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A Model Student Personalized Education Plan into a Portfolio through the Use of Career Pathways in South Kitsap High School

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A Model Student Personalized Education Plan into
A Portfolio through the Use of Career Pathways
In South Kitsap High School

A Project Report
Presented to
The Graduate Faculty
Central Washington University

In Partial Fulfillment
Of the Requirements for the Degree
Master of Education

By
Charla R. Cole
July, 1998

A Model Student Personalized Education Plan into
A Portfolio through the Use of Career Pathways
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The purpose of this project was to create a Personalized Education Plan and Portfolio system to support secondary students to acquire the skills necessary to ensure employment in South Kitsap High School Port Orchard, Washington. To accomplish this purpose, current research and information related to Personalized Education Plans and Portfolios were reviewed. Additionally, career pathways were established, personal data, resume, individual career planning portfolio, and career goals inventory review worksheets were adapted and developed.

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CHAPTER ONE

Background of the Study

Introduction

“The time is right in education for change and restructuring. As a nation, state, and local community we realize that the needs of our young people are of paramount importance. We see that their future, and our future depends on the education we give them. As educators, parents, business persons and community members we have established new partnerships that demonstrate renewed commitments to all students. Tech Prep and related school-to-work initiatives that require us to examine and evaluate our present educational structure will help us continue to make the needed changes that benefit our students and our nation’s future.” (Wacker, 1993: pg. 1)

A large part of the recommendation in our nation’s educational system must center on the current state of affairs in middle schools and high schools, as demonstrated by the previous quote. Few people who would argue with the assertion that the goal of secondary schools is to develop responsible citizens and prepare students for future employment. To validate this point, according to a recent report presented by “The Secretary’s Commission on Achieving Necessary Skills” (SCANS), more than one half of our nations students have graduated without proper knowledge or skills necessary to find and accommodate a successful job.

As students graduate with lower skill levels, they face the menace of low wages that ultimately stifles their motivation to strive for professional success. “A dispassionate

look at public secondary education today reveals that both academic and vocational courses as traditionally taught are missing the mark of preparing tomorrow's technicians for tomorrow's world." (Hull and Parnell, 1991) As suggested by a number of experts in education and business, the current educational system that is being utilized in most of our American schools must be reformed to meet the growing needs of our students and businesses.

Purpose of the Project

The purpose of this project was to create a Personalized Education Plan and Portfolio system to support secondary students to acquire the skills necessary to ensure employment upon graduation. To accomplish this purpose, orientation classes for sophomore students will help the integration of the Pathways model in design of student curriculum. The project was specifically designed for sophomore students and teaching staff at South Kitsap High School in Port Orchard, Washington.

Limitations of the Project

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

1. Scope: To develop a working link between the high school curriculum and students' transition to work. The activities of the Personalized Education Plan system developed for this study were designed for the use by sophomore students at South Kitsap High School, Port Orchard, Washington.
2. Research: The preponderance of research and literature reviewed for the purpose of this study has been limited to the past ten years and was identified through an Educational Resources Information Center (ERIC) computer search.

Additionally, ten (10)-selected institutions from throughout the United States were contacted and encouraged to share their information and materials.

Definition of Terms

Significant terms used in the context of this project have been defined as follows:

1. Applied Academics: The presentation of subject matter in a way that integrates a particular academic discipline (e.g., mathematics, science, or English) with personal workforce applications. (Chew, 1993)
2. Articulation Agreements: Written agreements between the local school system and the post-secondary institution that are signed early in the development stages of Tech Prep. Articulation agreements allow a student the opportunity to avoid duplication of coursework.
3. Authentic assessment: The student completes and demonstrates a desired behavior, in a real-life context. (Meyer, 1992)
4. Career Pathways: A curricular approach designed to build stronger foundations in employment skills, to provide opportunities for student choice, and an increase in competency levels. (Chew, 1993)
5. Competency Based Education: An “educational system that emphasizes the specification, learning and demonstration of those competencies (knowledge, skills, and behavior) that are of central importance to a given task, activity, or career. Competency-based education is designed to prepare youth to successfully transition to post-secondary employment and education.” (Lindner, 1994)

6. Integration: A term applied to the type of learning in which a student tries to see and internalize the logical relationships and interfacings of similar concepts, skills, and attitudes that exist across varied subject areas. (Forte and Schurr, 1993)
7. Internship: A supervised work-based learning experience (e.g., students use real world experiences to apply concepts and skills learned in the classroom) which links a student with an employer for a planned set of activities often designed to give the student a broad overview of a business or occupational field. (Lindner, 1994)
8. Job Shadowing: An opportunity for a student to follow a worker for a few hours through a typical sequence of activities so the “shadower” learns many of the skills and tasks required in that occupation. (Lindner, 1994)
9. Mentorship: Trusted and experienced supervisors or advisors who have personal and direct interest in the development and/or education of younger or less experienced individuals. (Linder, 1994)
10. Portfolio: A portfolio is a collection of samples which communicate interests and give evidence of talents and that show others what you have accomplished, learned, and produced. (Kimeldorf, 1994)
11. School-to-Work Transition: An initiative that strives to ensure that today’s young people are adequately prepared for the future workforce within states and the nation. (Chew, 1993)
12. Tech Prep: Tech Prep is a transition from school-to work and school-to-school. Tech Prep links the high school curriculum with the curriculum of a community or technical college to produce skilled graduates of high productivity in today’s globally competitive workforce. (Barone, 1995)

CHAPTER TWO

Review of Related Literature

&

Information Obtained from Selected Schools

Introduction

The purpose of this project was to create a Personalized Education Plan and portfolio system to support secondary students to acquire the skills necessary to ensure employment upon graduation. To accomplish this purpose, current research, and literature on Personalized Education Plans, performance assessments, career pathway models, and model portfolios from the state of Washington and the nation were reviewed. The review of research and literature summarized in Chapter two has been organized to address:

1. Personalized Education Plans
2. Career Pathways
3. Portfolio Models
4. Performance Assessment
5. Portfolio Assessment
6. Summary

Personalized Education Plans

Producing Personalized Education Plans and portfolios will pose a significant challenge to the education field. The purpose of the Personalized Education Plan was to develop a formal educational plan for students that will enhance their academic and career aspirations. Personalized Education Plans (P.E.P.) establish goals, organization, visualization, and meaning to a student's course selections. Throughout their P.E.P. and portfolios, students will be allowed flexibility to develop their individuality as they work through their chosen Pathway. Flexibility affords the student an opportunity to experience various career Pathways before choosing to pursue their optimum career choice.

Throughout the development of Personalized Education Plans, students, teachers, parents, counselors, and Pathway advisors assume a personalized role with their students. They strive to understand individual characteristics, strengths and weaknesses, and ways to facilitate a total quality learning environment. Teachers diagnose the current readiness, learning styles, and cognitive/affective skills of each student (Georgiades & Keefe, 1992). Teachers who are successful in providing a valuable Personalized Education Plan for students will incorporate constructive communication, reinforce student productivity, monitor student achievement, and assist students in how to best use their time and skills for success. Georgiades & Keefe (1992) believed that teachers became a vital commodity in assessing a student's learning style, their history, academic performance, and career aspirations. Personalized Education Plan is a plan, which allows the students to learn more about themselves and at the same time coordinate a personal history leading to a job specific resume. As students work through their P.E.P., they

should aim to succeed beyond the minimum competencies established by their school district. The goal was to provide all students with options that would help them learn and gain the skills needed to compete in our changing world. (Billings, 1995)

In formulating Personalized Education Plans, school districts need to be willing to listen to the independent needs of students, parents, teachers, career counselors, and community business personnel. In developing a comprehensive P.E.P., districts will need to accommodate the needs of their ESL students, their Home Study students, their Special Need students, and their post-secondary articulation students (Running Start). Once the P.E.P. has been completed, students will work to construct their own comprehensive portfolio to be used in compiling their best works to represent their learning.

Career Pathways

School-to-Work Opportunities Act (STWOA) of 1994 (Public Law 103-239) provided a national framework to help states and local communities develop comprehensive school-to-work transition programs to prepare all students for work, further education, and to increase their opportunities to enter high-skill, high-wage careers. As part of Education Reform and School-to-Work Transition initiatives, a restructuring of secondary education curricula provides pathways allowing students to choose from a variety of business or career pathways. Pathways allow for integration of the vocational and academic curriculums to work together in articulating a more versatile and applicable secondary education for students. Rather than preparing students at the high school level for entry-level skills in specific occupations as traditionally done in the vocational courses, School-to-Work and Pathways now provide students with broader skills and understanding needed in a cluster of occupations (Owens, 1995). School-to-

Work programs included “connecting” activities, which are activities such as; post-program planning, service coordination, and evaluation of post-program outcomes.

These activities help students’ bridge school and work-based learning opportunities while they are in high school and post-secondary learning opportunities once they leave school.

In the state of Washington, career pathways are divided into various configurations, and schools then try to furnish students with a core curriculum and suggested electives considered necessary for their chosen pathway. Although students generally choose their desired pathway in the tenth grade, they are empowered to choose alternative pathways throughout high school.

Two questions most commonly asked about pathways are, “What is pathways?” and “Why pathways?” The South Kitsap School district in the state of Washington, responds to these questions as follows:

“What is pathways?”

- ◆ Tenth grade Pathway Introduction program
- ◆ Personalized Education Plan
- ◆ Student Assessment for planning
- ◆ Job shadowing, mentoring, and internships
- ◆ Ongoing parent and community involvement

“Why pathways?”

