Wenatchee Valley College Tech Prep Consortium coordinator. Through their recommendation and through the Department Coordinators of Eastmont High School it was determined that a career pathways program including, a student career planning guide to be used by students for spring 1996 registration, be developed.

Input from the above named groups and individuals influenced the writer's decision to proceed with the development of this project.

Procedures

Current research and literature on Career Pathways models, and career guidance and counseling was reviewed. Additionally, selected materials was obtained and reviewed from existing Career Pathways programs in Washington high schools. A computer search using Educational Resources Information Center (ERIC) was used to accumulate related resources. Information was also obtained, via a computer search, from the National Center for Research in Vocational Education (NCRVE). Additionally, information regarding existing Career Pathways models was obtained from:

Bellingham High School, Bellingham, Washington.

Cascade High School, Everett, Washington.

Lake Stevens High School, Lake Stevens Washington.

Marysville High School, Marysville, Washington.

Monroe High School, Monroe, Washington.

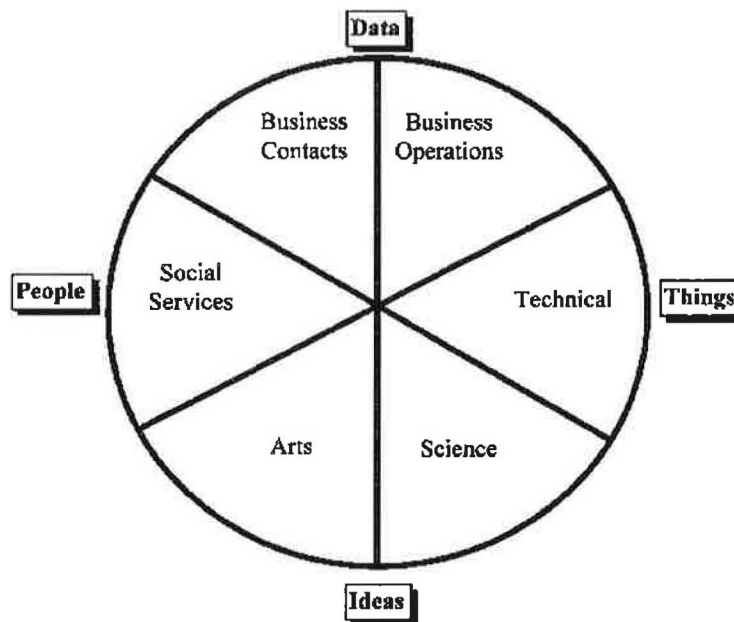
Snohomish High School, Snohomish, Washington.

Development of the Career Pathways Guide

Based on the review of literature and analysis of current career pathway programs, a determination was made to develop a career pathways planning guide for students. The current course offerings at Eastmont High School were aligned

into the following six (6) career pathways using “The World-of-Work Map” that was designed by American College Testing (ACT). The World-of-Work Map provides a classification system that gives direction to career exploration. An example follows:

World-of-Work Map



The World-of-Work Map arranges job families, or groups of similar jobs into regions. A job family’s location is based on its primary work tasks. The primary tasks are divided into four (4) broad areas: working with data, ideas, people, and things. The map provides a focus for career pathing and personal educational planning. Career maps support the awareness that planning for the future includes the identification of career areas. Furthermore, that curriculum for

each cluster area although similar in many areas are different than in other areas. When selecting career clusters a prescribed framework, a coherent sequence, of appropriate courses and experiences will prepare students for either college entry, degree programs, or work in a selected career cluster area.

According to the U.S. Department of Education,

“...career maps help students plan sequenced instructional programs that prepare them to meet state graduation requirements, to enroll in a postsecondary institution, and/or to enter a career in their cluster area.”

For example, students at Roosevelt High School, use a career map along with other career awareness activities when selecting a career pathway.

“Students select one of six career pathways in which to anchor their academic studies.” (Roosevelt Renaissance 2000, Roosevelt High School, Portland Oregon).

The high school curriculum will be organized to reflect the student’s career goals rather than the traditional general, college prep, and vocational tracks. Eastmont High School will use the following six (6) career cluster areas from the ACT Discover software and World of Work Map as the structure of the Career Pathways guide:

ARTS

The Arts career cluster area includes:

“Programs of study related to performing, vocal, and applied arts. Those interests may include but are not limited to instrumental music, vocal, drama, music, photography, design graphics, journalism, architecture, fine arts, radio and television productions, and visual expressions (ACT Discover, 1995).”

BUSINESS CONTACTS

The Business Contacts career cluster area includes:

“Programs of study related to the personal contact side of business environment. Those interests may include, but are not limited to, sales, marketing, business administration, management, records, communications, secretarial, customer services, planning, and economics (ACT Discover, 1995).”

BUSINESS OPERATIONS

The Business Operations career cluster area includes:

“Programs of study related to business operations and procedures. Those interests may include, but are not limited to financial transactions, accounting, office procedures, merchandising, storage and delivery, business machines, computing, economics, and entrepreneurship (ACT Discover, 1995).”

SCIENCE

The Science career cluster area includes:

“Programs of study related to life, physical, and earth sciences. Also, study of the environment, agriculture, and natural resources. These interests may include, but are not limited to, biology, geology, plant and animal science, chemistry, aeronautics, horticulture, forestry, wildlife, and environmental sciences (ACT Discover, 1995).”

SOCIAL SERVICE

The Social Service career cluster area includes:

“Programs of study related to the promotion of physical and mental health, social interactions, and the modern family. Those interests may include, but are not limited to, medicine, nursing, therapy, nutrition, education, law and legal studies, law

enforcement, fire protection, child and family services, international relations, sociology, and psychology (ACT Discover, 1995).”

TECHNICAL

The Technical career cluster area includes:

“Technology, Industrial, and Engineering Systems–Programs of study related to the technologies necessary to design, develop, install, or maintain physical systems. These may include but need not be limited to, engineering and related industrial technologies (ACT Discover, 1995).”

Planned Implementation of the Project

The goal, was to assist students as they developed a four (4), six (6), or eight (8) year course of study that is focused on their personal career interests. The Eastmont High School curriculum was organized using the six (6) career pathway areas to reflect an alignment of student career interests with the educational content of existing elective classes. All state and local graduation requirements were a given.

Students used the ACT Discover software program to assess their career aptitudes and interests. Discover and the World of Work Map were introduced, used, and reinforced throughout the school experience beginning at Sterling Middle School and continuing through Eastmont Jr. High School and Eastmont High School. The ACT Discover software currently resides on local area networks located at each of the three secondary schools within the Eastmont

School District. Agreements and rationale for continual student counseling using the ACT Discover was agreed upon informally among the counselors at all levels of secondary education within the Eastmont School District. Support was evident, through the District's allocation of financial resources to support counseling with the purchase and upgrade of the ACT Discover software. The Eastmont School District is also providing paid inservice training for faculty on the ACT Discover software. Trained faculty gained knowledge, insight, and an appreciation for the application of the Discover software with students, and the career pathing concept.

Students will enter 9th grade familiar with the Discover software and the results of their assessment. Students will be able to identify the career pathway that best aligns their career interests with educational content. To begin the implementation of Career Pathways, 9th grade students will:

1. Gain information based on their career interests using Discover.
2. Develop an understanding of the Career Pathways guide and the relationship of their career interests with the educational content of Eastmont High School classes.
3. Design a four (4), six (6), or eight (8) year course of study including all school district requirements. The blank or non-required spaces will be filled with appropriate elective classes that align with their individual career interests using the career pathways guide.

4. Understand that they are NOT locked into a career path. They may change career paths as their aptitudes and interests change.

5. Understand that failing any course may change the effect of their career pathway and their ability to achieve their educational goals based on career interests.

Chapter Four

The Project

The administrative guide for aligning the curriculum of Eastmont High School with career pathways, the subject of this project, is presented in Chapter Four, in six (6) sections, to coincide with the six (6) career cluster areas that are available to secondary students at Eastmont High School, including:

1. Arts
2. Business Contacts
3. Business Operations
4. Science
5. Social Service
6. Technical

Eastmont High School

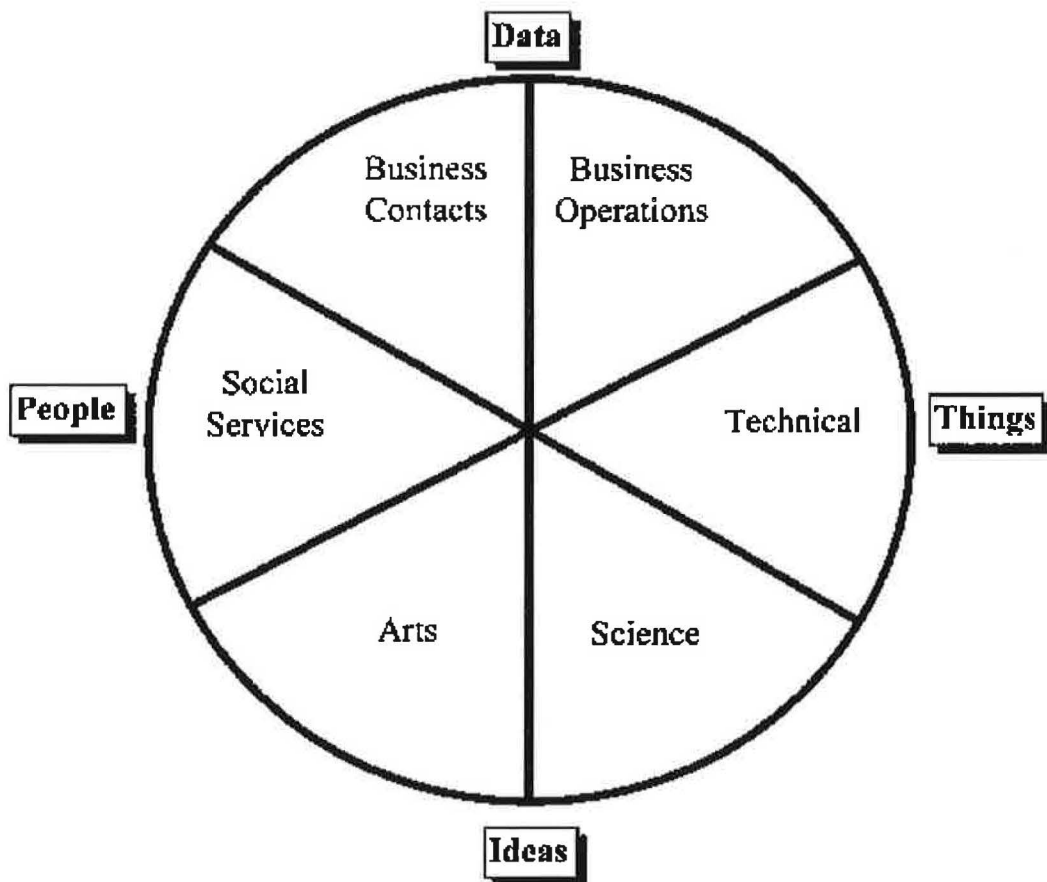
Career Pathways Guide

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ARTS

World-of-Work Map



ARTS

Defined:

Programs of study related to performing, vocal, and applied arts. Those interests may include but are not limited to instrumental music, vocal, drama, music, photography, design graphics, journalism, architecture, fine arts, radio and television productions, and visual expressions.

PERFORMING:

High School Courses Offered

Junior High Band
Junior High Strings
High School Band I, II
Jazz Band I, II
Music Writing
Vocal Jazz
Treble Clef I, II
Varsity Singers
Concert Choir
Bass Clef I, II
Drama

VISUAL:

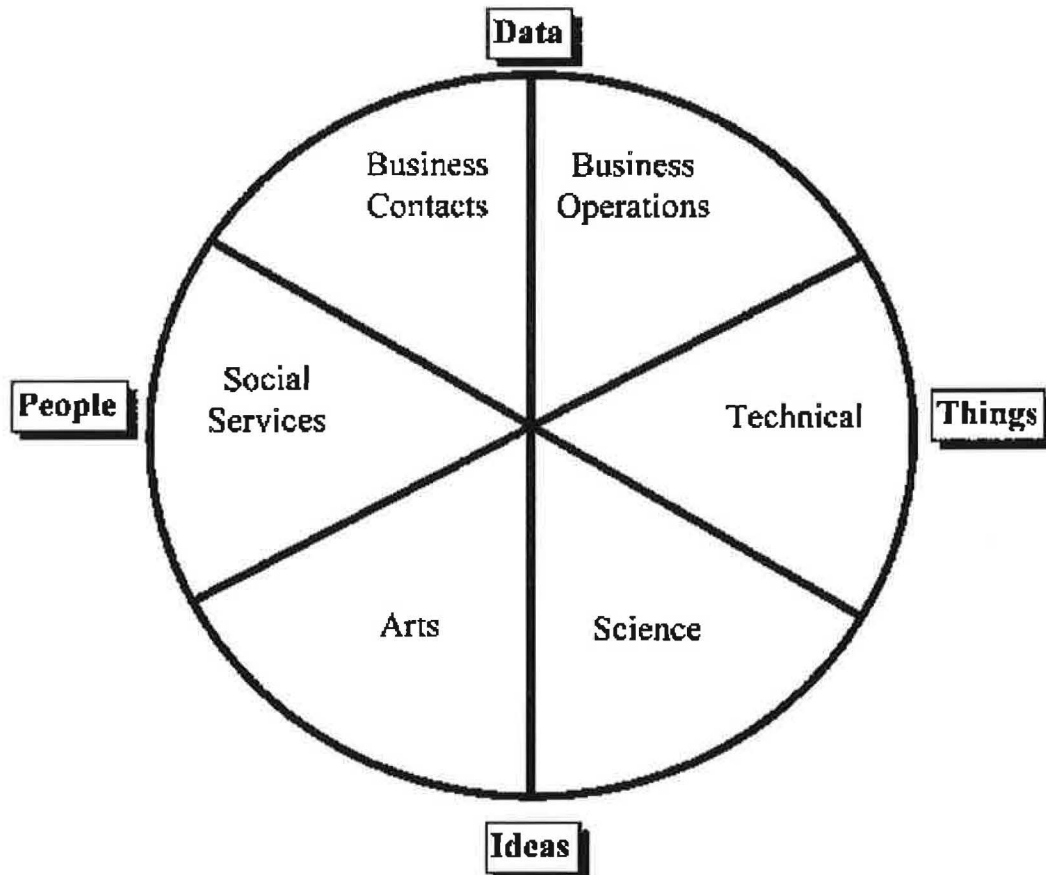
High School Courses Offered

Introduction to Art
Designer Art
Inventive Art
Ceramics
Design
Drawing and Painting
Sculpture
Advanced Art
Creative Woods
Architecture, CAD
Photography
Annual
Cosmetology