- ◆ Pathways recognizes and emphasizes the importance of basic skills
- ◆ Students will possess solid academic and occupational skills
- ◆ Increase student motivation to learn
- ◆ Connects education to student’s interests and goals

- ◆ Provides relevant, practical hands-on activities
- ◆ Links the local high schools with the community
- ◆ Increases accountability for student learning

There are currently a number of school districts in the state of Washington that has implemented the Career Pathway model to provide proper School-to-Work transition for their students. Within a given school district, common career pathway designations have been created with the following most typical titles:

1. Arts and Communication
2. Business and Management
3. Engineering, Science, and Technology
4. Environmental and Natural Science
5. Health and Medical Services
6. Social and Personal Services

School districts have developed brochures, pamphlets and video taped examples that they send home with students and mail to community businesses, community leaders, government agencies, and college and university personnel to explain why pathways is being implemented, and what pathways will provide for students. Through these public campaigns, more and more students, parents, businesses, and community personnel become aware of the improved quality and versatility in local education. Students within their given school district selected core and elective courses in relation to a career pathway of interest instead of selecting courses at random or taking courses that they hear are easy, or courses their friends take for purely social purposes.

One of the most critical elements of the pathway model has been the involvement of the business community, better known to pathways as Business Partnership. It has been established that if our schools are to produce people with the skills our employers and employees need, the schools must know from employers what skills to teach and what standards to meet (High Skills, High Wages: Washington's Comprehensive Plan, 1994). Employers are wanting graduates to demonstrate their proficiency on state-of-the-art equipment in performing specific tasks at the worksite, but to perform those skills effectively, these graduates will need to obtain on-the-job experiences that will help them develop their skills. Work-based learning lies at the core of an effective school-to-work program. Work-based learning opportunities have been provided through a variety of structured work experiences. The primary purpose of these experiences was to provide students with broad, transferable skills in basic workplace competencies, job-related social skills, and higher-order thinking skills.

A pathway partnership has provided an opportunity for students in their respective school districts to spend approximately three hours in the tenth grade with one or more employees at a business, non-profit organization, or government agency. The objective has been to provide the student with an opportunity to learn as much as possible from an employee working in a field in which the student has communicated an interest. By participating with the worker, the student should get a first-hand overview of what adults do in the world of work.

Throughout the partnership, host employers have been encouraged to perform normal work activities with a willingness to talk to students about their work and its significance in the organization. It is highly recommended that the students ask questions

of their host employer, so they can get a real sense of their work experience. Students are not expected to perform any type of work while on the job-site, but are expected to get involved in opportunities that allow for a brief hands-on experience so to better appreciate that specific job.

Implementation of the pathway partnership plans has varied from school district to school district, but research has provided some common threads in starting a business partnership. The following is a list of action plans:

- ◆ Expand career awareness, exploration and assessment
- ◆ Provide training for teachers and staff to design curriculum revisions
- ◆ Adopt curriculum revision strategies to maximize efforts that have already begun and expand on their experience
- ◆ Expand the number of guidance counselors and the frequency of guidance counseling contacts with participating students and provide labor market information for the guidance counselors to use in helping students choose career paths at an early age

The strength of the partnership is dependent on the strength of the individual organizations in the partnership and on the commitment of the executives of the program. Success comes when the students have been provided with relevant occupational experiences in their career interest fields, when students have been engaged in a small time-on-task experience, and an opportunity for students to learn about other career opportunities related to their particular career interest (Wacker, 1993).

Parental involvement in the career pathway model has been equally important. Research overwhelmingly demonstrates that parent involvement in children's learning is

positively related to achievement. Parents play one of the most essential roles in the educational process. They provide the environment in which students learn the discipline and the dedication needed to be successful, not only in school but also in life. Parents must instill in their children a deep respect for hard work, achievement and learning (Bernhardt, 1994). As parents begin to understand the value and importance of their children in transition to the world of work, pathways gains a more valued step in the community. Parental input and communication has been crucial when school districts start to engage in extensive school improvement efforts, such as pathways. Parents become part of the foundation that represents different points of view. Their opinions about how to educate students need to be heard, and they need to be kept informed along the way as changes in curriculum occur.

Parents need to serve on committees, action teams, and attend advisory meetings. They provide information from the community' perspective as well as their own. Parents' help in establishing a cohesive partnership by making decisions, clarifying needs, and becoming the informed advocate for activities in the school.

Portfolio Models

Teachers have made a commitment to instruct in ways that strengthen people, that expand their ability to learn intelligently and responsibly (Harmin, 1994). The existence of portfolios diminishes disconnection between courses and what is learned and what happens in real life. To make sure that this disconnection doesn't take place, the portfolio can be created with three purposes in mind: (Harmin, 1994)

1. To organize and integrate the whole of a students' work, so that teachers can clearly track their progress and interests.

2. To reflect on current experiences and the choices ahead, so students' can maximize the amount and the relevance of his/her learnings.
3. To keep work completed in a coherent and tangible form, so students' progress can be communicated to their parents, counselors, and other teachers.

It is important to remember that portfolios have been tools used to document competence of skills and abilities of individual students (Barrow, 1993). Portfolios have become a window into the students' head, a means for both staff and students to understand the educational process at the level of the individual learner (Paulson, Paulson, & Meyer, 1991). Portfolios, when constructed in a productive manner, become tools to inspire students to take command of their own learning.

There are various styles used in producing effective portfolios, but to create a comprehensive portfolio the following need to be present: (Bernhardt, 1994)

1. Large binders for storing the student produced information and projects.
2. Determine as a school, who will be the individual responsible for the storage and logistics of the portfolios.
3. Establish criteria for monitoring, progress, and products of the portfolios.
4. Set up each binder with dividers based on the criteria to be met by each student in compiling his/her portfolio.
5. Develop a baseline assessment or rubric in evaluating the portfolios.

6. Develop a systematic management system that specifies what goes into the portfolio, and how often it will be monitored and updated.

Once the groundwork has been established, the next task is to decide what pieces will go into the portfolio. It should be remembered that the purpose of the portfolio is to showcase learning. Therefore, portfolios can include such things as attitude surveys, interest inventories, informal assessments, writing samples, summaries of teacher observations, lists of books read, running records of reading, drawings, work samples that demonstrate emerging and learned skills, photographs of projects, and/or taped oral readings (Keefe, 1995).

Throughout the state of Washington and other states across America, there are numerous styles of portfolios implemented each year. There are ten selected institutions from throughout the United States that were contacted and encouraged to share their information and materials on portfolios. (Appendix A)

Performance Assessment

Accurate assessment of student achievement has been a challenge. As we look at standardized tests, teacher-made tests, performance assessment, authentic assessment, portfolios, and traditional assignments, such as daily work, term papers, speeches, and projects have been all ways to assess student learning. According to Cramer (1993), the multitude of assessment models to use is a quandary for many educators.

A good assessment system allows students and teachers to have a shared understanding of what constitutes good work. Assessment has been a lever for school reform and is grounded in shared values. Assessment has been a process that has its foundation in an array of arenas, such as; (Barrett, 1994)

- ◆ Conversation about student work to represent accomplishments.
- ◆ Development of common language in discussing accomplishments.
- ◆ Development of shared values and transparent criteria for evaluating student work.

Assessment takes on many forms, which serve not only the needs of the audience but also the needs of teachers in their evaluation of the curriculum and their course.

Summative forms of assessment—such as unit tests and final exams, provide teachers, administrators, parents, students, colleges, and employers with information about the effectiveness of learning at the end of a given period to time or unit of study.

Standardized assessment can be used for formative or summative reasons. Standardized assessment has provided accountability and rank order functions that allow students, school districts, states, and our nation to be compared in an egalitarian manner. Thus, it is not surprising that as we work in schools, we as educators feel pressured to show results. As stated by Sunstein (1992), the public wants to know who is winning the race, whom is moving faster toward the finish. Assessment has been used for individual purposes to chronicle continual growth and help in the establishment of future goals. It is important therefore, to understand the value of assessment and how each method of assessment can be used appropriately within the classroom or field of study.

Standardized tests are beginning to prove inadequate in assessing curriculum, student performance, and school district goals moving into the 21st century. Teachers have been challenged to develop a broad understanding of assessment and to produce assessment tools to evaluate student maturity and progress beyond that of a standardized test.

To evaluate those qualities generally outside the scope of the standardized tests, teachers are beginning to look more seriously at performance assessment. Performance assessment has traditionally been referred to as alternative or authentic assessment. Within the framework of this style of assessment, educators test students on their ability to perform a specific task rather than having them solicit answers from a given list. As an example, a student may be required to interpret information, speak in a foreign language, or conduct research on an assigned topic. Performance assessment requires the students to actively develop their approaches to the task under defined conditions, knowing their work will be evaluated according to agreed-upon standards. This assessment methodology requires the student to actively demonstrate what they know and tests their abilities in a more tangible environment. The essential learning goals of Washington State will use the authentic assessment style.

According to Chittenden (1993), performance tasks should be “worth teaching to”; that is, the tasks need to present interesting possibilities for applying an array of curriculum-related knowledge and skills. As school districts begin to tighten their budgets and cut back on conventional achievement tests, the performance assessment approach offers a practical alternative in promoting a better alignment of assessment and instruction. Assessment methodology that is tied closer to the classroom is becoming more and more popular. Interest in performance assessment and other types of open-ended, more naturalistic approaches to assessment has been a positive alternative in evaluating students and a school district’s curriculum. Traditionally, we have seen conventional practices of evaluating students that are completed annually, are multiple-choice, are based on a single setting, are norm-referenced, and are teacher-proof. As we

move toward performance based assessment practices, we have demonstrated assessment practices that are on-going accumulative, have open-ended formats, draw upon a variety of settings, provide theory referencing, and assessment that is teacher-mediated (Chittenden, 1993).

Curriculum development is important because it embodies a school's vision of what is most worthwhile for the students to learn. As stated by Fielding (1989), if a curriculum is narrow, disjointed, or trivial, no matter what other changes are made in the school, learning either will not improve, or will only improve in isolated classrooms. From Fielding's assumption then, one can conclude that system-wide improvements in learning depend on a high-quality and well-coordinated curriculum.

When educators make changes in curriculum without addressing the appropriate changes in the assessment process, students, parents, and the community may receive the wrong information about what is expected of them in the student learning process. Quality assessment programs provide educators with insight into an individual student's preparedness for a particular course of study, their learning strengths and weaknesses, and whether or not curriculum goals have been accomplished. When school-managed learning assessments embody challenging curriculum, they heighten the worth of a high school diploma.

Performance assessment has resulted in improved instruction and an increase in students' understanding of what they need to know and are able to do. Research suggests that learning how and where information can be applied should be the focal part of all curricular areas. Students demonstrate a greater interest and degree of learning when

they are compelled to organize facts around major concepts and actively develop their own understanding of the concepts in a wealth of references.

Portfolio Assessment

Portfolios have been an outstanding supplement to accommodate an already established curriculum. Zubizarreta (1994) believes that portfolios serve as a catalyst for substantive improvement in one's teaching philosophy, methods, and goals. Portfolios can provide external evaluators with selective and substantive information from a wide array of sources that will give evidence that students and teachers have performed to the best of their ability within the established curriculum framework. The challenge of portfolio assessment has been to implement a system that both supports sound instructional practice and the flexibility that such instruction requires. It also provides accurate information about students' capabilities that can be used to support important decisions (Reckase, 1995). In a performance-based assessment system, portfolios include physical evidence of students' ability to meet content standards and lifelong learning standards. Portfolio assessment is continuous, collaborative, multidimensional, grounded in knowledge, and authentic (Imel, 1993). Portfolio assessment is used by teachers to learn more about the strengths and needs of their own programs as well as the strengths and needs of their students. Portfolio assessment gives parents a profile of their children's performance, in way report cards can not. (Instructor, 1992). It also helps parents understand the current curriculum and how it enhances their student's education. Portfolio assessment encourages students to recognize successes, seek opportunities to fill gaps in skills, and gain confidence in preparing for work (Stemmer, Brown, & Smith, 1992). The use of portfolios encourages assessment to resemble real life, with the

students taking more responsibility for assessing their own progress. By its own nature, portfolio assessment supports positive student productivity.

Portfolio assessment is appealing to educators for various reasons, but one of the most valuable reasons is the distaste of standardized testing. Educators have found that the traditional means of testing students through standardized tests is too limiting and does not allow the student to demonstrate his/her ability to perform a given skill. Traditional tests have been criticized as being insensitive to local curriculum and instruction, and of assessing not only student achievement but also aptitude (Herman & Winters, 1994). It has been proven that the content of the tests too often determine what is being taught. Researchers have found that tests narrow the curriculum to basic skills rather than higher-order thinking skills (Black, 1993). Research has also indicated that if a student does well on a test, one of two things has possibly taken place. One, that the teacher taught to the test, and two the student did not learn anything valuable. Typically, portfolio assessment includes more informal observation, which should be used to gather data in open and unobtrusive ways during instruction (Lamme & Hysmith, 1991). Portfolios encourage students, teachers, and schools to focus on important student outcomes, provide parents and the community with credible evidence of student achievement, and highlight policy and practice at every level of the educational system.

Herman, Aschbacher, and Winters (1992) believed that assessment in portfolios exist only when (1) an assessment purpose is defined; (2) criteria or methods for determining what is put into the portfolio, by whom, and when, are explicated; and (3) criteria for assessing either the collection or individual pieces of work are identified. As defined earlier, portfolios should be collections of student work that are critiqued against

specific criteria in order to evaluate a student or a program. The contents of the portfolio is not what makes up the assessment; it is merely the device used in collecting valuable pieces of work that ultimately may or may not be evaluated. As teachers begin to evaluate an individual's work, they compare the child's current work to his/her earlier work. This evaluation should demonstrate the student's progress toward a standard of performance that is consistent with the teacher's curriculum and appropriate developmental expectations (Grace, 1995).

A portfolio is more than a folder—a portfolio embodies an attitude that assessment is dynamic, and the richest portrayals of teacher (and student) performance are based on multiple sources of evidence collected over time in authentic settings. We can define portfolios as an assessment method that takes selected evidence from multiple sources of students' work, demonstrating that they have learned critical tasks the teacher has defined (Wolansky, 1991). At the most structured level, the portfolio has been a collection of responses to a series of specified cues. At the unstructured level is a selection of work that is totally at the discretion of the student. It is valuable to implement the self-reflective component so that the student can evaluate the quality of his/her own work.

Portfolios should not be used to compare students, but should be used to document an individual student's progress. Teachers have used student portfolios to provide valuable information during parent conferences. The teacher and parent can view the concrete examples of a student's work, rather than trying to discuss the student's progress in the abstract. It is important that the assessment process involve the parents. Invite the parents to send to the school notes about what their student has done at home or

on vacations to validate their portfolio exercises (Lamme & Hysmith, 1991). With involvement by parents and counselors (at the secondary level), exploration of possible careers and college options can begin by mapping out courses and schedules, and by a summary of interest and aptitudes (Stemmer, Brown, & Smith, 1992).

In creating an effective portfolio, teachers have the task of writing performance objectives, selecting content, determining emphasis based on a table of specification, and identifying critical tasks to be learned. To make feedback possible, the teacher must ensure that the evidence, the analysis, and the interpretation of results are meaningful and useful to the student (Wolansky, 1991). Portfolios have provided a definite connection to the contents and personal histories of teaching and make it possible to record the unveiling of both teaching and learning over a specific period of time.

The goal of the portfolio system design is to collect the products of students' efforts that result from classroom instruction and to use those products to determine the students' skills and knowledge. A system for collecting students' work must be flexible enough to work within each program, while at the same time being structured enough to provide accurate assessment information. With these conflicting goals, it is necessary to create a system that will carefully balance the instructional and assessment needs of the entire system. The development of the work sample criteria is the component that must be most flexible. Here students create their portfolio work to demonstrate their academic capabilities to someone outside the classroom, whether it be a prospective employer, business leaders, labor, government, or a post-secondary institution (Stemmer, Brown, & Smith, 1992).

Portfolio assessment offers a humane, useful, and generative portrait of development (Wolf, 1989). Teachers who have decided to utilize the portfolio system in assessing students and programs have found themselves more involved in teaching their curriculum with excitement and enthusiasm. Teachers have found portfolios valuable in providing new strategies to upgrade their curriculum, as well as allowing them to collect valuable data as they work with individual student attitudes in their school-to-work transition. Teachers have found the portfolio assessment system promotes a shared approach to making decisions that will affect student's attitudes toward work and school in general (Grace, 1995). Using the portfolio assessment system affords teachers the opportunity to expand the horizons of the traditional classroom and to enlarge the focus of each student. Stemmer, Brown, & Smith (1992) believe that if successful, the portfolio assessment system would empower students to succeed in work or college, using an accurate portfolio displaying their true accomplishments.

Summary

The research, literature, and models reviewed in chapter two supported the following themes:

1. The purpose of the Personalized Education Plan was to develop a formal educational plan for students that will enhance their academic and career aspirations.
2. The Pathway model allows for integration of the vocational and academic curriculum to work together in articulating a more versatile and applicable secondary education for students.

3. Portfolios provide a collection of student generated samples that are coherent and tangible.
4. A good assessment system allows students and teachers to have a shared understanding of what constitutes good work.
5. Portfolio assessment not only assesses student performance, but also the development of curriculum and teacher performance.

CHAPTER 3

PROCEDURES OF THE PROJECT

The purpose of this project was to create a Personalized Education Plan and Portfolio system to support secondary students to acquire successful skill development and employment upon graduation. To accomplish this purpose, current research and information on model Personalized Education Plans and portfolios was reviewed.

Chapter 3 contains background information describing:

1. Need for the project
2. Development of support for the project
3. Procedures
4. Development of the Personalized Education Plan
5. Planned implementation of the project

Need for the Project

The idea for creating a Personalized Education Plan and portfolio system focusing on career goals was influenced by the following factors:

1. One out of four students do not complete high school.
2. Approximately 66 percent of high school dropouts come from the general education program.
3. 50 percent of those students entering universities drop out before graduating.
4. Lack of academic skills – basic and technical.

5. America has fallen behind in our school-to-work transition system in comparison to other advanced industrialized nations.

Development of Support for the Project

During the fall of 1997, the writer (Charla Cole) began to work with the administration, counseling staff, secretaries, and teachers in planning a career pathway system at South Kitsap High School. These individuals encouraged and supported the idea of developing a Personalized Education Plan for tenth graders that would lead to graduation portfolios and career goals. Through their recommendation, the Personalized Education Plan for tenth grade students will be developed and implemented in the fall of 1999 at South Kitsap High School.

Due to the influence and encouragement of the administrative staff, counselors, secretaries, and teachers, the writer purposed the development of the Personalized Education Plan and portfolio, emphasizing career goals for South Kitsap High School.

Procedures

To acquire background information regarding Personalized Education Plans and portfolios, research was gathered from multiple research articles, portfolio literature, and six Personalized Education Plan models currently in practice. These Personalized Education Plans were selected on the basis of their success in various school districts as well as from educational advertisements. Additionally, information was gathered from various career pathway models, and career interest surveys from school districts across the state of Washington, as well as other states in the United States.

Development of the Personalized Education Plan

After analyzing the data accumulated, a consensus determination was made by the administration and staff to establish an advisory committee to begin formulating the design of South Kitsap High School's pathway model focusing on career goals.

Brochures will be designed for the Pathways chosen for implementation at South Kitsap High School: (In Progress)

1. Arts and Communication
2. Business and Management
3. Engineering, Science, and Technology
4. Environment and Natural Science
5. Health and Medical Services
6. Social and Personal Services

Ensuing discussions took place between the advisory committee, the Pathway teams (which consisted of South Kitsap High School certified and classified staff), administrators, and business community personnel to develop rationale, structure, and outcomes for the South Kitsap High School Pathway model. As a result of continual collaboration, the Personalized Education Plan was formulated for incoming tenth graders to South Kitsap High School in the fall of 1999.