Career Path: ARTS					
2 years Technical Certificate/ Skilled					
First Semester			Second Semester		
Yr	Core/Req	EHS Course	Core/Req	EHS Course	
9th	English	9th English	English	9th English	
2	PE	Physical Education/Health	PE	Physical Education/Health	
3	Social Studies	Geography	*Occup/Voc	Ag II, Bus Ed, H&F, Voc Met/Woods	
4	*Mathematics	Math Appl, Int Math IA, Int Math I	*Mathematics	Math Appl, Int Math IA, Int Math I	
5	*Science	Gen Science, Biology, Ag Sci I	*Science	Gen Science, Biology, Ag Sci II	
6	*Elective	*See Arts Strands	*Elective	*See Arts Strands	
10th	English	Sophomore English	English	Sophomore English	
2	PE	Sophomore Physical Education	PE	Sophomore Physical Education	
3	Social Studies	World History	*Occup/Voc	Ag, Bus Ed, H&F, VocMet/Woods	
4	*Mathematics	Appl Math, Int Math I, Int Math IB, Int Math II, Pers Fin	*Mathematics	Appl Math, Int Math I, Int Math IB, Int Math II, Pers Fin	
5	*Science	Biology, Nat Res, Ecology, Ag Sci	*Science	Biology, Nat Res, Ecology, Ag Sci	
6	*Elective	*See Arts Strands	*Elective	*See Arts Strands	
11th	English	Junior English	English	Junior English	
2	Social Studies	US History	Social Studies	US History	
3	*Occup/Voc	Ag, Bus Ed, H&F, Voc Met/Woods	*Fine Arts	*See Arts Strands	
4	*Fine Arts	*See Arts Strands	*Elective	*See Arts Strands	
5	*Elective	*See Arts Strands	*Elective	*See Arts Strands	
6	*Elective	*See Arts Strands	*Elective	*See Arts Strands	
12th	English/Elect.	Creative Writing	*English Elect	Any Literature Elective	
2	Social Studies	CWP	Social Studies	R&R/Bus Law	
3	*Elective	*See Arts Strands	*Elective	*See Arts Strands	
4	*Elective	*See Arts Strands	*Elective	*See Arts Strands	
5	*Elective	*See Arts Strands	*Elective	*See Arts Strands	
6	*Elective	*See Arts Strands	*Elective	*See Arts Strands	
* variable equated courses					
4 years College/Professional					
First Semester			Second Semester		
Yr	Core/Req	EHS Course	Core/Req	EHS Course	
9th	English	9th Eng	English	9th Eng	
2	PE	Physical Education/Health	PE	Physical Education/Health	
3	Social Studies	Geography	*Occup/Voc	Ag, Bus Ed, H&F, Voc Met/Woods	
4	*Mathematics	Int Math IA, Int Math I, Int Math II	*Mathematics	Int Math IA, Int Math I, Int Math II	
5	*Science	Biology, Gen Science II	*Science	Biology, Gen Science II	
6	*Elective	*See Arts Strands	*Elective	*See Arts Strands	
10th	English	Sophomore English	English	Sophomore English	
2	PE	Sophomore Physical Education	PE	Sophomore Physical Education	
3	Social Studies	World History	Occup/Voc	Ag, Bus Ed, H&F, Voc Met/Woods	
4	*Mathematics	Int Math I, Int Math IB, Int Math II, Int Math III	*Mathematics	Int Math I, Int Math IB, Int Math II, Int Math III	
5	*Science	Biology, Chemistry, Adv Biology	*Science	Biology, Chemistry, Adv Biology	
6	*Elective	*See Arts Strands	*Elective	*See Arts Strands	
11th	English	Junior English	English	Junior English	
2	Social Studies	US History	Social Studies	US History	
3	*Fine Arts	*See Arts Strands	*Fine Arts	*See Arts Strands	
4	*Mathematics	Int Math III, Precalculus	*Mathematics	Int Math III, Precalculus	
5	*Int Language	Spanish, German, Japanese	*Int Language	Spanish, German, Japanese	
6	Occup/Voc	Ag, Bus Ed, H&F, Voc Met/Woods	*Elective	*See Arts Strands	
12th	*English	Research Writing	*English	English Literature, World Literature	
2	Social Studies	CWP	Social Studies	R&R/Bus Law	
3	*Int Language	Spanish, German, Japanese	*Int Language	Spanish, German, Japanese	
4	*Mathematics	Precalculus, Calculus	*Mathematics	Precalculus, Calculus	
5	*Elective	*See Arts Strands	*Elective	*See Arts Strands	
6	*Elective	*See Arts Strands	*Elective	*See Arts Strands	
*variable equated courses					

Business Contacts

World-of-Work Map



BUSINESS CONTACTS

Defined:

Programs of study related to the personal contact side of business environment. Those interests may include, but are not limited to, sales, marketing, business administration, management, records, communications, secretarial, customer services, planning, and economics.

BUSINESS MANAGEMENT:

High School Courses Offered

Information Processing
 Keyboarding
 Accounting I, II
 Advanced Information Processing
 Computer Applications
 Applied Communications
 Business Law
 Business Connections - Instructor's Permission
 Advanced Agricultural Science V, VI
 Advanced Horticulture III, IV
 Microeconomics/Macroeconomics
 Senate Class

ENTREPRENEURSHIP:

High School Courses Offered

Keyboarding
 Computer Applications
 Accounting I
 Marketing
 Business Law
 Business Connections - Instructor's Permission
 Microeconomics
 Advanced Agricultural Science V, VI
 Macroeconomics
 Beginning Horticulture I, II
 Advanced Horticulture III, IV
 Community Partnerships

Career Path: Business Contacts

2 years Technical Certificate/ Skilled

<i>First Semester</i>			<i>Second Semester</i>		
Yr	Core/Req	EHS Course	Core/Req	EHS Course	
9th	English	9th Eng	English	9th Eng	
2	PE	Physical Educaiton/Health	PE	Physical Educaiton/Health	
3	Social Studies	Geography	*Elective	Information Processing	
4	*Mathematics	Math Appl, Int Math IA, Int Math I	*Mathematics	Math Appl, Int Math IA, Int Math I	
5	*Science	Gen Science, Biology	*Science	Gen Science, Biology	
6	*Occup/Voc	*See Business Contact Strands	*Occup/Voc	*See Business Contact Strands	
10th	English	Sophomore English	English	Sophomore English	
2	PE	Sophomore Physical Educaiton	PE	Sophomore Physical Education	
3	Social Studies	World History	*Elective	Accounting I	
4	*Mathematics	Appl Math, Int Math I, Int Math IB, Int Math II, Acct I, Pers Fin	*Mathematics	Appl Math, Int Math I, Int Math IB, Int Math II, Acct I, Pers Fin	
5	*Science	Biology, Princ Tech, Ecology	*Science	Biology, Princ Tech, Environ Science	
6	*Occup/Voc	*See Business Contact Strands	*Elective	*See Business Contact Strands	
11th	English	Junior English	English	Junior English	
2	Social Studies	US History	Social Studies	US History	
3	*Fine Arts	Design, Photography, Music	*Fine Arts	Design, Photography, Music	
4	*Elective	*See Business Contact Strands	*Elective	*See Business Contact Strands	
5	*Elective	*See Business Contact Strands	*Elective	*See Business Contact Strands	
6	*Elective	*See Business Contact Strands	*Elective	*See Business Contact Strands	
12th	English/Elect	Interm/Adv Wrting, Appl Comm	*Elective	Interm/Adv Wrting, Appl Comm	
2	Social Studies	CWP	Social Studies	R&R/Bus Law	
3	*Elective	*See Business Contact Strands	*Elective	*See Business Contact Strands	
4	*Elective	*See Business Contact Strands	*Elective	*See Business Contact Strands	
5	*Elective	*See Business Contact Strands	*Elective	*See Business Contact Strands	
6	*Elective	*See Business Contact Strands	*Elective	*See Business Contact Strands	

* variable equated courses

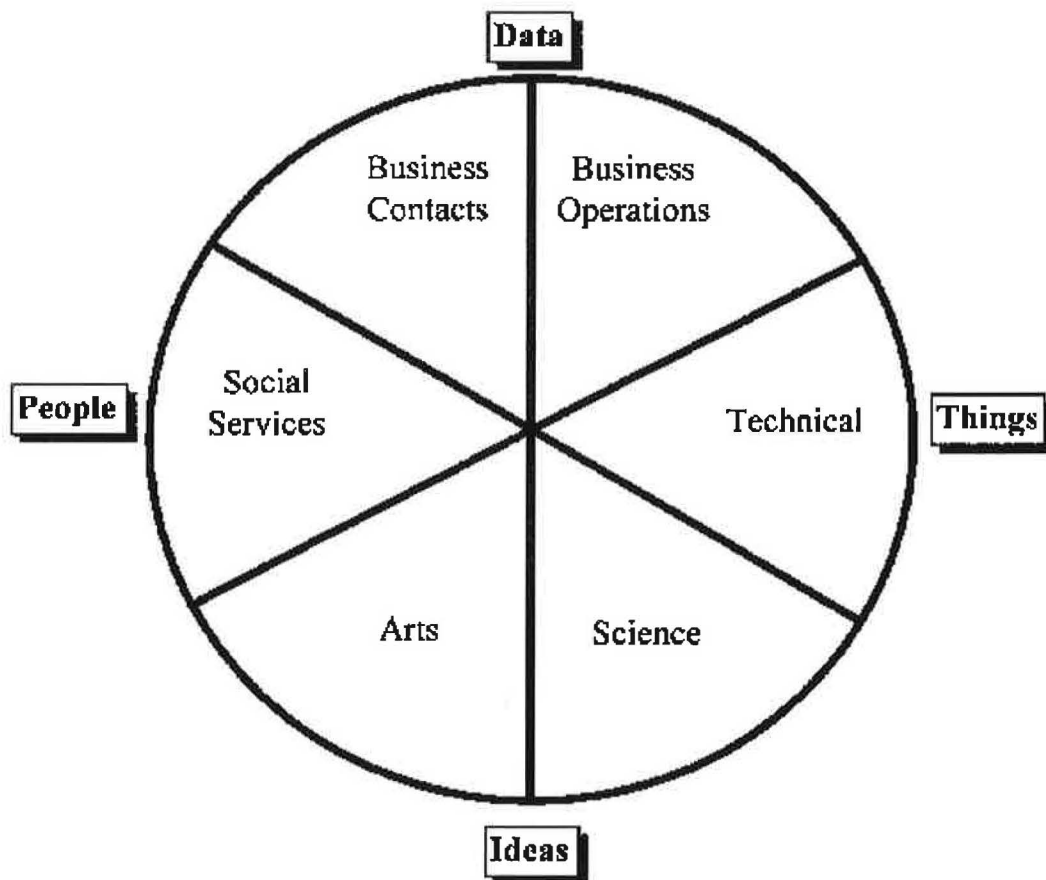
4 years College/Professional

<i>First Semester</i>			<i>Second Semester</i>		
Yr	Core/Req	EHS Course	Core/Req	EHS Course	
9th	English	9th Eng	English	9th Eng	
2	PE	Physical Education/Health	PE	Physical Education/Health	
3	Social Studies	Geography	*Elective	Information Processing	
4	*Mathematics	Int Math IA, Int Math I, Int Math II	*Mathematics	Int Math IA, Int Math I, Int Math II	
5	*Science	Biology, Gen Science II	*Science	Biology, Gen Science II	
6	*Occup/Voc	*See Business Contact Strands	*Occup/Voc	*See Business Contact Strands	
10th	English	Sophomore English	English	Sophomore English	
2	PE	Sophomore Physical Education	PE	Sophomore Physical Education	
3	Social Studies	World History	*Elective	Accounting I	
4	*Mathematics	Int Math I, Int Math IB, Int Math II, Int Math III	*Mathematics	Int Math I, Int Math IB, Int Math II, Int Math III	
5	*Science	Biology, Chem, Adv Biology, Anatomy & Physiology	*Science	Biology, Chem, Adv Biology, Anatomy & Physiology	
6	*Occup/Voc	*See Business Contact Strands	*Elective	*See Business Contact Strands	
11th	English	Junior English	English	Junior English	
2	Social Studies	US History	Social Studies	US History	
3	*Fine Arts	Design, Photography, Music	*Fine Arts	Design, Photography, Music	
4	*Mathematics	Integ Math III, Precalculus	*Mathematics	Integ Math III, Precalculus	
5	*Int Language	Spanish, German, Japanese	*Int Language	Spanish, German, Japanese	
6	*Elective	*See Business Contact Strands	*Elective	*See Business Contact Strands	
12th	*English	Research Writing, Appl Comm	*English	Creat Writ, Appl Comm, Interm/Adv Comp	
2	Social Studies	CWP	Social Studies	R&R/Bus Law	
3	*Int Language	Spanish, German, Japanese	*Int Language	Spanish, German, Japanese	
4	*Mathematics	Precalculus, Calculus	*Mathematics	Precalculus, Calculus	
5	*Elective	*See Business Contact Strands	*Elective	*See Business Contact Strands	
6	*Elective	*See Business Contact Strands	*Elective	*See Business Contact Strands	

*variable equated courses

Business Operations

World-of-Work Map



BUSINESS OPERATIONS

Defined:

Programs of study related to business operations and procedures. Those interests may include, but are not limited to financial transactions, accounting, office procedures, merchandising, storage and delivery, business machines, computing, economics, and entrepreneurship.

Accounting:

High School Courses Offered

Personal Finance
Keyboarding
Information Processing
Accounting I, II, III, IV
Computer Applications
Business Law
Business Connections - Instructor's Permission
Microeconomics/Macroeconomics
Community Partnerships

Entrepreneurship:

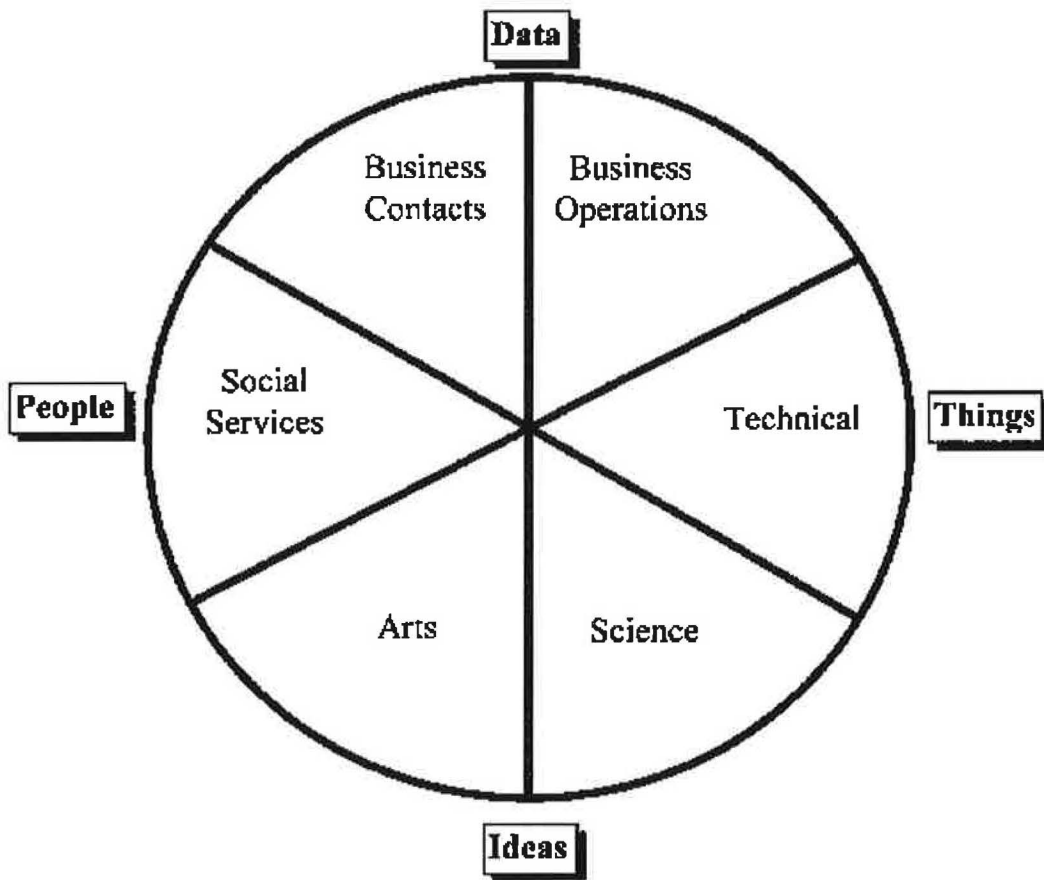
High School Courses Offered

Keyboarding
Information Processing
Accounting I, II
Computer Applications
Marketing
Business Law
Business Connections - Instructor's Permission
Microeconomics
Advanced Agricultural Science V, VI
Macroeconomics
Advanced Horticulture III, IV
Community Partnerships