1. Rational for Personalized Education Plan:

To facilitate student educational and career needs through a series of activities and school opportunities, students will create an organized Personalized Education Plan that will support their learning goals, organize their courses into relevant clusters, and connect to post-secondary education and training.

2. Structure of the Personalized Education Plan:

- a.) Pathway Descriptions
- b.) Pathway Course List
- c.) Three Year Planning Matrix
- d.) Transcript History
- e.) Personal Data Sheet
- f.) Resume Worksheet

3. The Outcomes of the Personalized Education Plan:

- a.) Provide South Kitsap High School students with a common focus for planning, developing, and implementing curricular and career changes.
- b.) Academic and vocational programs no longer exist independent of one another, but are now integrated to provide valuable career awareness opportunities.
- c.) Structure course selections so that its pragmatic application and association to the world of work is an integral part of all courses.
- d.) Improve communication skills, academic success, thinking skills, and increase career opportunities.

Planned Implementation and Assessment

Upon entering South Kitsap High School as a sophomore, and taking the tenth grade Orientation class, students will take the COPS interest inventory test to assess their interests, experiences, and skills. There are over fifty different styles of assessments used across the nation today. South Kitsap High School has chosen COPS, because it is

designed to help students explore and plan three major areas of their life, work, leisure activities, and education or learning. COPS scores responses in relation to fifteen major clusters of interest. This will help students to identify which career, leisure, and educational goals best relate to their interests. Once the students receive their COPS results and have had the opportunity to discuss the information with their counselors, they will receive the course catalogue to begin formulating their course selections to best facilitate their academic and career interests. A key element that will be initiated by the counselors is to allow for flexibility and individuality towards the choosing of a given pathway. Students will then be allowed the flexibility to change their pathway as they change their career or interest focus upon nearing graduation.

The Personalized Education Plan presented in Chapter Four will be presented to the South Kitsap High School administration, faculty, counseling staff, community, and the business community in the fall of 1999. Hopefully, the Personalized Education Plan will be adopted and implemented in the tenth grade in January 2000.

CHAPTER FOUR

The Project

The Personalized Education Plan (P.E.P.) which was the subject of this project, has been presented in Chapter Four to represent the academic, personal, and career interests of the students at South Kitsap High School as they develop their portfolio towards graduation.

**PERSONALIZED EDUCATION PLAN
THROUGH CAREER PATHWAYS**

**SOUTH KITSAP HIGH SCHOOL
425 MITCHELL AVENUE
PORT ORCHARD, WA 98366**

INTRODUCTION PAGE

PERSONALIZED EDUCATION PLAN.....P3

1. Purpose
2. Available To
3. Flexibility
4. ESL Students
5. Home Study Students
6. Post-Secondary Articulation Credits
7. Special Needs

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2. Pathway Descriptions.....P7
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5. Transcript HistoryP15
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8. Individual Career Planning Portfolio.....P23
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APPENDIX

- A. List of Pathway Model Institutions
- B. South Kitsap High School Course Catalogue

UNIT ONE

PURPOSE AND BACKGROUND

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Background and Development of Performance Model	P4

PERSONALIZED EDUCATION PLAN

PURPOSE	Goal Setting, Organization, Visualization, and meaning to course selections geared towards academic, personal, and career interests.
AVAILABLE TO	Students, Parents, Teachers, Counselors, Pathway Teams, and Administrators.
FLEXIBILITY	Flexibility will allow for individuality in your chosen Pathway. Your chosen Pathway may change as you work toward graduation.
ESL STUDENTS	Summary of educational experiences prior to arrival in United States schools and/or transcript to be used for planning.
HOME STUDY STUDENTS	Records of educational experiences and credits earned any available standardized test scores, or assessment results.
POST-SECONDARY ARTICULATION CREDITS	Record of classes taken at post-secondary institutions or for post-secondary credit while in high school.
SPECIAL NEEDS	Curriculum that will meet the needs of Special Needs students in their development of life skills.

BACKGROUND AND DEVELOPMENT OF PERFORMANCE MODEL

Goals of HB 1820 (School-to-Work).

Through this project, extended efforts were made to provide a model where all secondary students are able to demonstrate core competencies and career or job readiness. This is accomplished through the integration of academic and vocational-technical education, with the development of Personalized Education Plans and connections in the community through our Pathways Partnership program. Post high school opportunities for students are communicated to students and parents beyond the traditional four-year options. With the establishment of Tech-Prep articulations with South Seattle Community College, Seattle Central Community College, and Olympic Community College, more students will have opportunities to further their education.

The project has also furthered efforts in conjunction with the Student Learning Improvement Grants to the South Kitsap secondary schools, and strengthened our goal of making connections for students between what they are learning in the classroom, to their lives outside of school, and to their future. Ten pathways were developed, Personalized Education plans designed, and working on establishing community connections.

The Pathways instructional model for the next five years (1999-2003) has included as one of the strands, School-to-Work. The need has been identified and a vehicle established to create a K-12 School-to-Work program.

Project Involvement of Guidance Counselors:

Counselors from the high school work with Jr. High School counselors and staff to prepare the incoming tenth grade students for the Pathways program and the planning process. Students and their parents are informed of the options available to them at the high school level, the rich array of curriculum that is available, and what students must do to prepare for future choices. Using the course catalogue and the three year planning sheet, students can now map out their three years of high school focusing on post secondary options. The course catalogue will be restructured to reflect the pathway model.

Articulation Agreement with Community or Technical colleges

South Kitsap High School has participated in the formal establishment of articulation agreements with South Seattle Community College, Seattle Central Community College, and Olympic Community College. These articulation agreements are based upon competencies and the academic requirements for students. It has been a beneficial process for secondary staff to work with community colleges to align a curriculum and develop program standards and competencies.

Collaborated with Business Partners

The most challenging component of the project will be to involve the business community in a meaningful program that will be an on-going effort. South Kitsap High School will be asking our business community to step up to the challenge by responding with some pilot sites in the coming year.

There will be a significant amount of preparation involved to prepare the students to

participate in the partnerships. Besides the selection and matching of student interests to employer, Internships/Mentorship need to be established with clear expectations for the business and development of the student training program. A professional package still needs to be developed to gather support and participation from the business community.

UNIT TWO

PATHWAY DESCRIPTION

&

COURSE LIST

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Transcript History	P15

PATHWAY DESCRIPTIONS

ARTS AND COMMUNICATIONS:

Programs of study related to the humanities and the performing, visual, literary, and media arts. These may include architecture, creative writing, film and cinema studies, fine arts, graphic design and production, journalism, foreign languages, radio, and television broadcasting, advertising, and public relations.

BUSINESS AND MANAGEMENT:

Programs of study related to the business environment. These may include entrepreneurship, sales, marketing, hospitality and tourism, computer information systems, finance, accounting, personnel, economics, and management.

ENGINEERING, SCIENCE, AND TECHNOLOGY:

Programs of study related to the technologies necessary to design, develop, install, or maintain physical systems. These may include engineering and related technologies, mechanics and repair, manufacturing technologies, precision production, and construction.

ENVIRONMENT AND NATURAL SCIENCE:

Programs of study related to the natural sciences. These may include earth sciences, environmental sciences, natural resources, and horticulture.

HEALTH AND MEDICAL SERVICES:

Programs of study related to the promotion of health as well as the treatment of injuries, conditions, and diseases. These may include medicine, dentistry, nursing, therapy and rehabilitation, nutrition, fitness, and hygiene.

SOCIAL AND PERSONAL SERVICES:

Programs of study related to economic, political, and social systems. These may include education, public administration, child and family services, religion, and social services.

ARTS AND COMMUNICATIONS PATHWAY

REQUIREMENTS:

English	4 Credits	Career Education	1 Credit
Math	2 Credits	Physical Education	2 Credits
Science	2 Credits	Restricted Elective	1 Credit
Social Studies (Senior)	1 Credit	General Electives	6 2/3 Credits
World History	1 Credit		
U.S. History	1 Credit	TOTAL	22 Credits
WA St. History	1/3 Credits	(equals 66 trimester classes)	

Required for Four Year State College:

(Refer to college of choice for requirements)

3 years College Prep Math, minimum Algebra $\frac{3}{4}$

2 years Science including 1 year Lab

2 years of one Foreign Language

1 year of Music or Art (may substitute .5 additional academic credit)

Recommended Courses:

Art	Computer Applications	Accounting 1,2	Yearbook
Foreign Language	Business Management	Theatre Arts	Orchestra
Information Processing	Graphic Arts	Video Production	Speech
Advanced Marketing	Record Keeping	Band Program	Journalism
Diversified Occupation			

Related Community Activities:

Art Galleries, Bremerton Symphony, Children's Art Festival, Community Choirs, Community Theaters, Music Festivals, ASB Activities, DECA, Drama, Fashion Shows, Stage Productions, Student Government, TV Productions, and Honor Society.

Education: High School or Vocational

Actor	Floral Designer	Bookbinder	Singer/Dancer
Composer	Display Person	Computer Assistant Layout	
Comedian	Desktop Publisher	Stagehand	Disc Jockey

Education: Technical, Community College or Apprenticeship

Actor/Actress	Artist	Athletic trainer	Disc Jockey
Drafter	Fashion Illustration	Free-lance Writer	Graphic Artist
Interior Decorator	Technical Illustrator	Musician	Photofinisher
Journalist	Radio Personality	Stage Technician	Sign Lang. Interpreter

Education: *4-Year College or University

Advertising Worker	Architect	Arts Management	Director
Educator	Curator	Critic: Art, Film, Music	Composer/Arranger
Journalist	Graphic Designer	Industrial Designer	Professional Athlete
Public Relations	Reporter	Writer/Poet	Radio/TV Announcer

BUSINESS AND MANAGEMENT PATHWAY

REQUIREMENTS:

English	4 Credits	Career Education	1 Credit
Math	2 Credits	Physical Education	2 Credits
Science	2 Credits	Restricted Elective	1 Credit
Social Studies (Senior)	1 Credit	General Electives	6 2/3 Credits
World History	1 Credit		
U.S. History	1 Credit	TOTAL	22 Credits
WA St. History	1/3 Credits	(equals 66 trimester classes)	

Required for Four Year State College:

(Refer to college of choice for requirements)

3 years College Prep Math, minimum Algebra $\frac{3}{4}$

2 years Science including 1 year Lab

2 years of one Foreign Language

1 year of Music or Art (may substitute .5 additional academic credit)

Recommended Courses:

Computer Applications	Applied Math	Accounting 1,2	Economics
Office Assistant	Leadership	Consumer Math	Record Keeping
Word Processing	Information Processing	Advanced Marketing	Diversified Occupations
Business Management	Business & Personal Law		

Related Community Activities:

DECA, Student Government, Campaign Volunteer, Key Club, School Publications, Honor Society, ASB Activities, Business Week, Youth Leadership Camp, and Boy's/Girl's State.

Education: High School or Vocational

Bank Teller	Cashier	Courier	Receptionist
Clerk Typist	Data Entry Operator	Grocery Clerk	Display Worker
Secretary	Library Assistant	General Office	Salesperson

Education: Technical, Community College or Apprenticeship

Advertising Worker	Court Reporter	Sales	Travel Agent	Appraiser (Insurance)
General Manager	Underwriter		Loan Officer	Bookkeeper
Secretary (Legal, Medical, etc...)			Account Clerk	Sm. Business Owner
Office Manager	Public Relations		Claims Adjuster	Stock Broker

Education: *4-Year College or University

Accountant/Auditor	Buyer	Business Executive	Economist
Educator	Business Manager	Education Admin.	Legislator
Financial Planner	Health Service Mgt.	Personnel Officer	Sales Manager
Stock Broker	Public Relations	Marketing Specialist	

ENGINEERING, SCIENCE, AND TECHNOLOGY PATHWAY

REQUIREMENTS:

English	4 Credits	Career Education	1 Credit
Math	2 Credits	Physical Education	2 Credits
Science	2 Credits	Restricted Elective	1 Credit
Social Studies (Senior)	1 Credit	General Electives	6 2/3 Credits
World History	1 Credit		
U.S. History	1 Credit	TOTAL	22 Credits
WA St. History	1/3 Credits	(equals 66 trimester classes)	

Required for Four Year State College:

(Refer to college of choice for requirements)

3 years College Prep Math, minimum Algebra $\frac{3}{4}$

2 years Science including 1 year Lab

2 years of one Foreign Language

1 year of Music or Art (may substitute .5 additional academic credit)

Recommended Courses:

Computer Applications	CADD	Diversified Occupations	Graphic Arts
Information Processing	Keyboarding	Advanced Marketing	Horticulture
Integrated Mechanics	Wood Tech.	Business Management	Landscaping
Automotive Technology	Record Keeping	Video Production	
Construction Technology	Computer Service/Repair		

Related Community Activities:

Science Club, Math Club, Stage Productions, School Productions, Video Productions, Honor Society, ASB Activities, Athletics, Business Week, Eagle Scout Project, Volunteer Firefighters, Key Club, Explorer Search and Rescue, and Boy's/Girl's State.

Education: High School or Vocational

Aircraft Assembler	Landscaper	Automotive Mechanic	Painter
Florist Assistant	Roofer	Gardener	Technician
Greens Keeper	Line Person	Nursery Worker	Welder
Grounds Keeper	Irrigation Technician		

Education: Technical, Community College or Apprenticeship

Aircraft Mechanic	Drafter	Forestry Tech.	Electrician
Greenhouse Technician	Surveyor	Building Inspector	Laboratory Tester
Health Technician	Surgical Tech.	TV Service Tech.	Engineer Tech.
Cooling/Heating System Technician		Radiological Technician	

Education: *4-Year College or University

Flight Engineer	Biochemist	Botanist	Educator
Biological Scientist	Forester	Robotics	Park Ranger
Landscape Architect	Physicist	Statistician	Urban Planner
Horticulturist	Biotechnologist	Technical Writer	Astronomer

ENVIRONMENTAL AND NATURAL SCIENCES PATHWAY

REQUIREMENTS:

English	4 Credits	Career Education	1 Credit
Math	2 Credits	Physical Education	2 Credits
Science	2 Credits	Restricted Elective	1 Credit
Social Studies (Senior)	1 Credit	General Electives	6 2/3 Credits
World History	1 Credit		
U.S. History	1 Credit	TOTAL	22 Credits
WA St. History	1/3 Credits	(equals 66 trimester classes)	

Required for Four Year State College:

(Refer to college of choice for requirements)

3 years College Prep Math, minimum Algebra $\frac{3}{4}$

2 years Science including 1 year Lab

2 years of one Foreign Language

1 year of Music or Art (may substitute .5 additional academic credit)

Recommended Courses:

Computer Applications	Leadership	Horticulture	Marine Biology
Accounting 1,2	Information Tech.	Physics	Record Keeping
Business Management	Marketing	Keyboarding	Environmental Science
Earth/Space Science	Chemistry	CADD	Wood Technology

Related Community Activities:

Key Club, Science Club, ASB Activities, Athletics, 4H, Environmental Activities, Kitsap County Land Trust, Kitsap Water Watchers, Marine Science Center, Parks Department, School Publications, and Honor Society.

Education: High School or Vocational

Florist Assistant	Greens Keeper	Nursery Worker	Technician
Irrigation Technician	Hatchery Worker	Line Person	Landscaper
Pulp/Paper Worker	Grounds Keeper	Surveyor's Helper	Gardener
Farm/Ranch Hand	Commercial Fisher	Soil Conservationist	

Education: Technical, Community College or Apprenticeship

Building Inspector	Health Inspector	Surgical Technician	Tree Farmer
Forestry Technician	Laboratory Tech.	Radiological Tech.	Fish Farmer
Greenhouse Tech.	Science Technician	Wastewater Tech.	Park Ranger
Golf Course Superintendent			

Education: *4-Year College or University

Agricultural Scientist	Biochemist	Biological Scientist	Educator
Biotechnologist	Landscape Architect	Urban Planner	Chemist
Marine Biologist	Forester	Environmental Specialist	
Statistician	Botanist	Engineer (all fields)	
Research Scientist	Geologist		

HEALTH AND MEDICAL SERVICES PATHWAY

REQUIREMENTS:

English	4 Credits	Career Education	1 Credit
Math	2 Credits	Physical Education	2 Credits
Science	2 Credits	Restricted Elective	1 Credit
Social Studies (Senior)	1 Credit	General Electives	6 2/3 Credits
World History	1 Credit		
U.S. History	1 Credit	TOTAL	22 Credits
WA St. History	1/3 Credits	(equals 66 trimester classes)	

Required for Four Year State College:

(Refer to college of choice for requirements)

3 years College Prep Math, minimum Algebra $\frac{3}{4}$

2 years Science including 1 year Lab

2 years of one Foreign Language

1 year of Music or Art (may substitute .5 additional academic credit)

Recommended Courses:

Computer Applications	Exploring Childhood	Lifeguarding	Psychology
Diversified Occupations	Advanced Marketing	Sign Language	Sociology
Business Management	Information Processing	Water Safety	Chemistry
Record Keeping	Athletic Medicine	Peer Tutoring	Physics
Food Science & Nutrition	Professional Media	Keyboarding	Speech
Environmental Science	Anatomy/Physiology		

Related Community Activities:

Key Club, ASB Activities, Athletics, Peer Tutoring, Babysitting, Head Start, Elderly Care Centers, Parks Department, Meals on Wheels, Campaign Volunteer, Student Trainer, Boy's/Girl's State, and Honor Society.

Education: High School or Vocational

Home Health Care	Aerobic Instructor	Child Care Worker	Janitor
Correctional Officer	Dental Assistant	Domestic Service	Firefighter
Garbage Collector	Host/Hostess	Law Enforcement	Lifeguard
Medical Assistance	Pharmacist Assistant	Recreation Aide	Nanny

Education: Technical, Community College or Apprenticeship

Cosmetology	Legal Assistant	Licensed Midwife	Paralegal
Dental Hygienist	Educational Assistant	Medical Lab Tech.	Reporter
Flight Attendant	Laboratory Tester	Health Technologist	Clergy
Surgical Assistant	Funeral Director	Case Worker	EMT

Education: *4-Year College or University

Medical Administrator	Health Therapist	Social Scientist	Audiologist
Occupational Therapist	Veterinarian	School Counselor	Educator
Probation Officer	Physical Therapist	Registered Nurse	Sociologist
Chiropractor	Dietician	Criminologist	Dentist

SOCIAL AND PERSONAL SERVICES PATHWAY

REQUIREMENTS:

English	4 Credits	Career Education	1 Credit
Math	2 Credits	Physical Education	2 Credits
Science	2 Credits	Restricted Elective	1 Credit
Social Studies (Senior)	1 Credit	General Electives	6 2/3 Credits
World History	1 Credit		
U.S. History	1 Credit	TOTAL	22 Credits
WA St. History	1/3 Credits	(equals 66 trimester classes)	

Required for Four Year State College:

(Refer to college of choice for requirements)

3 years College Prep Math, minimum Algebra $\frac{3}{4}$

2 years Science including 1 year Lab

2 years of one Foreign Language

1 year of Music or Art (may substitute .5 additional academic credit)

Recommended Courses:

Computer Applications	Accounting 1,2	Advanced Marketing	Sociology
Diversified Occupations	Record Keeping	Teacher Assistant	Psychology
Business Management	Information Processing	Peer Tutoring	Clothing
Video Production	Construction Trade	Athletic Medicine	Photography
Professional Medical	Cabinet Making	Sign Language	Speech
Food Science	Law Enforcement		

Related Community Activities:

ASB Activities, Athletics, Key Club, Peer Tutoring, Babysitting, Business Week, Elderly Care Centers, Blood Drive, Student Trainer, Student Store, Boy's/Girl's State, Volunteer Work, and Honor Society.