Career Path: Business Operations					
2 years Technical Certificate/ Skilled					
First Semester			Second Semester		
Yr	Core/Req	EHS Course	Core/Req	EHS Course	
9th	English	9th Eng	English	9th Eng	
2	PE	Physical Education/Health	PE	Physical Education/Health	
3	Social Studies	Geography	*Elective	Information Processing	
4	*Mathematics	Math Appl, Int Math IA, Int Math I	*Mathematics	Math Appl, Int Math IA, Int Math I	
5	*Science	Gen Science, Biology, Ag Sci I	*Science	Gen Science, Biology, Ag Sci II	
6	*Occup/Voc	*See Business Operations Strands	*Occup/Voc	*See Business Operations Strands	
10th	English	Sophomore English	English	Sophomore English	
2	PE	Sophomore Physical Education	PE	Sophomore Physical Education	
3	Social Studies	World History	*Elective	Accounting I	
4	*Mathematics	Appl Math, Int Math I, Int Math IB, Int Math II, Pers Fin	*Mathematics	Appl Math, Int Math I, Int Math IB, Int Math II, Pers Fin	
5	*Science	Biology, Prin Technology, Chem	*Science	Biology, Prin Technology, Chem	
6	*Occup/Voc	*See Business Operations Strands	*Occup/Voc	*See Business Operations Strands	
11th	English	Junior English	English	Junior English	
2	Social Studies	US History	Social Studies	US History	
3	*Fine Arts	Design, Photography	*Fine Arts	Design, Photography	
4	*Elective	*See Business Operations Strands	*Elective	*See Business Operations Strands	
5	*Elective	*See Business Operations Strands	*Elective	*See Business Operations Strands	
6	*Elective	*See Business Operations Strands	*Elective	*See Business Operations Strands	
12th	English/Elect	Interm/Adv Writing, Appl Comm	*Elective	Short Story, Modern Novels, Appl Comm	
2	Social Studies	CWP	Social Studies	R&R/Bus Law	
3	*Elective	*See Business Operations Strands	*Elective	*See Business Operations Strands	
4	*Elective	*See Business Operations Strands	*Elective	*See Business Operations Strands	
5	*Elective	*See Business Operations Strands	*Elective	*See Business Operations Strands	
6	*Elective	*See Business Operations Strands	*Elective	*See Business Operations Strands	
* variable equated courses					
4 years College/Professional					
First Semester			Second Semester		
Yr	Core/Req	EHS Course	Core/Req	EHS Course	
9th	English	9th Eng	English	9th Eng	
2	PE	Physical E/Health	PE	Physical Education/Health	
3	Social Studies	Geography	*Elective	Information Processing	
4	*Mathematics	Int Math IA, Int Math I, Int Math II	*Mathematics	Int Math IA, Int Math I, Int Math II	
5	*Science	Biology, Ag Sci I	*Science	Biology, Ag Sci II	
6	*Occup/Voc	*See Business Operations Strands	*Occup/Voc	*See Business Operations Strands	
10th	English	Sophomore English	English	Sophomore English	
2	PE	Sophomore Physical Education	PE	Sophomore Physical Education	
3	Social Studies	World History	*Elective	Accounting I	
4	*Mathematics	Int Math I, Int Math IB, Int Math II, Int Math III	*Mathematics	Int Math I, Int Math IB, Int Math II, Int Math III	
5	*Science	Biology, Chemistry, Adv Biology	*Science	Biology, Chemistry, Adv Biology	
6	*Elective	*See Business Operations Strands	*Elective	*See Business Operations Strands	
11th	English	Junior English	English	Junior English	
2	Social Studies	US History	Social Studies	US History	
3	*Fine Arts	Design, Photography, Music	*Fine Arts	Design, Photography, Music	
4	*Mathematics	Int Math III, Precalculus	*Mathematics	Int Math III, Precalculus	
5	*Int Language	Spanish, German, Japanese	*Int Language	Spanish, German, Japanese	
6	*Elective	*See Business Operations Strands	*Elective	*See Business Operations Strands	
12th	*English	Research Writing, Appl Comm	*English	Literature Elective, Appl Comm	
2	Social Studies	CWP	Social Studies	R&R/Bus Law	
3	*Int Language	Spanish, German, Japanese	*Int Language	Spanish, German, Japanese	
4	*Mathematics	Precalculus, Calculus	*Mathematics	Precalculus, Calculus	
5	*Elective	*See Business Operations Strands	*Elective	*See Business Operations Strands	
6	*Elective	*See Business Operations Strands	*Elective	*See Business Operations Strands	
*variable equated courses					

Science

World-of-Work Map



SCIENCE

Defined:

Programs of study related to life, physical, and earth sciences. Also, study of the environment, agriculture, and natural resources. These interests may include, but are not limited to, biology, geology, plant and animal science, chemistry, aeronautics, horticulture, forestry, wildlife, and environmental sciences.

Physical:

High School Courses Offered

General Science II
 Biology I, II
 Agriculture I, II, III, IV
 Environmental Science/Natural Resources
 Principles of Technology
 Physics I, II
 Chemistry I, II
 Advanced Chemistry
 Space Science/Aviation

Life:

High School Courses Offered

General Science II
 Biology I, II
 Agriculture I, II
 Horticulture I, II
 Advanced Biology, Zoology, Botany
 Ecology
 Human Anatomy and Physiology
 Environmental Science/Natural Resources
 Chemistry I, II

AGRICULTURE:

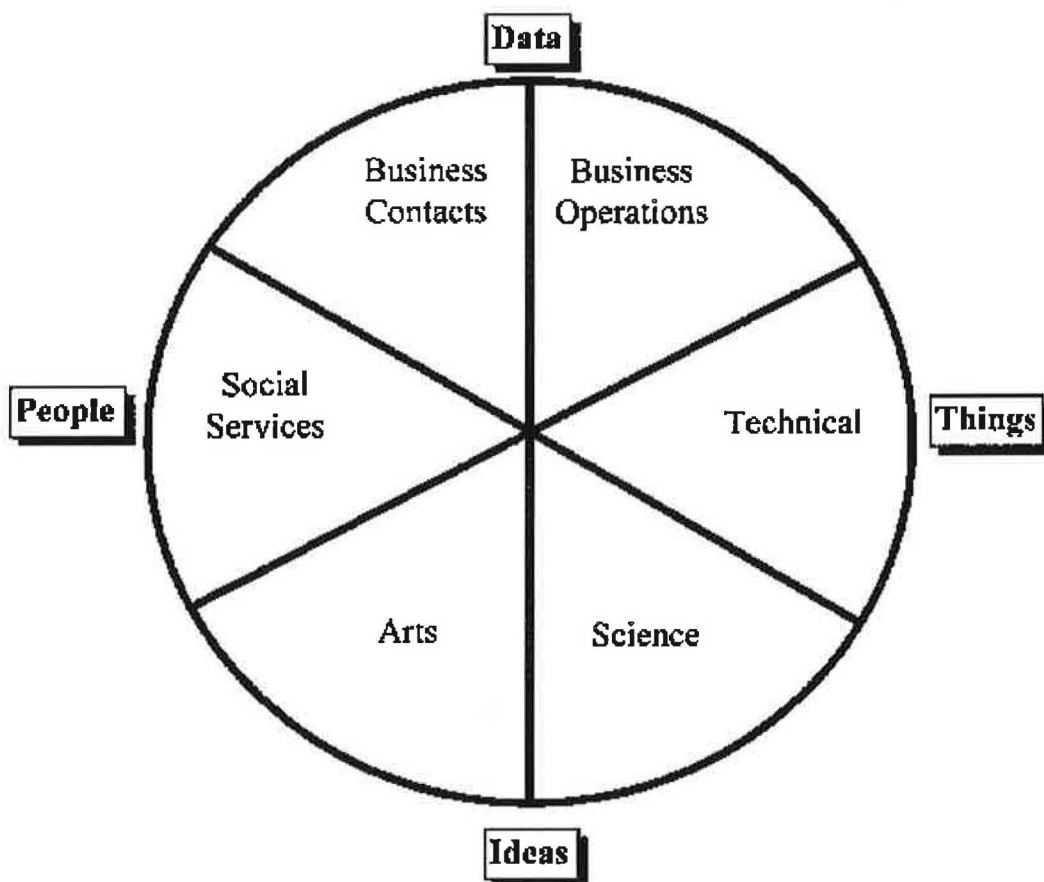
High School Courses Offered

General Science II
 Biology I, II
 Agriculture I, II
 Agriculture III, IV
 Beginning Horticulture I, II
 Advanced Horticulture III, IV
 Advanced Biology, Zoology, Botany
 Principles of Technology
 Chemistry I, II
 Environment Science/Natural Resources

Career Path: Science					
2 years Technical Certificate/ Skilled					
First Semester			Second Semester		
Yr	Core/Req	EHS Course	Core/Req	EHS Course	
9th	English	9th Eng	English	9th Eng	
2	PE	Physical Education/Health	PE	Physical Education/Health	
3	Social Studies	Geography	*Elective	Ag 2, Bus Ed, H&F, Voc Met/Woods	
4	*Mathematics	Math Appl, Int Math IA, Int Math I	*Mathematics	Math Appl, Int Math IA, Int Math I	
5	*Science	*See Science Strands	*Science	*See Science Strands	
6	*Occup/Voc	Met/Woods I, H&F, Bus Ed	*Occup/Voc	Met/Woods II, H&F, Bus Ed	
10th	English	Sophomore English	English	Sophomore English	
2	PE	Sophomore Physical Education	PE	Sophomore Physical Education	
3	Social Studies	World History	*Elective	*See Science Strands	
4	*Mathematics	Appl Math, Int Math I, Int Math IB, Int Math II, Pers Fin	*Mathematics	Appl Math, Int Math I, Int Math IB, Int Math II, Pers Fin	
5	*Science	*See Science Strands	*Science	*See Science Strands	
6	*Occup/Voc	Drafting, Architecture	*Elective	*See Science Strands	
11th	English	Junior English	English	Junior English	
2	Social Studies	US History	Social Studies	US History	
3	*Fine Arts	Drawing, Photography	*Fine Arts	Design, Photography	
4	*Mathematics	Integ Math II, Integ Math III	*Mathematics	Integ Math II, Integ Math III	
5	*Elective	*See Science Strands	*Elective	*See Science Strands	
6	*Elective	*See Science Strands	*Elective	*See Science Strands	
12th	English/Elect	Research Writing	*Elective	Appl Comm, Interm/Adv Comp	
2	Social Studies	CWP	Social Studies	R&R/Bus Law	
3	*Elective	*See Science Strands	*Elective	*See Science Strands	
4	*Elective	*See Science Strands	*Elective	*See Science Strands	
5	*Elective	*See Science Strands	*Elective	*See Science Strands	
6	*Elective	*See Science Strands	*Elective	*See Science Strands	
* variable equated courses					
4 years College/Professional					
First Semester			Second Semester		
Yr	Core/Req	EHS Course	Core/Req	EHS Course	
9th	English	9th Eng	English	9th Eng	
2	PE	Physical Education/Health	PE	Physical Education/Health	
3	Social Studies	Geography	*Elective	*See Science Strands	
4	*Mathematics	Int Math IA, Int Math I, Int Math II	*Mathematics	Int Math IA, Int Math I, Int Math II	
5	*Science	*See Science Strands	*Science	Biology	
6	Occup/Voc	Met/Woods I, H&F, Bus Ed	Occup/Voc	Met/Woods II, H&F, Bus Ed	
10th	English	Sophomore English	English	Sophomore English	
2	PE	Healthy Lifestyles	PE	Healthy Lifestyles	
3	Social Studies	World History	*Elective	*See Science Strands	
4	*Mathematics	Int Math I, Int Math IB, Int Math II, Int Math III	*Mathematics	Int Math I, Int Math IB, Int Math II, Int Math III	
5	*Science	Biology, Chemistry, Adv Biology	*Science	*See Science Strands	
6	Occup/Voc	Drafting, Architecture, Sm Engines	*Elective	*See Science Strands	
11th	English	Junior English	English	Junior English	
2	Social Studies	US History	Social Studies	US History	
3	*Fine Arts	Design, Draw, Photography	*Fine Arts	Design, Draw, Photography	
4	*Mathematics	Integ Math III, Precalculus	*Mathematics	Integ Math III, Precalculus	
5	*Int Language	Spanish, German, Japanese	*Int Language	Spanish, German, Japanese	
6	*Elective	*See Science Strands	*Elective	*See Science Strands	
12th	*English	Research Writing	*English	Interm/Adv Comp	
2	Social Studies	CWP	Social Studies	R&R/Bus Law	
3	*Int Language	Spanish, German, Japanese	*Int Language	Spanish, German, Japanese	
4	*Mathematics	Precalculus, Calculus	*Mathematics	Precalculus, Calculus	
5	*Elective	*See Science Strands	*Elective	*See Science Strands	
6	*Elective	*See Science Strands	*Elective	*See Science Strands	
*variable equated courses					

Social Services

World-of-Work Map



SOCIAL SERVICE

Defined:

Programs of study related to the promotion of physical and mental health, social interactions, and the modern family. Those interests may include, but are not limited to, medicine, nursing, therapy, nutrition, education, law and legal studies, law enforcement, fire protection, child and family services, international relations, sociology, and psychology.

WELLNESS/HEALTH CARE:

High School Courses Offered

Foods and Nutrition
 Healthy Lifestyles
 Health Occupations
 Sports Medicine
 Psychology
 Moral Issues
 Single Living
 Human Relations
 Anatomy, Physiology
 Weight Training/Conditioning
 Cosmetology
 Independent Study
 Community Partnerships

EDUCATION/COUNSELING:

High School Courses Offered

Child Development
 Advanced Child Development
 Cross Age Tutoring
 Psychology
 Sociology
 Moral Issues
 Human Relations
 Single Living
 Independent Study
 Community Partnership

PROTECTIVE SERVICES:

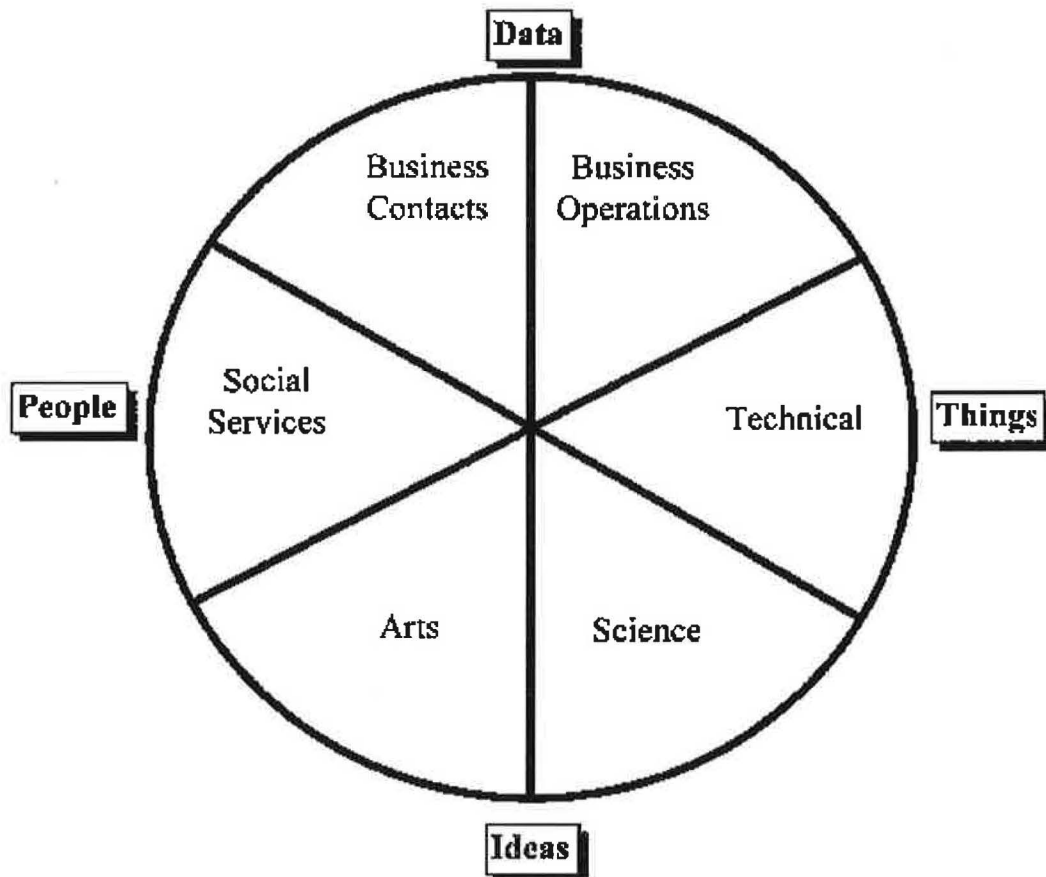
High School Courses Offered

Human Relations
 Rights and Responsibilities
 Business Law
 Child Development
 Advanced Child Development
 Psychology
 Sociology
 Moral Issues
 Weight Training/Conditioning
 Independent Living
 Community Partnerships