Education: High School or Vocational

Admitting Clerk	Corrections Officer	Politician	Supply Clerk
Private Investigator	Legal Secretary	Custodian	Home Health Care
Postal Worker	Security Officer	Bailiff	Child Care Provider
Legislator			

Education: Technical, Community College or Apprenticeship

Biomedical Tech.	Surgical Assistant	Clergy	Court Reporter
Dental Assistant	Funeral Director	Case Worker	Law Enforcement
Physician's Assistant	EMT	Firefighter	

Education: *4-Year College or University

Medical Administrator	Veterinarian	Anesthetist	Physician
Athletic Trainer	Counselor	Psychologist	Dietician
Criminologist	Biologist	Chiropractor	Educator
Registered Nurse			

PATHWAYS TO A BETTER LIFE

NAME:

STUDENT #

CLASS			ARTS & COMMUNITATION	BUSINESS & MANAGEMENT	ENGINEERING, SCIENCE & TECHONOLOGY	ENVIRONMENTAL & NATURAL SCIENCE	HEALTH & MEDICAL SERVICE	SOCIAL & PERSONAL SERVICES
FIRST TRI.	SECOND TRI.	THIRD TRI.	CLASSES	CLASSES	CLASSES	CLASSES	CLASSES	CLASSES
GRD 10								
	1	1						
	2	2						
	3	3						
	4	4						
	5	5						
	6	6						
	7	7						
GRD 11								
	1	1						
	2	2						
	3	3						
	4	4						
	5	5						
	6	6						
	7	7						
GRD 12								
	1	1						
	2	2						
	3	3						
	4	4						
	5	5						
	6	6						
	7	7						

Chart your pathway by placing your classes in the appropriate columns. Refer to the suggested courses listed for each Pathway in the South Kitsap High School Course Catalog.

SCHOOL OF RECORD

Washington State High Sch



SCHOOL NAME
SOUTH KITSAP HIGH SCHOOL

SCHOOL ADDRESS
425 MITCHELL AVENUE

CITY, ZIP CODE
PORT ORCHARD WA 98366

SCHOOL TELEPHONE
(360) 876-7318

DISTRICT NAME
SOUTH KITSAP SCHOOL DISTRICT

ENTRY		WITHDRL	
MO	YR	MO	YR
GRADUATION DATE			
MO	YR		

SOUTH KITSAP SCHOOL DISTRICT NO. 402

ACADEMIC RECORD

GRD. LEV.	MO.	YR.	COURSE TITLE	GRD.	CRED* EARN.	CRED. ATTP.	GRD. LEV.	MO.	YR.	COURSE TITLE	GRD.	CRED* EARN.	CRED. ATTP.
95/96 TRIMESTER 1													
			1588 LANG ARTS 9	B	0.5		1.1			051 SPANISH YR 1	C	0.33	
			2538 WORLD HIST	C	0.5		1.1			095 EXPLR CRAFTS	B	0.33	
			3543 GEN MATH 9	C	0.5		1.1			203 SOPH HON BIO	C	0.33	
			4530 PHYS SCIENCE	C	0.5		1.1			372 JR CPREP ENG	C	0.33	
			5530 PE 9	B	0.5		1.1			402 ALG YR 1	D+	0.33	
			9511 WOOD TECH	C+	0.5		1.1			454 SURV US HIST	C	0.33	
			GPA:2.383 CR EARN:3.00							GPA:2.099 CR EARN:2.00			
95/96 TRIMESTER 2													
			1589 LANG ARTS 9	A-	0.5		1.1			051 SPANISH YR 1	D	0.33	
			2539 WORLD HIST	C	0.5		1.1			125 BEG GRAPHICS	D	0.33	
			3544 GEN MATH 9	A	0.5		1.1			203 SOPH HON BIO	F	0.0	
			4545 MARINE SCI	B	0.5		1.1			372 JR CPREP ENG	F	0.33	
			6505 KEYBOARDING 1	D	0.5		1.1			402 ALG YR 1	F	0.0	
			7601 BEG ART	A	0.5		1.1			454 SURV US HIST	D	0.33	
			GPA:2.642 CR EARN:3.00							GPA:1.894 CR EARN:1.33			
96/97 TRIMESTER 1													
10			001 KEYBOARDING1	A	0.33		1.1			051 SPANISH YR 1	B-	0.33	
10			051 SPANISH YR 1	D+	0.33		1.1			080 INT PAINT/DR	B-	0.33	
10			170 SOPH PE	C+	0.33		1.1			083 CRMCS/SCLPTJ	D	0.33	
10			200 BIOLOGY	C	0.33		1.1			168 HEALTH	B	0.33	
10			367 SOPH ENGLISH	B-	0.33		1.1			372 JR CPREP ENG	C	0.33	
10			402 ALG YR 1	D-	0.33		1.1			454 SURV US HIST	C+	0.33	
			GPA:2.535 CR EARN:2.00							GPA:1.943 CR EARN:2.00			
96/97 TRIMESTER 2													
10			051 SPANISH YR 1	F	0.0								
10			187 SOPH SWIM	C+	0.33								
10			200 BIOLOGY	F	0.0								
10			367 SOPH ENGLISH	F	0.0								
10			402 ALG YR 1	D-	0.33								
10			462 WA ST HIST	F	0.0								
			GPA:2.138 CR EARN:0.67										
96/97 TRIMESTER 3													
10			051 SPANISH YR 1	NCO	0.0								
10			130 BEG PHOTO	NCO	0.0								
10			172 SOPH WEIGHTS	NCO	0.0								
10			200 BIOLOGY	NCO	0.0								
10			367 SOPH ENGLISH	NCO	0.0								
10			418 ALG YR 1 B	NCO	0.0								
10			M100013GEN ST TRANS	P	0.33								
10			PE00033HEALTH TRANS	P	0.33								
			GPA:2.138 CR EARN:0.67										
96/97 SUMMER SCHOOL													
10			HT1010 HT WA ST HIS	P	0.33								
10			HT1064 HT SOPH ENG	P	0.33								
			GPA:2.138 CR EARN:0.67										

W. H. ...
South Kitsap High School

SUMMARY BY TERM				GRADE TABLE		PREVIOUS SCHOOLS ATTENDED (Grades 9-12)				ENTRY		WITHDRL	
TERM MO. YR.	GPA	CRED* EARN.	CRED. ATTP.	GRADE POINTS	SCHOOL NAME	CITY	STATE	MO. YR.	MO. YR.	MO. YR.	MO. YR.	MO. YR.	MO. YR.
				A = 4.0									
				A- = 3.7									
				B+ = 3.3									
				B = 3.0									
				B- = 2.7									
				C+ = 2.3									
				C = 2.0									
				C- = 1.7									
				D+ = 1.3									
				D = 1.0									
				E or F 0.0									
				Not Used in GPA									
				P/F									
				CR/NC									
				S/U									

CUMULATIVE SUMMARY			
TOTAL* CREDITS	GPA CREDITS	GPA POINTS	CUM. GPA
	15.33	31.08	1.943

AUTHORIZATION SIGNATURE	
TITLE	DATE

UNIT THREE

PERSONAL DATA WORKSHEET

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PERSONAL DATA WORKSHEET

Name: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Telephone Number: (Area Code) _____

Birth Date: _____ Student Number: _____

Social Security Number: _____ Graduation Date: _____

+++++

TEST RESULTS: (Interest Surveys, College Entrance, Military, Other)

COPS: _____

IDEAS (Interests Determination, Exploration, and Assessment System): _____

Career Finders: _____

ACT: _____ ASVAB: _____

PSAT: _____ SAT 1: _____ SAT 2: _____

AP Exam(s) Subject Area/Score: _____

Other: _____

Other: _____

ACTIVITIES AND ACCOMPLISHMENTS 10-12 GRADE

10TH GRADE:

School Activities and Organizations:

- 1.
- 2.
- 3.

Honors and Awards: (Academic, Clubs, Athletics, and Community)

- 1.
- 2.
- 3.

Community Activities and Organizations:

- 1.
- 2.
- 3.

11TH GRADE

School Activities and Organizations:

- 1.
- 2.
- 3.

ACTIVITIES AND ACCOMPLISHMENTS 10-12 GRADE

Honors and Awards: (Academics, Club, Athletics, and Community)

- 1.
- 2.
- 3.

Community Activities and Organizations:

- 1.
- 2.
- 3.

12TH GRADE

School Activities and Organizations:

- 1.
- 2.
- 3.

Honors and Awards: (Academics, Club, Athletic, and Community)

- 1.
- 2.
- 3.

Community Activities and Organizations:

- 1.
- 2.
- 3.

UNIT FOUR

RESUME WORKSHEET

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South Kitsap High School
Career Center

RESUME WORKSHEET

A resume has basic elements that make a successful resume and becomes the actual sections of your resume. The first step in preparing your resume is to gather all the information about yourself and you're past accomplishments.

NAME AND ADDRESS:

NAME: _____

ADDRESS: _____

CITY: _____ STATE: _____ ZIP CODE: _____

TELEPHONE NUMBER: (Area Code) _____

OBJECTIVE: _____

EDUCATION:

SCHOOL NAME: _____

CITY: _____ STATE: _____ ZIP CODE: _____

GPA: (Optional) _____ EXPECTED GRADUATION DATE: _____

COURSE TAKEN RELATIVE TO THE POSITION YOU ARE APPLYING FOR:

- 1.
- 2.
- 3.
- 4.
- 5.

RESUME WORKSHEET, Continued

EXPERIENCE: List current or most recent position first.