Career Path: Social Service					
2 years Technical Certificate/ Skilled					
First Semester			Second Semester		
Yr	Core/Req	EHS Course	Core/Req	EHS Course	
9th	English	9th Eng	English	9th Eng	
2	PE	Physical Education/Health	PE	Physical Education/Health	
3	Social Studies	Geography	*Elective	*See Social Service Strands	
4	*Mathematics	Math Appl, Int Math IA, Int Math I	*Mathematics	Math Appl, Int Math IA, Int Math I	
5	*Science	Gen Science, Biology, Ag Sci I	*Science	Gen Science, Biology, Ag Sci II	
6	*Occup/Voc	*See Social Service Strands	*Occup/Voc	*See Social Service Strands	
10th	English	Sophomore English	English	Sophomore English	
2	PE	Sophomore Physical Education	PE	Sophomore Physical Education	
3	Social Studies	World History	*Elective	*See Social Service Strands	
4	*Mathematics	Appl Math, Int Math I, Int Math IB, Int Math II, Pers Fin	*Mathematics	Appl Math, Int Math I, Int Math IB, Int Math II, Pers Fin	
5	*Science	Biology, Princ Technology	*Science	Biology, Princ Technology	
6	*Elective	*See Social Service Strands	*Elective	*See Social Service Strands	
11th	English	Junior English	English	Junior English	
2	Social Studies	US History	Social Studies	US History	
3	*Fine Arts	Design, Photography	*Fine Arts	Design, Photography	
4	*Elective	*See Social Service Strands	*Elective	*See Social Service Strands	
5	*Elective	*See Social Service Strands	*Elective	*See Social Service Strands	
6	*Elective	*See Social Service Strands	*Elective	*See Social Service Strands	
12th	English/Elect	Interm/Adv Comp	*Elective	Short Story, Mod Novels, Literature	
2	Social Studies	CWP	Social Studies	R&R/Bus Law	
3	*Elective	*See Social Service Strands	*Elective	*See Social Service Strands	
4	*Elective	*See Social Service Strands	*Elective	*See Social Service Strands	
5	*Elective	*See Social Service Strands	*Elective	*See Social Service Strands	
6	*Elective	*See Social Service Strands	*Elective	*See Social Service Strands	
* variable equated courses					
4 years College/Professional					
First Semester			Second Semester		
Yr	Core/Req	EHS Course	Core/Req	EHS Course	
9th	English	9th Eng	English	9th Eng	
2	PE	Physical Education/Health	PE	Physical Education/Health	
3	Social Studies	Geography	*Elective	*See Social Service Strands	
4	*Mathematics	Integ Math IA, Integ Math I, Integ Math II	*Mathematics	Integ Math IA, Integ Math I, Integ Math II	
5	*Science	Biology, Ag Sci I, Gen Sci I	*Science	Biology, Ag Sci II, Gen Sci I	
6	Occup/Voc	*See Social Service Strands	Occup/Voc	*See Social Service Strands	
10th	English	Sophomore English	English	Sophomore English	
2	PE	Sophomore Physical Education	PE	Sophomore Physical Education	
3	Social Studies	World History	*Elective	*See Social Service Strands	
4	*Mathematics	Int Math I, Int Math IB, Int Math II, Int Math III	*Mathematics	Int Math I, Int Math IB, Int Math II, Int Math III	
5	*Science	Biology, Chemistry, Adv Biology, Anatomy	*Science	Biology, Chemistry, Adv Biology, Anatomy	
6	Occup/Voc	*See Social Service Strands	*Elective	*See Social Service Strands	
11th	English	Junior English	English	Junior English	
2	Social Studies	US History	Social Studies	US History	
3	*Fine Arts	Design, Photography	*Fine Arts	Design, Photography	
4	*Mathematics	Int Math II, Int Math III, Precalculus	*Mathematics	Int Math II, Int Math III, Precalculus	
5	*Int Language	Spanish, German, Japanese	*Int Language	Spanish, German, Japanese	
6	*Elective	*See Social Service Strands	*Elective	*See Social Service Strands	
12th	*English	Research Writing	*English	Adv Comp	
2	Social Studies	CWP	Social Studies	R&R/Bus Law	
3	*Int Language	Spanish, German, Japanese	*Int Language	Spanish, German, Japanese	
4	*Mathematics	Precalculus, Calculus	*Mathematics	Precalculus, Calculus	
5	*Elective	*See Social Service Strands	*Elective	*See Social Service Strands	
6	*Elective	*See Social Service Strands	*Elective	*See Social Service Strands	
*variable equated courses					

Technical

World-of-Work Map



TECHNICAL

Defined:

Technology, Industrial, and Engineering Systems—Programs of study related to the technologies necessary to design, develop, install, or maintain physical systems. These may include but need not be limited to, engineering and related industrial technologies.

CIVIL—Structural, Physical, and Construction

High School Courses Offered	Exploring Technology Metals I, II Woods I, II Drafting I, CAD Architecture Principles of Technology Metals Technology III, IV Woods Technology III, IV Welding I, Fabrication Construction Technology Independent Study Community Partnerships Physics
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MECHANICAL—Operational and Production

High School Courses Offered	Exploring Technology Metals I, II Woods I, II Drafting, CAD Architecture Principles of Technology Welding I, Fabrication Metals Technology III, IV Small Engines Independent Study with specific course title Physics
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ELECTRICAL—Systems and Design

High School Courses Offered	Exploring Technology Metals I, II Woods I, II Computer Technology I, II Drafting, CAD Architecture Principles of Technology Welding I, Fabrication Independent Study Community Partnerships Physics
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Career Path: Technical					
2 years Technical Certificate/ Skilled					
First Semester			Second Semester		
Yr	Core/Req	EHS Course	Core/Req	EHS Course	
9th	English	9th Eng	English	9th Eng	
2	PE	Physical Education/Health	PE	Physical Education/Health	
3	Social Studies	Geography	*Elective	*See Technical Strands	
4	*Mathematics	Math Appl, Int Math IA, Int Math I	*Mathematics	Math Appl, Int Math IA, Int Math I	
5	*Science	Gen Science, Biology, Ag Sci I	*Science	Gen Science, Biology, Ag Sci II	
6	*Occup/Voc	*See Technical Strands	*Occup/Voc	*See Technical Strands	
10th	English	Sophomore English	English	Sophomore English	
2	PE	Sophomore Physical Education	PE	Sophomore Physical Education	
3	Social Studies	World History	*Elective	*See Technical Strands	
4	*Mathematics	Appl Math, Int Math I, Int Math IB, Int Math II, Pers Fin	*Mathematics	Appl Math, Int Math I, Int Math IB, Int Math II, Pers Fin	
5	*Science	Biology, Prin Technology, Chemistry	*Science	Biology, Prin Technology, Chemistry	
6	*Occup/Voc	*See Technical Strands	*Elective	*See Technical Strands	
11th	English	Junior English	English	Junior English	
2	Social Studies	US History	Social Studies	US History	
3	*Fine Arts	Design, Photography	*Fine Arts	Design, Photography	
4	*Mathematics	Personal Finance, Acct I	*Mathematics	Acct II, Appl Comm	
5	*Elective	*See Technical Strands	*Elective	*See Technical Strands	
6	*Elective	*See Technical Strands	*Elective	*See Technical Strands	
12th	English/Elect	Intern/Adv Writing	*English Elect	Any Literature Elective	
2	Social Studies	CWP	Social Studies	R&R/Bus Law	
3	*Elective	*See Technical Strands	*Elective	*See Technical Strands	
4	*Elective	*See Technical Strands	*Elective	*See Technical Strands	
5	*Elective	*See Technical Strands	*Elective	*See Technical Strands	
6	*Elective	*See Technical Strands	*Elective	*See Technical Strands	
* variable equated courses					
4 years College/Professional					
First Semester			Second Semester		
Yr	Core/Req	EHS Course	Core/Req	EHS Course	
9th	English	9th Eng	English	9th Eng	
2	PE	Physical Education/Health	PE	Physical Education/Health	
3	Social Studies	Geography	*Elective	*See Technical Strands	
4	*Mathematics	Int Math IA, Int Math I, Int Math II	*Mathematics	Int Math IA, Int Math I, Int Math II	
5	*Science	Biology, Ag Sci I	*Science	Biology, Ag Sci II	
6	*Occup/Voc	*Occup/Voc	*Occup/Voc	*Occup/Voc	
10th	English	Sophomore English	English	Sophomore English	
2	PE	Sophomore Physical Education	PE	Sophomore Physical Education	
3	Social Studies	World History	*Elective	*See Technical Strands	
4	*Mathematics	Int Math I, Int Math IB, Int Math II, Int Math III, Pers Fin	*Mathematics	Int Math I, Int Math IB, Int Math II, Int Math III, Pers Fin	
5	*Science	Biology, Chemistry, Physics	*Science	Biology, Chemistry, Physics	
6	*Elective	*See Technical Strands	*Elective	*See Technical Strands	
11th	English	Junior English	English	Junior English	
2	Social Studies	US History	Social Studies	US History	
3	*Fine Arts	Design, Photography, Drawing	*Fine Arts	Design, Photography, Drawing	
4	*Mathematics	Int Math III, Precalculus	*Mathematics	Int Math III, Precalculus	
5	*Int Language	Spanish, German, Japanese	*Int Language	Spanish, German, Japanese	
6	*Elective	*See Technical Strands	*Elective	*See Technical Strands	
12th	English	Research Writing	*English	Any Literature Elective	
2	Social Studies	CWP	Social Studies	R&R/Bus Law	
3	*Int Language	Spanish, German, Japanese	*Int Language	Spanish, German, Japanese	
4	*Mathematics	Precalculus, Calculus	*Mathematics	Precalculus, Calculus	
5	*Elective	*See Technical Strands	*Elective	*See Technical Strands	
6	*Elective	*See Technical Strands	*Elective	*See Technical Strands	
*variable equated courses					

Chapter Five

Summary, Conclusions, and Recommendations

Summary

The purpose of this project was to develop an administrative guide to assist students in grades 9 - 12 in planning an educational course of study focused on Career Pathways at Eastmont High School, East Wenatchee, Washington. To accomplish this purpose, current research and literature related to career guidance and counseling and Career Pathways was reviewed. Additionally, materials and information from selected Washington high schools concerning Career Pathways related programs were obtained and analyzed.

Conclusions

The conclusions reached as a result of this project were:

1. The sequencing of elective courses into career pathways focuses the intensity, motivation, and relevancy of curricular choices on the relationship of the students future career and educational goals.
2. Through the use of the Career Pathways guide developed in this study, administration, faculty, and students have engaged in a continuing dialogue regarding the importance of Eastmont High School curriculum articulation with the work world.

3. The Career Pathways Guide, developed as a result of this study, will serve as a valuable tool for the faculty and students of Eastmont High School.

Recommendations

As a result of this project, the following recommendations have been suggested:

1. All secondary students should document their educational and career goals through individualized career pathways.
2. Discussions among administration, faculty, and students are an essential element for a school to begin reflection on current curricular issues and the relationship of school and the work world.
3. The results of this project may be used as a model by other school districts and professional organizations.
4. Other school districts and professional organizations may wish to adapt the Career Pathways Guide developed for the purposes of this project for their own use, or develop a more suitable guide meeting the unique needs of their particular circumstances i.e. curriculum, classes, career guidance software.

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Appendix A

Sample Letter Requesting Information from
Selected Career Pathways Programs in
the State of Washington

Sample Letter of Request

(Date)

(Inside Address)

(Inside Address)

(Inside Address)

Dear Colleague

Currently I am completing a research project in partial fulfillment of a Master of Education degree in Educational Administration at Central Washington University.

My purpose is to research and develop a Career Pathways guide for the students at Eastmont High School. Specifically, you can help me by providing information and copies of any materials your district uses that detail:

1. Career Pathways
2. Individual Educational Plans
3. Instruments of Career Interest Assessment.

Any material used by your "Career Pathways" program will be extremely valuable. Your responses will be confidential and individuals or schools will not be identified. Any additional comments or observations you would like to make about your Career Pathways program will be welcomed and appreciated.

Thank you for cooperating. Enclosed is a stamped, self-addressed envelope with \$2.00 pre-paid postage for your convenience in returning the information to me no later than December 1, 1995.

Sincerely

CWU Graduate Student

CWU Supervisor

Mark S. Marney
Business Education Instructor
Eastmont High School
East Wenatchee, WA 98802

Dr. Jack McPherson
Department of Education
Central Washington University
Ellensburg, WA 98926

Appendix B

Eastmont High School
Career Planning Guide
1996-97

EASTMONT

HIGH

SCHOOL

96-97



**CAREER
PLANNING
GUIDE**

955 NE Third Street
East Wenatchee Washington
98802
(509) 884-6665

EASTMONT HIGH SCHOOL CAREER PLANNING GUIDE

INTRODUCTION

We would like to take this opportunity to introduce our Career Planning Guide for Eastmont High School. This Career Planning Guide utilizes the American College Testing Discover Program as the basis for recommended programs of study in six Career cluster Areas. The six Career Cluster Areas are:

Arts
Business Contacts
Business Opportunities
Science
Social Services
Technology

For the first time, students are asked to register and select courses based on a specific Career cluster. Students in the Eastmont School District are exposed to the ACT Discover Program in the seventh grade, and they develop an electronic portfolio over the rest of their educational career until they graduate from Eastmont High School. Each Career cluster is broken down into recommended courses of study for; a) Two-year, technical school entrance, or b) Four-year college, professional entrance. Within each Career Cluster Area, specific strands are identified in order to appeal to a students' particular area of interest within a cluster

We are asking you to select your courses carefully. The courses you select now are a reflection of your interests, abilities, and experiences. You no longer take courses in order to simply satisfy graduation requirements. You select courses that appeal to your specific Career Cluster Area, and educational plan after high school. The process of selecting courses is one that should include your parents, and counselor. Please seek out assistance if you have any questions regarding the recommended plan of study that you select.

Sincerely,


Mark Spurgeon
Principal
Eastmont Junior High School

Michael Brophy
Principal
Eastmont High School

George Ruddell
Vocational Director
Eastmont Schools

EASTMONT SCHOOL DISTRICT MISSION STATEMENT

The mission of the Eastmont School District is to provide learning experiences which will assist all students to maximize their potential by developing skills, competencies and attitudes that are fundamental to an individual's achievement as a life-long learner and a responsible, contributing citizen.