(1) POSITION TITLE: _____

BUSINESS: _____

CITY: _____ STATE: _____ ZIP CODE: _____

DATES EMPLOYED: (Month and Year) _____

JOB DESCRIPTION: _____

(2) POSITION TITLE: _____

BUSINESS: _____

CITY: _____ STATE: _____ ZIP CODE: _____

DATES EMPLOYED: (Month and Year) _____

JOB DESCRIPTION: _____

(3) POSITION TITLE: _____

BUSINESS: _____

CITY: _____ STATE: _____ ZIP CODE: _____

DATES EMPLOYED: (Month and Year) _____

JOB DESCRIPTION: _____

RESUME WORKSHEET, Continued

OPTIONAL SECTIONS: Your choice of optional sections depends on your own background and employment needs. You may or may not want to use each area on your resume. Always use information that will help put you and your abilities in a noticeable light.

SKILLS: (Office skills, Computer, Repairing Equipment, Etc.)

- 1.
- 2.
- 3.
- 4.

PERSONAL SKILLS: (Organized, Quick Learner, Leadership, Etc.)

- 1.
- 2.
- 3.
- 4.

INTERESTS, ACTIVITIES, HONORS:

- 1.
- 2.
- 3.
- 4.

RESUME WORKSHEET, Continued
REFERENCES

References are not usually listed on the resume, but a prospective employer needs to know that you have references who maybe contacted if necessary. List three individuals who will speak positively about your abilities, job performance, and accomplishments. Check with whomever you list to see if it is all right for you to use them as a reference. It is important to include phone numbers where each reference can be contacted. Remind them that they may receive a call regarding a reference for a job.

REFERENCE: _____ **TITLE/POSITION:** _____

BUSINESS: _____

ADDRESS: _____

CITY: _____ **STATE:** _____ **ZIP CODE:** _____

TELEPHONE NUMBER (Area Code): _____

REFERENCE: _____ **TITLE/POSITION:** _____

BUSINESS: _____

ADDRESS: _____

CITY: _____ **STATE:** _____ **ZIP CODE:** _____

TELEPHONE NUMBER (Area Code): _____

REFERENCE: _____ **TITLE/POSITION:** _____

BUSINESS: _____

ADDRESS: _____

CITY: _____ **STATE:** _____ **ZIP CODE:** _____

TELEPHONE NUMBER (Area Code): _____

UNIT FIVE

INDIVIDUAL CAREER PLANNING PORTFOLIO

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INDIVIDUAL CAREER PLANNING PORTFOLIO

Career Skills Checklist: This checklist can be used to help insure that you have the skills to develop educational plans and career goals. When you are able to demonstrate specific skills, both you and a supervisor (counselor, teacher, business partner, and parent) will initial your checklist.

10th Grade Year

	<u>Student</u>	<u>Adult</u>
1. I am able to identify and pursue local job opportunity	_____	_____
2. I can employ job-search skills, and application skills	_____	_____
3. I have chosen a Pathway of study to follow	_____	_____
4. I have reviewed and updated my Personalized Education Plan	_____	_____
5. I am aware of my academic strength	_____	_____
6. I have planned three long-term goals	_____	_____

11th Grade Year

1. I consistently demonstrate positive job interviewing skills	_____	_____
2. I have reviewed and updated my Personalized Education Plan	_____	_____
3. I have reviewed my current educational plans and goals with my:		
a. Counselor	_____	_____
b. Teacher	_____	_____
c. Business Partner	_____	_____
d. Parent(s)	_____	_____

12th Grade Year

1. I have experienced one or more job, leisure, or educational experiences outside of South Kitsap High School that relates to my Pathway Model of study	_____	_____
2. I have discussed my post-high school goals/plans with my:		
a. Counselor	_____	_____
b. Teacher	_____	_____
c. Business Partner	_____	_____
d. Parent(s)	_____	_____

INDIVIDUAL CAREER PLANNING PORTFOLIO

Outlining your career goals in advance will assist you as you work to enter a successful career. Complete this portion of your portfolio, and make sure to evaluate it each year. Your career plans may change, allow for flexibility as you move towards your planned career.

Career Pathway is: _____

My Career Goals are:

A. Sophomore Year:

B. Junior Year:

C. Senior Year:

Interests and Skills Supporting My Pathway are:

1.

2.

3.

4.

5.

Additional Skills and Knowledge Needed to Fulfill My Pathway are:

1.

2.

3.

4.

5.

INDIVIDUAL CAREER PLANNING PORTFOLIO, Continued

By Participating in the Following Activities/Events, I will acquire these Skills:

- 1.
- 2.
- 3.
- 4.
- 5.

I Will Need a Degree, Certificate, and Special Training In to Achieve My Goal:

- 1.
- 2.
- 3.
- 4.
- 5.

My Educational Course of Study Will Be:

Tech Prep _____

Vocational/Technical _____

College/University _____

Combination of the above _____

INDIVIDUAL CAREER PLANNING PORTFOLIO, Continued

Careers/Jobs That Are Appealing to Me:

1. The career that would most interest me is: _____

2. Careers/Jobs that are beyond the traditional 9:00-5:00 are:
 - A.

 - B.

 - C.

3. Upon more occupational experience, I would like to start my own business:

YES	NO
-----	----

Suitable Employment Environment:

1. The environment that would be most suitable for me to work in would be:

2. I would least like to work in an environment that does not allow for me to:

CAREER SEARCH

I searched for career and job opportunities in the following manner:

- _____ Job/Career Fairs
- _____ Books/Magazines/Newspapers
- _____ Letters to business and professional organizations
- _____ Job Shadowing/Mentorship
- _____ Computer Software Information
- _____ Career Resource Centers
- _____ Military Recruiters
- _____ Job Interviews

CAREER GOALS INVENTORY REVIEW

As you advance through your schooling, you may find that your course and career interests will change. It then becomes important for you to review your Career Planning Portfolio at the end of each trimester, and school year. Upon reviewing your portfolio, it is important that your educational goals meet the goals that you have established for a possible career/job.

Take time to answer each of the following questions upon your portfolio review.

1. What new career/job opportunities have I researched this trimester/year?

2. Has my work experience this trimester/year influenced my career goals?

3. Why have my interests changed?

4. Do I need to change my educational goals to meet the demands of a new career opportunity? If so, what changes should I make?

5. Who have I discussed my career/job plans with: List their names as references.
 - A. Parents _____
 - B. Teachers _____
 - C. Counselors _____
 - D. Mentor _____
 - E. Business Partner _____

UNIT SIX

PATHWAY ASSESSMENT

&

EVALUATION

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PATHWAY ASSESSMENT

South Kitsap School District's school-to-work transition project, "Career Pathways", will deliver multiple measurable performance standards and outcomes for evaluation and accountability purposes. The project will mandate active involvement and support from students, staff, and community who will be evaluated by the following instruments and processes.

Accountability:

- Student dropout and referral decreases will be tracked with district dropout report.
- Increase student achievement will be reflected in student grades, standardized testing scores, competency scores, and portfolios.
- Special Needs students will be involved in "Career Pathways" and will be guided with Personalized Education Plans.
- Academic teachers will participate in planning with vocational instructors and become involved with the Pathways process.
- Each student will develop a portfolio that focuses upon their achievement in high school with plans for future.
- Increased student enrollment in high level math and science programs will be reflected in Personalized Education Plans and master scheduling requirements.
- Adherence to plan by students will be monitored by student scheduling changes
- Increase number of students involved in tech-prep programs will be monitored by counselors

Measurable Outcomes:

- Integration of academic and vocational curriculum
- Increased student achievement reflected by standardized test scores
- Lower drop-out rate
- Program enrollment increases in elective and academic areas
- Academic performance increase in overall GPA of entire student body
- Personalized Education Plans developed by staff
- Student Internships and Mentorship increased
- Restructuring of course catalogue (Wolf Tracks) to reflect “Career Pathways”

Evaluation:

The initial project has not been evaluated. Because of its long-term nature and beginning stages, the evaluation criteria will not be met. The project is viewed as a work in progress with many of the measurements needing one to four years to determine effectiveness.

CHAPTER FIVE

Summary, Conclusions, and Recommendations

Summary

The purpose of this project was to create a Personalized Education Plan and Portfolio system to support secondary students to acquire the skills necessary to ensure employment upon graduation. To accomplish this purpose, orientation classes for sophomore students will help the integration of the Pathways model in design of student curriculum. To achieve this purpose, research and literature on Personalized Education Plans, portfolios, career pathway models, and Tech Prep models were reviewed. Additionally, selected institutions from throughout the United States were contacted and encouraged to share their information and materials.

Conclusions

Conclusions reached as a result of this project study were:

1. Career Pathway models and the use of portfolios are at the forefront of educational reform, and have created a positive effect on curriculum and classroom instruction.
2. The Personalized Education Plan and portfolio may be a valuable tool for employers as they each seek quality employees out of South Kitsap High School.

3. A Personalized Education Plan and portfolio need to hold all participants accountable to high standards of academic and occupational achievement, and avoid the temptation to “dummy-down” expectations and services to students that historically have not been served well in general education programs.

Recommendations

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

1. Secondary students at South Kitsap High School have options for multiple pathways and time frames, provide reasonable accommodations, and support services.
2. A Personalized Education Plan and portfolio should be used as a model for professional organizations the state of Washington.
3. Every South Kitsap High School student seeking employment upon graduation will be able to produce a Personalized Education Plan and portfolio.
4. The Personalized Education Plan and portfolio system continues to grow and be refined in conjunction with the restructuring of the South Kitsap School District.