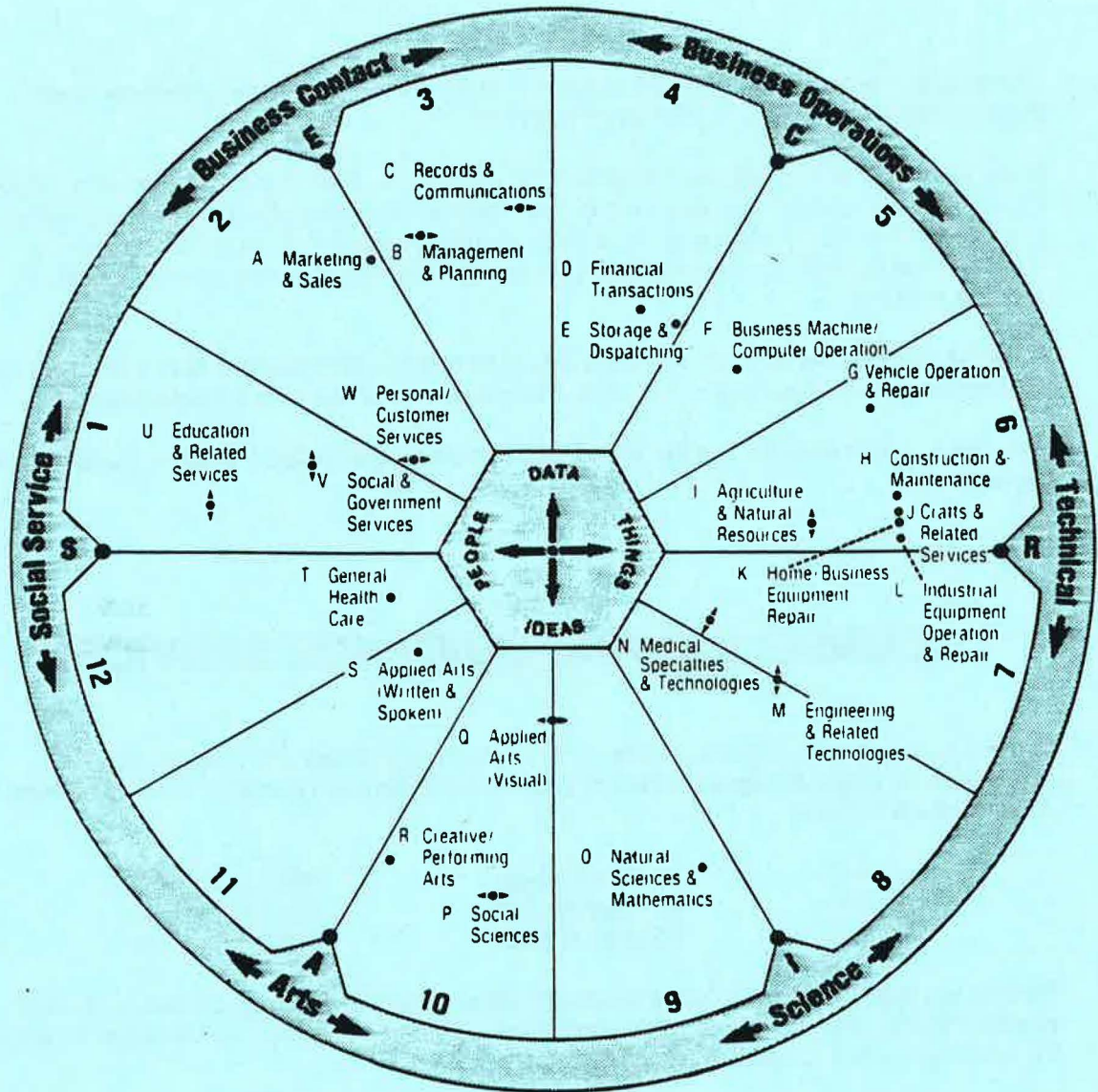
EASTMONT HIGH SCHOOL MISSION STATEMENT

Eastmont High School is committed to a caring, motivating environment in which our students develop knowledge, skills, attitudes and self-worth needed to succeed in this diverse, changing world.

EXPECTED STUDENT OUTCOMES

- A. Skills and Attitudes for Success
- B. Responsible for One's Actions
- C. Sense of Dignity and Self-Worth
- D. Life-Long Learning
- E. Strong Work Ethic
- F. Literacy/Mastery of Language

WORLD-OF-WORK MAP



About the Map

- The World-of-Work Map arranges job families (groups or similar jobs) into 12 regions. Together, the job families cover all US jobs. Although the jobs in a family differ in their locations, most are located near the point shown.
- A job family's location is based on its primary work tasks—working with **DATA**, **IDEAS**, **PEOPLE**, and **THINGS**. Arrows show that work tasks often heavily involve both **PEOPLE** and **THINGS** (↔) or **DATA** and **IDEAS** (↑↓).
- Six general areas of work world and related Holland types are indicated around the edge of the map. Job Family Charts list over 500 occupations by general area, job family, and preparation level. They cover more than 95% of the labor force.

HOW TO USE THIS PLANNING GUIDE

Use this planning guide to develop your own individualized four year learning plan to follow throughout high school and beyond.

Students have enjoyed the opportunity to learn about the World-of-Work and enjoyed many career Discover activities. As a result of interest and aptitude assessments and based upon the student's own academic and career interest, the student aligns with one of six broad career cluster areas. They are:

Arts
Business Contacts
Business Operations
Science
Social Services
Technology

Each career cluster contains the courses necessary for graduation and additional recommended courses that will provide the skills, knowledge, and experiences necessary to succeed at school and as a life long learner. The following pages provide a brief description of the suggested courses, broken down into the related strands, for each career cluster. On the adjoining page you will find the four year course planning schedule, broken down by semester and year. Follow these easy steps to develop a systematic learning plan to progress through a planned sequence of courses.

1. Carefully select the level of education your career interest requires; *two year technical studies or four year professional studies*.
2. Find your class year, on the far left and under the correct semester, to the right.
3. Within each schedule, a highlighted reference is made to see the suggested list of courses for each career cluster. Simply write the name of the course in the adjoining space.

The schedule already lists the core courses designed to meet and exceed all graduation requirements. Share your selections with your counselors during registration. Share your interests and selected courses with your parents prior to registration. Sharing helps you determine a direction, even if you have no specific career aspirations in mind, and will make decision making much easier in the future.

Career Path: ARTS

2 years Technical Certificate/ Skilled

First Semester			Second Semester		
Yr	Core/Req	EHS Course	Core/Req	EHS Course	
9th	English	Ninth English	English	Ninth English	
2	PE	Physical Education/Health	PE	Physical Education/Health	
3	Social Studies	Geography	*Occup/Voc	Ag II, Bus Ed, H&F, Voc Met/Woods	
4	*Mathematics	Math Appl, Int Math IA, Int Math I	*Mathematics	Math Appl, Int Math IA, Int Math I	
5	*Science	Gen Science, Biology, Ag Sci I	*Science	Gen Science, Biology, Ag Sci II	
6	*Elective	*See Arts Strands	*Elective	*See Arts Strands	
10th	English	Sophomore English	English	Sophomore English	
2	PE	Sophomore Physical Education	PE	Sophomore Physical Education	
3	Social Studies	World History	*Occup/Voc	Ag, Bus Ed, H&F, VocMet/Woods	
4	*Mathematics	Appl Math, Int Math I, Int Math IB, Int Math II, Pers Fin	*Mathematics	Appl Math, Int Math I, Int Math IB, Int Math II, Pers Fin	
5	*Science	Biology, Nat Res, Ecology, Ag Sci	*Science	Biology, Nat Res, Ecology, Ag Sci	
6	*Elective	*See Arts Strands	*Elective	*See Arts Strand	
11th	English	Junior English	English	Junior English	
2	Social Studies	US History	Social Studies	US History	
3	*Occup/Voc	Ag, Bus Ed, H&F, Voc Met/Woods	*Fine Arts	*See Arts Strands	
4	*Fine Arts	*See Arts Strands	*Elective	*See Arts Strands	
5	*Elective	*See Arts Strands	*Elective	*See Arts Strands	
6	*Elective	*See Arts Strands	*Elective	*See Arts Strands	
12th	English/Elect.	Creative Writing	*English Elect	Any Literature Elective	
2	Social Studies	CWP	Social Studies	R&R/Bus Law	
3	*Elective	*See Arts Strands	*Elective	*See Arts Strands	
4	*Elective	*See Arts Strands	*Elective	*See Arts Strands	
5	*Elective	*See Arts Strands	*Elective	*See Arts Strands	
6	*Elective	*See Arts Strands	*Elective	*See Arts Strands	

* variable equated courses

4 years College/Professional

First Semester			Second Semester		
Yr	Core/Req	EHS Course	Core/Req	EHS Course	
9th	English	Ninth English	English	Ninth English	
2	PE	Physical Education/Health	PE	Physical Education/Health	
3	Social Studies	Geography	*Occup/Voc	Ag, Bus Ed, H&F, Voc Met/Woods	
4	*Mathematics	Int Math IA, Int Math I, Int Math II	*Mathematics	Int Math IA, Int Math I, Int Math II	
5	*Science	Biology, Gen Science II	*Science	Biology, Gen Science II	
6	*Elective	*See Arts Strands	*Elective	*See Arts Strands	
10th	English	Sophomore English	English	Sophomore English	
2	PE	Sophomore Physical Education	PE	Sophomore Physical Education	
3	Social Studies	World History	Occup/Voc	Ag, Bus Ed, H&F, Voc Met/Woods	
4	*Mathematics	Int Math I, Int Math IB, Int Math II, Int Math III	*Mathematics	Int Math I, Int Math IB, Int Math II, Int Math III	
5	*Science	Biology, Chemistry, Adv Biology	*Science	Biology, Chemistry, Adv Biology	
6	*Elective	*See Arts Strands	*Elective	*See Arts Strands	
11th	English	Junior English	English	Junior English	
2	Social Studies	US History	Social Studies	US History	
3	*Fine Arts	*See Arts Strands	*Fine Arts	*See Arts Strands	
4	*Mathematics	Int Math III, Precalculus	*Mathematics	Int Math III, Precalculus	
5	*Int Language	Spanish, German, Japanese	*Int Language	Spanish, German, Japanese	
6	Occup/Voc	Ag, Bus Ed, H&F, Voc Met/Woods	*Elective	*See Arts Strands	
12th	*English	Research Writing	*English	English Literature, World Literature	
2	Social Studies	CWP	Social Studies	R&R/Bus Law	
3	*Int Language	Spanish, German, Japanese	*Int Language	Spanish, German, Japanese	
4	*Mathematics	Precalculus, Calculus	*Mathematics	Precalculus, Calculus	
5	*Elective	*See Arts Strands	*Elective	*See Arts Strands	
6	*Elective	*See Arts Strands	*Elective	*See Arts Strands	

*variable equated courses

Career Path: **Business Contacts**

2 years Technical Certificate/ Skilled

First Semester			Second Semester	
Yr	Core/Req	EHS Course	Core/Req	EHS Course
9th	English	Ninth English	English	Ninth English
2	PE	Physical Educaiton/Health	PE	Physical Educaiton/Health
3	Social Studies	Geography	*Elective	Information Processing
4	*Mathematics	Math Appl, Int Math IA, Int Math I	*Mathematics	Math Appl, Int Math IA, Int Math I
5	*Science	Gen Science, Biology	*Science	Gen Science, Biology
6	*Occup/Voc	*See Business Contact Strands	*Occup/Voc	*See Business Contact Strands
10th	English	Sophomore English	English	Sophomore English
2	PE	Sophomore Physical Educaiton	PE	Sophomore Physical Education
3	Social Studies	World History	*Elective	Accounting I
4	*Mathematics	Appl Math, Int Math I, Int Math IB, Int Math II, Acct I, Pers Fin	*Mathematics	Appl Math, Int Math I, Int Math IB, Int Math II, Acct I, Pers Fin
5	*Science	Biology, Princ Tech, Ecology	*Science	Biology, Princ Tech, Environ Science
6	*Occup/Voc	*See Business Contact Strands	*Elective	*See Business Contact Strands
11th	English	Junior English	English	Junior English
2	Social Studies	US History	Social Studies	US History
3	*Fine Arts	Design, Photography, Music	*Fine Arts	Design, Photography, Music
4	*Elective	*See Business Contact Strands	*Elective	*See Business Contact Strands
5	*Elective	*See Business Contact Strands	*Elective	*See Business Contact Strands
6	*Elective	*See Business Contact Strands	*Elective	*See Business Contact Strands
12th	English/Elect	Interm/Adv Wrting, Appl Comm	*Elective	Interm/Adv Wrting, Appl Comm
2	Social Studies	CWP	Social Studies	R&R/Bus Law
3	*Elective	*See Business Contact Strands	*Elective	*See Business Contact Strands
4	*Elective	*See Business Contact Strands	*Elective	*See Business Contact Strands
5	*Elective	*See Business Contact Strands	*Elective	*See Business Contact Strands
6	*Elective	*See Business Contact Strands	*Elective	*See Business Contact Strands

* variable equated courses

4 years College/Professional

First Semester			Second Semester	
Yr	Core/Req	EHS Course	Core/Req	EHS Course
9th	English	Ninth English	English	Ninth English
2	PE	Physical Education/Health	PE	Physical Education/Health
3	Social Studies	Geography	*Elective	Information Processing
4	*Mathematics	Int Math IA, Int Math I, Int Math II	*Mathematics	Int Math IA, Int Math I, Int Math II
5	*Science	Biology, Gen Science II	*Science	Biology, Gen Science II
6	*Occup/Voc	*See Business Contact Strands	*Occup/Voc	*See Business Contact Strands
10th	English	Sophomore English	English	Sophomore English
2	PE	Sophomore Physical Education	PE	Sophomore Physical Education
3	Social Studies	World History	*Elective	Accounting I
4	*Mathematics	Int Math I, Int Math IB, Int Math II, Int Math III	*Mathematics	Int Math I, Int Math IB, Int Math II, Int Math III
5	*Science	Biology, Chem, Adv Biology, Anatomy & Physiology	*Science	Biology, Chem, Adv Biology, Anatomy & Physiology
6	*Occup/Voc	*See Business Contact Strands	*Elective	*See Business Contact Strands
11th	English	Junior English	English	Junior English
2	Social Studies	US History	Social Studies	US History
3	*Fine Arts	Design, Photography, Music	*Fine Arts	Design, Photography, Music
4	*Mathematics	Integ Math III, Precalculus	*Mathematics	Integ Math III, Precalculus
5	*Int Language	Spanish, German, Japanese	*Int Language	Spanish, German, Japanese
6	*Elective	*See Business Contact Strands	*Elective	*See Business Contact Strands
12th	*English	Research Writing, Appl Comm	*English	Creat Writ, Appl Comm, Interm/Adv Comp
2	Social Studies	CWP	Social Studies	R&R/Bus Law
3	*Int Language	Spanish, German, Japanese	*Int Language	Spanish, German, Japanese
4	*Mathematics	Precalculus, Calculus	*Mathematics	Precalculus, Calculus
5	*Elective	*See Business Contact Strands	*Elective	*See Business Contact Strands
6	*Elective	*See Business Contact Strands	*Elective	*See Business Contact Strands

*variable equated courses

Career Path: *Business Operations*

2 years Technical Certificate/ Skilled

<i>First Semester</i>			<i>Second Semester</i>		
Yr	Core/Req	EHS Course	Core/Req	EHS Course	
9th	English	Ninth English	English	Ninth English	
2	PE	Physical Education/Health	PE	Physical Education/Health	
3	Social Studies	Geography	*Elective	<i>Information Processing</i>	
4	*Mathematics	Math Appl, Int Math IA, Int Math I	*Mathematics	Math Appl, Int Math IA, Int Math I	
5	*Science	Gen Science, Biology, Ag Sci I	*Science	Gen Science, Biology, Ag Sci II	
6	*Occup/Voc	<i>*See Business Operations Strands</i>	*Occup/Voc	<i>*See Business Operations Strands</i>	
10th	English	Sophomore English	English	Sophomore English	
2	PE	Sophomore Physical Education	PE	Sophomore Physical Education	
3	Social Studies	World History	*Elective	<i>Accounting I</i>	
4	*Mathematics	Appl Math, Int Math I, Int Math IB, Int Math II, Pers Fin	*Mathematics	Appl Math, Int Math I, Int Math IB, Int Math II, Pers Fin	
5	*Science	Biology, Prin Technology, Chem	*Science	Biology, Prin Technology, Chem	
6	*Occup/Voc	<i>*See Business Operations Strands</i>	*Occup/Voc	<i>*See Business Operations Strands</i>	
11th	English	Junior English	English	Junior English	
2	Social Studies	US History	Social Studies	US History	
3	*Fine Arts	Design, Photography	*Fine Arts	Design, Photography	
4	*Elective	<i>*See Business Operations Strands</i>	*Elective	<i>*See Business Operations Strands</i>	
5	*Elective	<i>*See Business Operations Strands</i>	*Elective	<i>*See Business Operations Strands</i>	
6	*Elective	<i>*See Business Operations Strands</i>	*Elective	<i>*See Business Operations Strands</i>	
12th	English/Elect	Interm/Adv Writing, Appl Comm	*Elective	Short Story, Modern Novels, Appl Comm	
2	Social Studies	CWP	Social Studies	R&R/Bus Law	
3	*Elective	<i>*See Business Operations Strands</i>	*Elective	<i>*See Business Operations Strands</i>	
4	*Elective	<i>*See Business Operations Strands</i>	*Elective	<i>*See Business Operations Strands</i>	
5	*Elective	<i>*See Business Operations Strands</i>	*Elective	<i>*See Business Operations Strands</i>	
6	*Elective	<i>*See Business Operations Strands</i>	*Elective	<i>*See Business Operations Strands</i>	

* variable equated courses

4 years College/Professional

<i>First Semester</i>			<i>Second Semester</i>		
Yr	Core/Req	EHS Course	Core/Req	EHS Course	
9th	English	Ninth English	English	Ninth English	
2	PE	Physical E/Health	PE	Physical Education/Health	
3	Social Studies	Geography	*Elective	<i>Information Processing</i>	
4	*Mathematics	Int Math IA, Int Math I, Int Math II	*Mathematics	Int Math IA, Int Math I, Int Math II	
5	*Science	Biology, Ag Sci I	*Science	Biology, Ag Sci II	
6	*Occup/Voc	<i>*See Business Operations Strands</i>	*Occup/Voc	<i>*See Business Operations Strands</i>	
10th	English	Sophomore English	English	Sophomore English	
2	PE	Sophomore Physical Education	PE	Sophomore Physical Education	
3	Social Studies	World History	*Elective	<i>Accounting I</i>	
4	*Mathematics	Int Math I, Int Math IB, Int Math II, Int Math III	*Mathematics	Int Math I, Int Math IB, Int Math II, Int Math III	
5	*Science	Biology, Chemistry, Adv Biology	*Science	Biology, Chemistry, Adv Biology	
6	*Elective	<i>*See Business Operations Strands</i>	*Elective	<i>*See Business Operations Strands</i>	
11th	English	Junior English	English	Junior English	
2	Social Studies	US History	Social Studies	US History	
3	*Fine Arts	Design, Photography, Music	*Fine Arts	Design, Photography, Music	
4	*Mathematics	Int Math III, Precalculus	*Mathematics	Int Math III, Precalculus	
5	*Int Language	Spanish, German, Japanese	*Int Language	Spanish, German, Japanese	
6	*Elective	<i>*See Business Operations Strands</i>	*Elective	<i>*See Business Operations Strands</i>	
12th	*English	Research Writing, Appl Comm	*English	Literature Elective, Appl Comm	
2	Social Studies	CWP	Social Studies	R&R/Bus Law	
3	*Int Language	Spanish, German, Japanese	*Int Language	Spanish, German, Japanese	
4	*Mathematics	Precalculus, Calculus	*Mathematics	Precalculus, Calculus	
5	*Elective	<i>*See Business Operations Strands</i>	*Elective	<i>*See Business Operations Strands</i>	
6	*Elective	<i>*See Business Operations Strands</i>	*Elective	<i>*See Business Operations Strands</i>	

*variable equated courses

Career Path: Science

2 years Technical Certificate/ Skilled

First Semester			Second Semester	
Yr	Core/Req	EHS Course	Core/Req	EHS Course
9th	English	Ninth English	English	Ninth English
2	PE	Physical Education/Health	PE	Physical Education/Health
3	Social Studies	Geography	*Elective	Ag 2, Bus Ed, H&F, Voc Met/Woods
4	*Mathematics	Math Appl, Int Math IA, Int Math I	*Mathematics	Math Appl, Int Math IA, Int Math I
5	*Science	*See Science Strands	*Science	*See Science Strands
6	*Occup/Voc	Met/Woods I, H&F, Bus Ed	*Occup/Voc	Met/Woods II, H&F, Bus Ed
10th	English	Sophomore English	English	Sophomore English
2	PE	Sophomore Physical Education	PE	Sophomore Physical Education
3	Social Studies	World History	*Elective	*See Science Strands
4	*Mathematics	Appl Math, Int Math I, Int Math IB, Int Math II, Pers Fin	*Mathematics	Appl Math, Int Math I, Int Math IB, Int Math II, Pers Fin
5	*Science	*See Science Strands	*Science	*See Science Strands
6	*Occup/Voc	Drafting, Architecture	*Elective	*See Science Strands
11th	English	Junior English	English	Junior English
2	Social Studies	US History	Social Studies	US History
3	*Fine Arts	Drawing, Photography	*Fine Arts	Design, Photography
4	*Mathematics	Integ Math II, Integ Math III	*Mathematics	Integ Math II, Integ Math III
5	*Elective	*See Science Strands	*Elective	*See Science Strands
6	*Elective	*See Science Strands	*Elective	*See Science Strands
12th	English/Elect	Research Writing	*Elective	Appl Comm, Intern/Adv Comp
2	Social Studies	CWP	Social Studies	R&R/Bus Law
3	*Elective	*See Science Strands	*Elective	*See Science Strands
4	*Elective	*See Science Strands	*Elective	*See Science Strands
5	*Elective	*See Science Strands	*Elective	*See Science Strands
6	*Elective	*See Science Strands	*Elective	*See Science Strands

*variable equated courses

4 years College/Professional

First Semester			Second Semester	
Yr	Core/Req	EHS Course	Core/Req	EHS Course
9th	English	Ninth English	English	Ninth English
2	PE	Physical Education/Health	PE	Physical Education/Health
3	Social Studies	Geography	*Elective	*See Science Strands
4	*Mathematics	Int Math IA, Int Math I, Int Math II	*Mathematics	Int Math IA, Int Math I, Int Math II
5	*Science	*See Science Strands	*Science	Biology
6	Occup/Voc	Met/Woods I, H&F, Bus Ed	Occup/Voc	Met/Woods II, H&F, Bus Ed
10th	English	Sophomore English	English	Sophomore English
2	PE	Healthy Lifestyles	PE	Healthy Lifestyles
3	Social Studies	World History	*Elective	*See Science Strands
4	*Mathematics	Int Math I, Int Math IB, Int Math II, Int Math III	*Mathematics	Int Math I, Int Math IB, Int Math II, Int Math III
5	*Science	Biology, Chemistry, Adv Biology	*Science	*See Science Strands
6	Occup/Voc	Drafting, Architecture, Sm Engines	*Elective	*See Science Strands
11th	English	Junior English	English	Junior English
2	Social Studies	US History	Social Studies	US History
3	*Fine Arts	Design, Draw, Photography	*Fine Arts	Design, Draw, Photography
4	*Mathematics	Integ Math III, Precalculus	*Mathematics	Integ Math III, Precalculus
5	*Int Language	Spanish, German, Japanese	*Int Language	Spanish, German, Japanese
6	*Elective	*See Science Strands	*Elective	*See Science Strands
12th	*English	Research Writing	*English	Intern/Adv Comp
2	Social Studies	CWP	Social Studies	R&R/Bus Law
3	*Int Language	Spanish, German, Japanese	*Int Language	Spanish, German, Japanese
4	*Mathematics	Precalculus, Calculus	*Mathematics	Precalculus, Calculus
5	*Elective	*See Science Strands	*Elective	*See Science Strands
6	*Elective	*See Science Strands	*Elective	*See Science Strands

*variable equated courses

Career Path: **Social Service**

2 years Technical Certificate/ Skilled

First Semester			Second Semester		
Yr	Core/Req	EHS Course	Core/Req	EHS Course	
9th	English	Ninth English	English	Ninth English	
2	PE	Physical Education/Health	PE	Physical Education/Health	
3	Social Studies	Geography	*Elective	*See Social Service Strands	
4	*Mathematics	Math Appl, Int Math IA, Int Math I	*Mathematics	Math Appl, Int Math IA, Int Math I	
5	*Science	Gen Science, Biology, Ag Sci I	*Science	Gen Science, Biology, Ag Sci II	
6	*Occup/Voc	*See Social Service Strands	*Occup/Voc	*See Social Service Strands	
10th	English	Sophomore English	English	Sophomore English	
2	PE	Sophomore Physical Education	PE	Sophomore Physical Education	
3	Social Studies	World History	*Elective	*See Social Service Strands	
4	*Mathematics	Appl Math, Int Math I, Int Math IB, Int Math II, Pers Fin	*Mathematics	Appl Math, Int Math I, Int Math IB, Int Math II, Pers Fin	
5	*Science	Biology, Princ Technology	*Science	Biology, Princ Technology	
6	*Elective	*See Social Service Strands	*Elective	*See Social Service Strands	
11th	English	Junior English	English	Junior English	
2	Social Studies	US History	Social Studies	US History	
3	*Fine Arts	Design, Photography	*Fine Arts	Design, Photography	
4	*Elective	*See Social Service Strands	*Elective	*See Social Service Strands	
5	*Elective	*See Social Service Strands	*Elective	*See Social Service Strands	
6	*Elective	*See Social Service Strands	*Elective	*See Social Service Strands	
12th	English/Elect	Intern/Adv Comp	*Elective	Short Story, Mod Novels, Literature	
2	Social Studies	CWP	Social Studies	R&R/Bus Law	
3	*Elective	*See Social Service Strands	*Elective	*See Social Service Strands	
4	*Elective	*See Social Service Strands	*Elective	*See Social Service Strands	
5	*Elective	*See Social Service Strands	*Elective	*See Social Service Strands	
6	*Elective	*See Social Service Strands	*Elective	*See Social Service Strands	

* variable equated courses

4 years College/Professional

First Semester			Second Semester		
Yr	Core/Req	EHS Course	Core/Req	EHS Course	
9th	English	Ninth English	English	Ninth English	
2	PE	Physical Education/Health	PE	Physical Education/Health	
3	Social Studies	Geography	*Elective	*See Social Service Strands	
4	*Mathematics	Integ Math IA, Integ Math I, Integ Math II	*Mathematics	Integ Math IA, Integ Math I, Integ Math II	
5	*Science	Biology, Ag Sci I, Gen Sci I	*Science	Biology, Ag Sci II, Gen Sci I	
6	Occup/Voc	*See Social Service Strands	Occup/Voc	*See Social Service Strands	
10th	English	Sophomore English	English	Sophomore English	
2	PE	Sophomore Physical Education	PE	Sophomore Physical Education	
3	Social Studies	World History	*Elective	*See Social Service Strands	
4	*Mathematics	Int Math I, Int Math IB, Int Math II, Int Math III	*Mathematics	Int Math I, Int Math IB, Int Math II, Int Math III	
5	*Science	Biology, Chemistry, Adv Biology, Anatomy	*Science	Biology, Chemistry, Adv Biology, Anatomy	
6	Occup/Voc	*See Social Service Strands	*Elective	*See Social Service Strands	
11th	English	Junior English	English	Junior English	
2	Social Studies	US History	Social Studies	US History	
3	*Fine Arts	Design, Photography	*Fine Arts	Design, Photography	
4	*Mathematics	Int Math II, Int Math III, Precalculus	*Mathematics	Int Math II, Int Math III, Precalculus	
5	*Int Language	Spanish, German, Japanese	*Int Language	Spanish, German, Japanese	
6	*Elective	*See Social Service Strands	*Elective	*See Social Service Strands	
12th	*English	Research Writing	*English	Adv Comp	
2	Social Studies	CWP	Social Studies	R&R/Bus Law	
3	*Int Language	Spanish, German, Japanese	*Int Language	Spanish, German, Japanese	
4	*Mathematics	Precalculus, Calculus	*Mathematics	Precalculus, Calculus	
5	*Elective	*See Social Service Strands	*Elective	*See Social Service Strands	
6	*Elective	*See Social Service Strands	*Elective	*See Social Service Strands	

*variable equated courses

Career Path: *Technical*

2 years Technical Certificate/ Skilled

<i>First Semester</i>			<i>Second Semester</i>	
Yr	Core/Req	EHS Course	Core/Req	EHS Course
9th	English	Ninth English	English	Ninth English
2	PE	Physical Education/Health	PE	Physical Education/Health
3	Social Studies	Geography	*Elective	*See Technical Strands
4	*Mathematics	Math Appl, Int Math IA, Int Math I	*Mathematics	Math Appl, Int Math IA, Int Math I
5	*Science	Gen Science, Biology, Ag Sci I	*Science	Gen Science, Biology, Ag Sci II
6	*Occup/Voc	*See Technical Strands	*Occup/Voc	*See Technical Strands
10th	English	Sophomore English	English	Sophomore English
2	PE	Sophomore Physical Education	PE	Sophomore Physical Education
3	Social Studies	World History	*Elective	*See Technical Strands
4	*Mathematics	Appl Math, Int Math I, Int Math IB, Int Math II, Pers Fin	*Mathematics	Appl Math, Int Math I, Int Math IB, Int Math II, Pers Fin
5	*Science	Biology, Prin Technology, Chemistry	*Science	Biology, Prin Technology, Chemistry
6	*Occup/Voc	*See Technical Strands	*Elective	*See Technical Strands
11th	English	Junior English	English	Junior English
2	Social Studies	US History	Social Studies	US History
3	*Fine Arts	Design, Photography	*Fine Arts	Design, Photography
4	*Mathematics	Personal Finance, Acct I	*Mathematics	Acct II, Appl Comm
5	*Elective	*See Technical Strands	*Elective	*See Technical Strands
6	*Elective	*See Technical Strands	*Elective	*See Technical Strands
12th	English/Elect.	Interm/Adv Writing	*English Elect	Any Literature Elective
2	Social Studies	CWP	Social Studies	R&R/Bus Law
3	*Elective	*See Technical Strands	*Elective	*See Technical Strands
4	*Elective	*See Technical Strands	*Elective	*See Technical Strands
5	*Elective	*See Technical Strands	*Elective	*See Technical Strands
6	*Elective	*See Technical Strands	*Elective	*See Technical Strands

* variable equated courses

4 years College/Professional

<i>First Semester</i>			<i>Second Semester</i>	
Yr	Core/Req	EHS Course	Core/Req	EHS Course
9th	English	Ninth English	English	Ninth English
2	PE	Physical Education/Health	PE	Physical Education/Health
3	Social Studies	Geography	*Elective	*See Technical Strands
4	*Mathematics	Int Math IA, Int Math I, Int Math II	*Mathematics	Int Math IA, Int Math I, Int Math II
5	*Science	Biology, Ag Sci I	*Science	Biology, Ag Sci II
6	*Occup/Voc	*Occup/Voc	*Occup/Voc	*Occup/Voc
10th	English	Sophomore English	English	Sophomore English
2	PE	Sophomore Physical Education	PE	Sophomore Physical Education
3	Social Studies	World History	*Elective	*See Technical Strands
4	*Mathematics	Int Math I, Int Math IB, Int Math II, Int Math III, Pers Fin	*Mathematics	Int Math I, Int Math IB, Int Math II, Int Math III, Pers Fin
5	*Science	Biology, Chemistry, Physics	*Science	Biology, Chemistry, Physics
6	*Elective	*See Technical Strands	*Elective	*See Technical Strands
11th	English	Junior English	English	Junior English
2	Social Studies	US History	Social Studies	US History
3	*Fine Arts	Design, Photography, Drawing	*Fine Arts	Design, Photography, Drawing
4	*Mathematics	Int Math III, Precalculus	*Mathematics	Int Math III, Precalculus
5	*Int Language	Spanish, German, Japanese	*Int Language	Spanish, German, Japanese
6	*Elective	*See Technical Strands	*Elective	*See Technical Strands
12th	*English	Research Writing	*English	Any Literature Elective
2	Social Studies	CWP	Social Studies	R&R/Bus Law
3	*Int Language	Spanish, German, Japanese	*Int Language	Spanish, German, Japanese
4	*Mathematics	Precalculus, Calculus	*Mathematics	Precalculus, Calculus
5	*Elective	*See Technical Strands	*Elective	*See Technical Strands
6	*Elective	*See Technical Strands	*Elective	*See Technical Strands

*variable equated courses

LANGUAGE ARTS

Ninth Grade English - one year - Junior High

Ninth grade English is offered in a sequential development combining writing, grammar, literature, vocabulary, and spelling.

Ninth Grade Prescription English - one year - Junior High

Students needing additional help based on test scores may be enrolled in this alternative English class. Instruction is based on prescription of individual needs in writing, grammar, vocabulary, spelling, and literature. Enrollment is on a limited basis.

Developmental English - one to three semesters - fall and spring

Prerequisite: counselor and/or instructor permission

This course is for the student who is having difficulty with English and who is at least two years below grade level on standardized tests. In this course the student will receive special assistance in reading and writing skills. Following a year of Developmental English, the student will take a year of Sophomore English and a semester of an English elective to complete the high school English requirements.

Sophomore English I and II - one year

These courses will feature writing, reading, speaking, and listening experiences designed to prepare students for success in their future English classes, in their other courses, and in their later lives. The classes will focus on literature-based writing and speaking activities. They are required for graduation for all students except those selected for Sophomore Honors English.

Sophomore Honors English - one year

The main purpose of the AP/Honors English sequence is to train motivated high school students to do college-level work. As a secondary benefit, colleges and universities may reward them for their achievement with credit and placement in higher-level English courses. Students should learn to write well about important ideas and develop valuable reading and thinking skill by exploring language structure and usage, discussing selected poetry, and reading a variety of literary works.

American Studies (Integrated, two hour block, US History and Junior English)

American Studies is an integrated approach to Junior English and United States History. Junior English contains American Literature and aligns with the study of United States History. Students in American Studies will be able to make the connection between the literature of our developing nation, and the history that accompanied our rise to greatness. American Studies will examine all phases of American life from the pre-Civil War period to the present. The history, literature, music, art, and societal trends of America through the Industrial Revolution to our present day will be highlighted in this course. American Studies is a two-hour block that is taught by an English instructor and a History instructor. *This course will satisfy both the United States History and Junior English requirements.*

Beginning Drama - one semester

Beginning drama is a study of basic acting fundamentals of voice and movement, of characterization, of imagination and concentration, of stage basics, of theater relationships, and of theater history; students will participate in theater games, pantomimes, improvisations, scenes, and a play. Fundamentals of acting will be employed when the class members present their final major project, a play for the elementary school. (Fill graduation requirement, but will only be accepted by colleges as a fine arts credit.)

Advanced Drama - one semester

Advanced drama is a study of advanced techniques of voice and movement, characterization, theater relationships, of theater history, of the physical stage, of script construction, and of play production. Advanced drama is designed for students who have taken the beginning drama class or who have been in extra-curricular productions and have some stage experience. Students who are interested in other aspects of drama, i.e., stage management or lighting, may also enroll in the class with special permission. The focus of the advanced drama class is upon development of the individual actor through more refined acting techniques and exercises. The students also work with individual monologues for audition purposes and are exposed to formats for auditioning. Student scenes are videotaped and used for evaluative purposes. (Fill graduation requirement, but will only be accepted by colleges as a fine arts credit.)

Senior AP Honors English - one year

The main purpose of the AP Honors sequence is to train motivated high school students to do college level work. As a secondary benefit, colleges and universities may reward them for their achievement with credit and placement in higher-level English courses. Students should learn to write well about important ideas and develop valuable reading and thinking skills by exploring language structure and usage, discussing selected poetry, improving vocabulary, and reading a variety of literary works.

AP Senior English - one year

In this course, students will continue to develop their abilities to appreciate, to interpret, and to analyze literature by reading selected quality literature, writing both in-class and prepared themes on works read, sharing through discussion, and making oral presentations to the class. Students will work toward developing a mature, clear, and organized style of writing. Literature will include novels, poetry, essays, and plays, as well as out-of-class works chosen by the student from an approved list of titles. Students will be encouraged to take the Advanced Placement Exam in English, i.e., English Literature and Composition and/or English Language and Composition, in May.

Yearbook Production - one semester - fall and spring

The purpose of this class is to produce the yearbook and give each student some experience in layout, photography, and copy writing. Students will learn how to take pictures, develop film, and make prints from negatives, design layouts by hand and with the computer, write copy, captions and headlines, and function as part of a team.

Modern World History - one semester (elective)

This new elective course has been specifically designed to meet the interests and needs of those students who wish to continue learning about world history's major empires and nation-states. The course begins with the Renaissance Era of the 15th and 16th centuries and proceeds to the major world events in the 20th century.

The course will be divided into several phases with the first segment focusing on the historical timeframe from the late 15th century to the American Revolution. Major historical eras discussed include the Renaissance Era, the Age of Reason, European Colonialization of the New World and Africa/Asia, the Protestant Reformation and the major Catholic/Protestant conflicts, Feudal Japan, the Major Chinese Dynasties, and Tsarist Russia.

The second segment of the course will be concerned with the American and French revolutions, the wars of independence in Latin America, the spread of European colonization into Africa and Asia, the Napoleonic Wars, the emergence of new powerful nation-states such as Germany, Italy, Japan, and China.

The third segment will include detailed discussions about the historical significance of major 20th century events and trends. Beginning with the American Civil War, the Franco-Prussian War, the Spanish-American War, and the Russo-Japanese War, the students will understand the major causes of the shifting of power from Europe to other world capitals. Four major events include: the Bolshevik Revolution, World War I, World War II, and the Cold War.

Appropriate cultural, economical, political, demographic and diplomatic trends will be identified and discussed throughout the course. Students will not only satisfy their own curiosity, but will substantially prepare themselves for other academic courses in American History, American Government, and provide historical background for Contemporary World Problems, and future college level courses of study. Take advantage and enhance your perception and understanding of world history!

American Studies (Integrated, two hour block, US History and Junior English)

American Studies is an integrated approach to Junior English and United States History. Junior English contains American Literature and aligns with the study of United States History. Students in American Studies will be able to make the connection between the literature of our developing nation, and the history that accompanied our rise to greatness. American Studies will examine all phases of American life from the pre-Civil War period to the present. The history, literature, music, art, and societal trends of America through the Industrial Revolution to our present day will be highlighted in this course. American Studies is a two-hour block that is taught by an English instructor and a History instructor. *This course will satisfy both the United States History and Junior English requirements.*

U.S. History I - one semester - fall (required)

United States History I is a required semester course for all juniors. U.S. I emphasizes the historical time period between the American Civil War and World War II (1861-1941). The first semester course will study the major historical events and the people who made significant contributions between 1861-1941. After a basic mapping unit to familiarize each student with the physical aspects of the United States, the students will closely study the causes, the military battles, and results of the American Civil War.

Thereafter each student will study and gain a better understanding of the following major historical eras in the late 19th and early 20th centuries: the Reconstruction Era, Native American Policy, the Immigration Movement, the Industrial Era, the Labor Movement, the Populist Movement, the Progressive Era, American Imperialism, World War I, the Roaring Twenties, the Stock Market Crash, and the Great Depression.

United States History I course places a great emphasis upon the major domestic issues and movements which determined the socio-economic direction and maturation of our American society. Also, the students will be carefully led by the instructor through the growth of our economic development and the emergence of the United States as a major world power - politically, diplomatically, and militarily. As a result, each student will be able to better understand the contemporary American society existing in the latter portion of the 20th century.

government will be adequately explained, but the primary focus will be the organization, structure, and functions of the United States' federal government.

Students participating in R&R will study the following: the evolution of American democracy, the organizational structure of the United States' Constitution, the contemporary functions and issues facing the legislative, executive, and judicial branches of the U.S. government, and our political and electorate systems. Concepts will be discussed at an individual level, so each student will understand their freedoms and constitutional rights affecting their lives and those which may affect them in the future as adult citizens.

Classroom activities may include understanding "due process" legal procedures; participating in a mock criminal trial; drafting and discussing legislative bills in a mock legislature; and/or observing and participating in local government. The study of the American presidency will include activities focused upon the presidential election process and the existing American political system.

Another major thrust will be to understand the workings of the United States' Supreme Court and to become aware of the complex ramifications of major "landmark" U.S. Supreme Court decisions on our American society and on our own lives. Upon completing the course, each student will have a better understanding of their rights and the accompanying responsibilities of American citizenship. **Note: exceptional students may take the AP American Government and Politics exam in mid-May each year.**

Contemporary World Problems - one semester - fall and spring (required)

This is a one semester required course for seniors which is designed to help students recognize and start to understand many of today's events and to put those events into historical perspective. Using Newsweek magazine and other weekly and daily newspapers and television news networks, periodicals, students will study many national and international problems, the conditions that caused them, and possible strategies for improvement and resolution.

One area of emphasis will be Europe, with special attention given to the fall of communism, the resulting ethnic conflicts, the reform movements in Eastern Europe, and the reunification of Germany. Another critical area is the Middle East, including the Arab-Israeli conflict, world-wide terrorism, and possible peace initiatives. Major events of Latin America, Africa, Asia, and the Pacific World are discussed when relevant and pertinent. In these geo-political regions, historical issues and events are discussed in class for example, ...Haiti, Cuba, trade agreements, and apartheid in South Africa. Environmental problems will be studied, with emphasis on how these conditions developed, how they affect our quality of life, and possible solutions to protect the planet from further deterioration. A major outcome during the class will be an increased awareness of events that are occurring around us, and the impact they have on our lives.

Psychology - one semester - fall and spring (elective)

Psychology, a one semester elective course, is the study of the human mind. The focus is on trying to understand human behavior and motivation. The course is divided into two sections. The focus of the first section is an analysis of personality. Emphasis will be on the uniqueness of each person and how they developed that way. Utilizing Transactional Analysis, and Ego Defense Theories, each student will be encouraged to do self-analysis and come to a better understanding of his/her own personality. The second section will focus on abnormal development. The areas of emphasis will be neurotic and psychotic reactions and the conditions that promote them. While evaluating these illnesses, a thorough investigation will be done into methods of treatment and the problems that are associated with the mental health field.

Sociology - one semester - fall and spring (elective)

Sociology is an elective social studies course for juniors and seniors. Sociology offers an organized, scientific outlook of man as a social being and explores his behavior in groups and his relationships to various social institutions. Topics covered include: sociology as a science, the

MATHEMATICS

Math Applications - one year - Junior High

For ninth graders not recommended for pre-algebra. Course work is project oriented. Real-life situations are used emphasizing basic operations involving whole numbers, fractions, decimals, and integers. Rounding, estimation, and problem solving strategies are reinforced.

Applied Math - one year

This course is designed to help high school students develop and refine their technical math skills. The course will emphasize the application of mathematical principles and how they relate to real world situations. Each unit will consist of video tapes, computer usage, calculator usage, and hands-on problem-solving activities. Students should have a strong background in general math and/or algebra. Units consist of basic math, algebra, geometry, and trigonometry. Students planning a career in the technical fields are encouraged to take this technical math course. *This course may satisfy math requirement.*

Personal Finance - one semester - fall and spring

Do you want to learn how to get the things you want in life? Do you want to learn how to control your money? Would you like to learn how to put your money to work earning more for you? Personal Finance will teach the financial planning process through solid money management strategies and goal setting. You will learn to set goals, make decisions, and develop a plan to manage your money. Technology will help you take control over your finances by learning and using "Quicken for Windows" [An Accounting Software Package]. Throughout this course you will build a strong financial plan that will assist you in reaching your personal financial goals. The academic credit earned for successfully completing Personal Finance may be used for either occupational credit or math credit. Leadership opportunities are available and encouraged through F.B.L.A. *This course may satisfy math requirement.*

Integrated Math IA - one year - Junior High

Prerequisite: instructor recommendation

This course will cover the first half of Integrated Math I in one year.

Integrated Math IB - one year

Prerequisite: instructor recommendation

This course will cover the second half of Integrated Math I in one year.

Integrated Math I - one year

Prerequisite: successful completion of Math Applications or instructor permission

Integrated Math I will cover topics from algebra, geometry, statistics, logical reasoning, and discrete math interwoven throughout the course. Problem solving skills will be emphasized requiring reading comprehension, critical thinking skills, use of calculators, and the ability to communicate ideas in a variety of ways.

SCIENCE

General Science II - one semester - Junior High

In this course students will learn about the different sciences and how they relate to earth science, which is the emphasis of this class. It is the intent of this class to give each student an overall introduction to topics which pertain to our earth: topographic maps, seasonal changes, the solar system, rock formations, earthquakes, our atmosphere, and plate tectonics. The class will consist of labs, interpretation of data, demonstrations, problem-solving, and discussion.

Biology I and II- one year

This course is the study of living things. Students are instructed in basic laboratory skills and techniques pertaining to this study. Topics of study include cells, biological chemistry, energy reactions, reproduction, genetics, ecological relationships, classification, bacteria, protists, fungi, plants, and animals.

Advanced Biology/Zoology - one semester - fall

Prerequisite: Biology I and II

Advanced biology/zoology is a life science class for both the involved and uninvolved science student. We begin with basic cell chemistry, structure and function, but spend most of our time studying the nine different major animal groups.

Advanced Biology/Botany - one semester - spring

Prerequisite: Biology I and II

Advanced biology/botany is a life science class that also is for both the involved and uninvolved science student. We begin with photosynthesis and genetics but spend most of the time on plant characteristics, including making a wild flower collection. We conclude with a short environmental unit.

Ecology - one semester - fall and spring

This is an activity driven course that deals with the interrelationships of living organisms and the environmental factors that affect their distribution. Topics of study include populations, speciation, diversity, water, succession, and species interactions such as predation and competition.

Human Anatomy and Physiology - one year

Prerequisite: Biology I and II

A course which studies the structure and function of the cells, tissues, organs, and systems of the human body.

Chemistry I and II - one year

Prerequisite: Integrated Math I

This course is an introductory course organized around a central theme: the properties of matter are a consequence of its structure. The student will develop a working vocabulary, study structure, nomenclature, perform chemical calculations, and use the periodic table to study properties of matter. The student will also recognize the role chemistry plays in society.

INTERNATIONAL LANGUAGES

Spanish I and II - one year

Prerequisite: C average (prior year) in English

Through the use of oral and written exercises, conversation, games, skits, audio-visual materials, and computers students will learn about Hispanic culture, master present and past tenses of regular and irregular verbs and command a basic conversational vocabulary. This course meets the first year of college entrance language requirement.

Spanish III and IV - one year

Prerequisite: Spanish I and II and approval of instructor

Students will master additional tenses in Spanish through conversation, written exercises, games, videos, computer practice, readings, and plays. Vocabulary will be further developed. Emphasis will be on students' ability to communicate and understand within the context of mastered vocabulary. This course meets the second year of college entrance language requirement.

Spanish V and VI - one year

Prerequisite: Spanish III and IV and approval of instructor

Students will, through consistent use of Spanish in the classroom, oral and written exercises, writing and performing plays, speeches, and other oral presentations, gain a good command of the Spanish language and a strong knowledge of the cultures of Spanish-speaking countries. Short literary pieces by recognized Spanish authors will strengthen reading skills and promote cultural appreciation. Advanced language classes are highly recommended by four year universities.

Spanish VII and VIII - one year

Prerequisite: Spanish V and VI and approval of instructor

The student will review, sharpen, and expand skills in listening, speaking, reading, and writing at the advanced proficiency level. Extensive discussion and composition will be based on contemporary readings from media and commentary as well as selections from the masters of Spanish and Latin American literature. Works from the AP reading list will be included. Cultural content in an immersion setting will provide the opportunity to expand global awareness while identifying with the heritage and accomplishments of Spanish-speaking people. The AP Spanish Language Exam will be optional. Advanced language classes are highly recommended by four year universities.

Spanish I and II - Honors - one year

Prerequisite: permission of instructor based on test scores and grades

Honors Spanish will provide an accelerated, in-depth study of the language and its culture to selected high school students who have demonstrated exceptional talent and motivation in language studies.

Japanese III and IV - one year**Prerequisite: Japanese I and II and approval of instructor**

Through the oral and written exercises, games, conversation, and audio-visual materials, students will master advanced Japanese. Vocabulary will be further developed. This course meets the second year of college entrance language requirement.

Español Para Los Hispanohablantes I y II - un año

Esta clase se trata del desarrollo y mejoramiento de las destrezas de la escritura y la lectura para los estudiantes que hablan español. El primer semestre se enfoca en la ortografía, el uso de mayúsculas, signos de puntuación, acentos, la división de sílabas, y ejercicios de escritura controlados. El segundo semestre añade la gramática española, poesía, prosa, y composición.

Español Para Los Hispanohablantes III y IV - un año**Requisito: permiso del maestro**

Esta clase es una extensión de I y II. Por medio de la literatura contemporánea se estudian con más detalle todos los elementos del primer curso. También se incluye un proyecto de investigaciones.

ESL STUDIES

Beginning ESL - one year**Prerequisite: counselor permission**

This course will provide non-English and limited-English speaking students survival skills as well as fundamentals of the English language with emphasis on reading, writing, speaking, listening, and understanding. Lessons are thematically organized into units that reflect familiar surroundings and personal experiences.

Advanced ESL - one year**Prerequisite: counselor permission**

This course will provide limited-English speaking students with listening, understanding, reading, speaking, and writing experiences designed to prepare students for success in their future English classes. Lessons are thematically organized into units that reflect surroundings and personal experiences. Basic grammar is incorporated into the themes.

ESL Math - one year**Prerequisite: permission of instructor/Learning Center**

This course will give students the background necessary for success in Algebra I. Variables, equations, number systems, simplification of polynomials, and applications will be studied. This course is designed for monolingual Spanish speaking students. Materials will be available in Spanish, and learning will be computer oriented. A bilingual parapro will assist students.

Este curso les ofrece a los estudiantes las destrezas matemáticas necesarias para tener éxito en Algebra I. Se estudiarán los variables, las ecuaciones, los sistemas numéricos, la simplificación de los polinomios, y las aplicaciones. Este curso es para los estudiantes monolingües en español. Los materiales estarán disponibles en español, y el aprendizaje se llevará a cabo con las computadoras. Habrá un asistente bilingüe para ayudar a los estudiantes.

Varsity Singers - one year - Junior High

Varsity singers is an audition only choir and is open to eighth and ninth graders with permission of the instructor. This group performs numerous times during the course of the year aside from the four scheduled performances. The level of music is more difficult than that of the other choirs and vocal technique along with music theory is an integral part of the class.

Concert Choir - one year

This is a select auditioned large mixed choir. Concert choir will take an annual spring tour and year-long membership is required. Vocal technique, phrasing, and sight-reading will be emphasized. The level of music is more difficult than that of the other choirs including four to eight part harmony. This group performs numerous times during the course of the year aside from the four scheduled performances.

Bass Clef I and II - one year

This course will provide the student with an opportunity to learn and perform choral music of different styles in a men's ensemble. Students will work on a wide variety of music themes and styles such as 50's music, Barbershop, and men's choral including unison to four-part singing. Special emphasis will be placed on working together as a team and being supportive of one another.

EHS Strings

EHS Strings is a course designed for students who have participated in an orchestra before high school enrollment. course offers various strings techniques. Orchestra music with a large number of parts will be prepared along with smaller ensemble and solo pieces.

Beginning Drama - one semester - fall and spring

Beginning drama is a study of basic acting fundamentals of voice and movement, of characterization, of imagination and concentration, of stage basics, of theater relationships, and of theater history; students will participate in theater games, pantomimes, improvisations, scenes, and a play. Fundamentals of acting will be employed when the class members present their final major project, a play for the elementary school. (Fill graduation requirement, but will only be accepted by colleges as a fine arts credit.)

Advanced Drama - one semester - spring

Advanced drama is a study of advanced techniques of voice and movement, characterization, theater relationships, of theater history, of the physical stage, of script construction, and of play production. Advanced drama is designed for students who have taken the beginning drama class or who have been in extra-curricular productions and have some stage experience. Students who are interested in other aspects of drama, i.e., stage management or lighting, may also enroll in the class with special permission. The focus of the advanced drama class is upon development of the individual actor through more refined acting techniques and exercises. The students also work with individual monologues for audition purposes and are exposed to formats for auditioning. Student scenes are videotaped and used for evaluative purposes. (Fill graduation requirement, but will only be accepted by colleges as a fine arts credit.)

Advanced Art - one semester - spring

Prerequisite: successful completion of Drawing and Painting or instructor's permission

Advanced art is a study in painting and print making. Skills will be developed in air-brush, silk-screen, and computer graphic techniques.

Photography - one semester - fall and spring

Students taking this class will learn to take pictures, develop film, use enlargers to make prints, and learn the basics of photographic technique.

Advanced Horticulture III and IV - one year

Students taking this course will develop an understanding of the history of apple production, understand the propagation of apples, demonstrate the techniques of proper pruning, understand the concepts of plants fruit trees, develop an understanding of pest control, develop an understanding of growth regulators, demonstrate ability to do proper thinning, understand and demonstrate the ability of harvesting fruit, demonstrate an understanding of packing and storage, and demonstrate an understanding of marketing fruit. *This course may satisfy science requirement.*

Small Engines Technology - one semester - fall and spring

This course covers the fundamentals and principles of mechanical theory and the application of power. The internal combustion engine is studied, rebuilt, repaired, and operated in the classroom and shop facility. Each student is required to have a small engine to actually work on. Approximately six weeks of classroom instruction and twelve weeks of actual hands-on work in the shop area.

Principles of Technology - one year

This is a one year course designed to prepare students more effectively for technical careers. The complexity and change of modern technology requires training that is applicable to more than one job. Students will understand the mechanical, fluid, electrical, and thermal principles on which modern equipment operates. It is an alternative course to traditional science classes including physics. The program provides the basic understanding of physics in a mechanical, hands-on approach. *This course may satisfy either the math or science requirement.*

Accounting II - one semester - fall and spring**Prerequisite: Accounting I with a "B" grade or better.**

Accounting II is an extension of Accounting I. There are many more advanced accounting practices and concepts that are learned including but not limited to: accounting for partnerships and corporations, accounts receivable, accounts payable, payroll and a variety of other topics. Successfully earning credit in Accounting II can be applied to either an occupational credit or math credit. Leadership opportunities are available and encouraged through F.B.L.A. *This course may satisfy a math requirement.*

Computer Application - one semester - fall and spring**Prerequisites: Keyboarding with a "C" grade or better.**

Learn to use word processing, database, and spreadsheet applications while managing and operating your own company. Whether you will be involved in managing a company or maintaining the household budget this class will show you how to use the computer to get the job done easier. Computer Business Management is a great follow-up to accounting or keyboarding and a must for those students interested in majoring in any business or financial field. Leadership opportunities are available and encouraged through Future Business Leaders of America (FBLA).

Business Law - one semester - fall and spring**Prerequisite: must be a junior or senior**

Business Law is a class which helps students develop an appreciation for law and a practical understanding of the legal framework within which individuals function. The law will be reviewed as it relates generally to society and then particularly to the citizen, the minor, the consumer, and the business community.

Building on this foundation, students should become knowledgeable in the remaining areas of instruction--contracts, consumer issues, employment, renting and owning property, family living. Additional coursework in preventive law will expand students' understanding relating to crimes, torts, law enforcement and the court system. Students will find that rules may apply both in business and in personal relations. Freedom of choice places on each person the responsibility to make wise and ethical decisions. This course is designated as a consumer/occupational credit or a social studies (Rights and Responsibilities) credit. Leadership opportunities are available and encouraged through F.B.L.A. *This course may satisfy Rights and Responsibilities requirement.*

Marketing - one semester - fall and spring

Marketing assists students in developing those skills identified by business and industry as being essential to successful employment in a variety of marketing, management, and business occupations. The class emphasizes the foundation skills in communication--written, oral, interpersonal, nonverbal, and listening. Specific training in persuasive communication, the selling process, and customer service will also be included. The class provides employability training, along with focused attention on problem solving, work ethics, and leadership development. Leadership opportunities are available and encouraged through F.B.L.A.

Applied Communication - one semester - fall and spring**Prerequisites: Keyboarding; must be a junior or senior**

The goal of Applied Communication is to promote the acquisition of quality communication skills in the areas of reading, writing, listening, and speaking. Students will also acquire skills in problem solving, goal setting, conflict resolution, team building, and presenting a professional image. In addition, students will be assisted with understanding communication styles, using communication technology, and improving interpersonal communication skills. This class is designated as an English or an occupational credit. Leadership opportunities are available and encouraged through F.B.L.A. *This course may satisfy the English requirement as an English elective.*

Child Development I and II - one year

Child Development is designed to study a variety of topics regarding children such as their social and emotional growth, the importance of play, their nutritional needs, and other influences that affect children's growth and development. As an integral part of the class, high school students will participate in the Wee Wildcat Preschool. High school students will be selecting, directing, and evaluating activities for three to five year old children.

Advanced Child Development - one semester - fall and spring

Prerequisite: completion of one semester of Child Development plus instructor's permission

Students who have completed one semester of child Development may take this course. They will work in the Wee Wildcat Preschool each of the three days the children attend school. On Monday and Friday students help plan for and organize materials for preschoolers under the direction of the high school teacher and the preschool paraprofessional.

Clothing - one semester - fall and spring

Clothing is a class designed to study a variety of topics concerning clothing selection, care, and construction. Students will have the opportunity to construct a variety of garments and projects.

Food and Nutrition - one semester - fall and spring

Food and Nutrition is designed to provide fundamentals and skills needed for planning, preparing, and serving attractive, nourishing meals in terms of health and income. This class includes cooking terminology, kitchen management, food preparation, and nutrition with emphasis on the new dietary guideline. Other topics included are food safety and sanitation, eating disorders, and food buying and comparison shopping.

Cross Age Tutor - one semester - fall and spring

Prerequisite: junior or senior standing, *must be able to provide own transportation*

Cross Age Tutor is a program open to juniors and seniors who are interested in a people-oriented, service-centered experience, and would like to contribute to worthwhile learning experiences with elementary and middle school aged children.

Students will be assigned to a cooperating teacher in an elementary or middle school where they will work as a teacher's aide. The major portion of the high school student's time is spent in the classroom working with children under the cooperative teacher's directions and guidance. They will be helping children individually, and in small and large group.

Healthy Lifestyles - one year

This class will provide a team effort for students between the physical education and the home and family life departments. The class will emphasize information and experiences which promote healthy lifestyles. The focus will be on healthy food choices, preparation techniques, and lifetime activities. *The class may fulfill the requirement of one year of sophomore physical education or one year of Voc/Tech credit.*

Computer Aided Drawing (Architecture) - one semester - fall and spring

This course is designed to provide training in the functions of AutoCad software as it relates to architectural design and its related fields. The course is taught with a realistic hands-on approach benefiting both career oriented and college bound students. AutoCad 2-D commands, their applications, and how to effectively use them to produce working drawings will be taught in this course. Program content will consist of directed practice exercises in AutoCad designing; floor plans, house section views, foundation plans, detail plans, plot plans, perspective views, etc. Students interested in architecture, interior design, landscaping, engineering, drafting, construction, or for future home ownership should take this course. The AutoCad software used in this course is the same used in industry and will provide the student with a direct school to work transition. *This course may satisfy fine arts requirement.*

Welding Technology I and Welding Fabrication - one semester - fall and spring

This course is designed to provide students with knowledge and skills in technical welding related fields. The course is taught with a realistic hands-on approach benefiting both career oriented and college bound students. Program content will consist of hands-on activities to include instruction in the following: oxyacetylene welding, arc welding, MIG welding, TIG welding, and metal fabrication areas. Students will demonstrate their acquired knowledge by producing projects in each of the content areas. Students interested in engineering, drafting, material science, machining, welding, construction and other metals related fields should take these courses.

Metals Technology III and IV - one semester - fall and spring

This course is designed to provide students with knowledge and skills in technical metals related fields. The course is taught with a realistic hands-on approach benefiting both career oriented and college bound students. Program content will consist of hands-on activities to include instruction in the following; metal machining, foundry, welding, blueprint reading, hand-tools, sheet metal, computer usage CNC, and many more areas. Students will demonstrate their acquired knowledge by producing projects in each of the content areas. Students interested in engineering, drafting, material science, machining, construction, and other metals related fields should take these courses.

PHYSICAL EDUCATION

Freshman Physical Education and Health - one year - Junior High

The physical education program stresses the knowledge of rules, the demonstration of physical skills, and the fundamentals of personal fitness through participation in lifetime fitness activities. Team, dual, and individual activities are balanced into the program. Examples of activities are: soccer, archery, bicycling, pickleball, gymnastics, tennis, team handball, track, cross-country, volleyball, basketball, golf, weight training, wrestling, softball, dance, aerobics, and badminton. The health program encourages students to clarify their values and make decisions. Students are challenged to develop a more positive self-image and to develop greater self-awareness as well as an awareness of relationships with others. First aid training is also included. The health program, at this time, is part of the physical education curriculum.

Lifetime Sports - one semester

Students will be exposed to a variety of individual and dual sports that will provide lifetime carry over value. Four units are taught in a semester. Each unit of instruction runs between four to five weeks in length. The first semester will include in-line skating, tennis, badminton, and pickleball. The second semester offers swimming/diving/snorkeling and first aid, dance, bowling, and golf. There will be mandatory fees for bowling and golf.

Team Sports - one semester

This class offers a variety of team activities throughout the year. Four units are taught in a semester and each unit of instruction runs between four to weeks in length. The first semester will include Ultimate Frisbee, flag football, karate, and tumbling. The second semester will offer basketball, volleyball, soccer, and softball.

Weight Lifting/Conditioning - one semester

Weight Lifting/Conditioning is a co-educational class primarily for those individuals who are interested in developing their muscular and cardiovascular systems. Weight lifting will be on Monday/Wednesday/Fridays and cardiovascular conditioning Tuesday/Thursdays. Cardiovascular conditioning will include running and lap swim the first semester and step aerobics/water aerobics and biking the second semester.

Healthy Lifestyles - one year

This class will provide a team effort for students between the physical education and the home and family life departments. The class will emphasize information and experiences which promote healthy lifestyles. The focus will be on healthy food choices, preparation techniques, and lifetime activities. *The class may fulfill the requirement of one year of sophomore physical education or one year of Voc/Tech credit.*