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APPENDIX A:

PERSONALIZED EDUCATION PLAN AND PORTFOLIO INSTITUTIONS

Bremerton School District
Bremerton, Washington

Central Kitsap School District
Silverdale, Washington

COIN Educational Products
Toledo, Ohio

DataTrakt
Bloomington, Illinois

Far West Laboratory
San Francisco, California

Northwest Tech Prep Consortium
Auburn, Washington

Renton School District
Renton, Washington

Spanaway Lake High School
Spanaway, Washington

Vancouver School District Consortium
Vancouver, Washington

Woodland High School
Woodland, California

APPENDIX B:

SOUTH KITSAP HIGH SCHOOL COURSE CATALOGUE



***South Kitsap High School
Course Description Catalog
1998-1999***

On Track

068 Adv. Integrated Mechanics

1 Year 10-11-12 1 Credit
 Prerequisites: Beg. Integrated Mechanics; teacher permission. This course is designed as an extension of the Beginning Integrated Mechanics course. The course will involve a stronger emphasis in the following areas: welding, drafting, building construction, project planning, and completion. Tech Prep approved.

040 Aquaculture

1 Year 10-11-12 1 Credit
 Water covers three-quarters of the Earth's surface. This resource produces both plants and animals that are used to feed the world. Aquaculture is the management of this aquatic environment to increase the harvest of usable plants and animal products. These production systems are part of an integrated industry that requires specialized product services. Aquaculturists include nutritionists, feed mill operators, pathologists, managers, processors, researchers and growers. We use these services to produce fresh and processed seafood, shellfish, and ornamental fish and plants. This class is designed to teach the principles of both fresh and saltwater aquaculture utilizing facilities located on campus. Students will be involved in the study, planning, operating, and management of a full scale aquatic ecosystem. Citizenship, leadership, and cooperation will be stressed throughout the instruction. This course may be taken for a lab Science credit. Tech Prep approved.

039 Landscaping: Design and Maintenance

1 Year/2 blocks 11-12 2 Credits
 Prerequisites: Beg. Ornamental Horticulture. As an introductory course, Landscaping: Design and Maintenance, fills an educational need for those who wish to enter the landscaping field as trained professionals. By following this curriculum, students progress from the basic principles of landscape design (installation and maintenance) to more specific - choosing enrichment items for the landscape and developing cost estimates. Students learn exactly what constitutes a well-balanced, attractive landscape in harmony with its surroundings, and how such a landscape is developed and maintained. Citizenship, leadership, and cooperation will be stressed throughout the instruction. Tech Prep approved.

AMERICAN SIGN LANGUAGE

Number	Title	When Offered		
		Fall	Winter	Spring
036	American Sign Language 1	Year-Long Class		
037	American Sign Language 2	Year-Long Class		
New Course	American Sign Language 3	Year-Long Class		

036 American Sign Language 1

1 Year 10-11-12 1 Credit
 American Sign Language is a beginning course in American Sign Language (ASL). The course will provide insights into deaf cultural values, deaf attitudes and the deaf community. Everyday conversational situations will be achieved using a natural and direct method through meaningful context, modeling, observation, and student participation. This course will emphasize vocabulary development and historical aspects of the language. This course fulfills one Foreign Language restrictive credit or may be used as one Career Education credit. It is accepted for foreign language for acceptance to some colleges/universities.

sational situations will be achieved using a natural and direct method through meaningful context, modeling, observation, and student participation. This course will emphasize vocabulary development and historical aspects of the language. This course fulfills one Foreign Language restrictive credit or may be used as one Career Education credit. It is accepted for foreign language for acceptance to some colleges/universities.

037 American Sign Language 2

1 Year 11-12 1 Credit
 Prerequisites: American Sign Language 1. American Sign Language 2 is a continuation of ASL 1, with greater emphasis on ASL grammar and concentrated effort to develop the students' expressive and receptive skills. Everyday conversational situations will be approached via natural and direct methods, through meaningful context and activities. Appropriate language, grammar, and cultural behaviors that establish and maintain social relations will be emphasized.

New Course
 (pending school board approval)
American Sign Language 3

1 year 11-12 1 Credit
 Prerequisites: American Sign Language 2. The third year American Sign Language student works with the skills previously learned and expands those skills. Cultural knowledge, vocabulary, and conversational ability develops more rapidly during the third year.

APPLIED TECHNOLOGY

Number	Title	When Offered		
		Fall	Winter	Spring
149	Applied Math I	Year-Long Class		
129	Applied Math II	Year-Long Class		

Applied Technology classes are taken in a practical context. Using hands-on teaching, students learn applicable skills necessary for real-work experience.

This is an approved Tech Prep program. College credits may be earned in addition to high school credit. Check with your counselor or instructor for further details.

149 Applied Math I

1 Year 10-11-12 1 Credit
 Prerequisites: "C" or better in Math 9. Applied Algebra I is a hands-on program utilizing a set of modular learning materials prepared to help students develop and refine job-related math skills. The overall course includes material on arithmetic operations, problem-solving techniques, estimation of answers, measurement skills, geometry, data handling, simple statistics, and the use of algebraic formulas to solve problems. The emphasis of the course will be on the ability to understand and apply functional mathematics

to solve problems in the world of work. This class meets the requirements for a Math credit. Tech Prep approved.

129 Applied Math II

1 Year 11-12 1 Credit
 Prerequisites: Successful completion of Applied Math 1 or Algebra. Applied Algebra II is oriented towards application and practice of mathematics concepts and skills in hands-on laboratories and practical, world-of-work problems. The concepts covered will include: basic skills in algebra, quality control, intro. to trigonometry, and application of geometry in the world of work. This class meets the requirements for a Math credit. Tech Prep approved.

ARCHITECTURAL /ENGINEERING TECHNOLOGY

Number	Title	When Offered		
		Fall	Winter	Spring
134	Beginning CADD	Yes	Yes	Yes
059	Architectural CADD I	Yes	Yes	No
060	Architectural CADD II	No	Yes	Yes
061	Architectural CADD III	No	No	Yes
062	Engineering CADD I	Yes	Yes	No
063	Engineering CADD II	No	Yes	Yes
064	Engineering CADD III	No	No	Yes
138	CADD/CAM/CNC	No	No	Yes

This is an approved Tech Prep program. College credits may be earned in addition to high school credit. Check with your counselor or instructor for further details.

134 Beginning CADD (Computer-Aided Drafting and Design)

1 Trimester 10-11-12 1/3 Credit
 This is an introductory course designed to teach the fundamentals of reading and making drawings. Students will be introduced to various methods of communicating technical information through the use of drawings. Students will experience Computer Aided Drafting and Design (CADD) midway through the first trimester. This course is the first phase for those wishing to pursue an associate degree through the Tech-Prep program.

059-060-061 Architectural CADD I/II/III

1 Trimester 11-12 1/3 Credit
 Prerequisites: Beg. CADD; Arch. CADD I/II/III (in sequence). Students use the CADD program to prepare a floor, elevation and electrical plans. Architectural CADD II allows the student to specialize in drawing a more complex dwelling with emphasis on detail drawings, plot and foundation plans. (Architectural CADD I & II required for Tech-Prep program.)

Architectural CADD III allows students to either work as a group designing the plans for SKHS's home-building project or work on individual home designs. Tech Prep approved.

062-063-064 Engr. CADD I/II/III

1 Trimester 11-12 1/3 Credit
 Prerequisites: Beg. CADD; Engr. CADD I/II/III (in sequence). Engineering CADD I/II courses are designed to develop intermediate drafting skills using the AutoCAD program. Emphasis placed on detailed orthographic/isometric views, sectionals, fasteners, layouts/developments, tolerances and manufacturing methods, etc. (introduction to CADD/CAM/CNC at these levels). (Engineering CADD II required for Tech-Prep program.)

Engineering CADD III students gain advanced software experience in AutoCAD while concentrating on solids modeling (3D), rendering, etc.. Emphasis will be placed on problem solving and realistic engineering applications. Engineering CADD III students will experience CADD/CAM/CNC for one half trimester. Tech Prep approved.

138 CADD/CAM/CNC

1 Trimester 11-12 1/3 Credit
 Prerequisites: Engineering CADD I/II. Students in CADD/CAM/CNC program will pursue basic skill competencies such as generating CADD (Computer Aided Drafting and Design) drawings, writing CNC (Computer Numerically Controlled) programs, developing basic machine shop skills, understanding machining techniques and material properties, and using the CAM (Computer Aided Machining) software. By participating in this class, students will have a better understanding of manufacturing processes and increase their awareness of career choices in this and related fields. Goals of the program are to prepare students for further vocational and academic training upon graduation from high school. Tech Prep approved.

ATHLETIC MEDICINE

Number	Title	When Offered		
		Fall	Winter	Spring
197	Intro. to Athletic Med.	Yes	Yes	Yes
167	Beg. Athletic Medicine	Year-Long Class		
165	Adv. Athletic Medicine	Year-Long Class		

197 Intro. to Athletic Medicine

1 Trimester 10-11-12 1/3 Credit
 Intro. to Athletic Medicine is a basic class for students interested in all types of medical careers. This helps the students to make a smooth transition into beginning medical classes at South Kitsap. Opportunities to explore medical careers at SKHS after this course include Athletic Medicine classes and Anatomy/Physiology classes. The class will cover beginning concepts in medicine, medical terms, communication, professional resumes and interview skills, and career paths that are growing for tomorrow's workplace. The careers that will be explored include general medicine, X-ray technician, nursing, physical therapy and more!

About the Cover Photographer ...

Art Wolfe is one of the most celebrated wildlife/nature photographers living in the United States today. A 1975 graduate of the University of Washington, Art has a strong background as a painter. His photography reflects a close study of both nature and composition.

Art works on assignment and publishes frequently with periodicals such as *National Geographic*, *National Wildlife*, *Smithsonian*, *Natural History*, *GEO*, *Natural Audubon*, *American Photographer*, *Time*, *Newsweek*, *Esquire*, *Outside*, *Outdoor Photographer* and *Backpacker* magazines.

Enjoying success as a painter, Art works largely in monochromatic watercolor landscapes which have been displayed in one-man shows at Seattle's Frye Art Museum.

He was featured in an instructional and adventure video entitled *On Location with Art Wolfe*, filmed in Alaska's Denali National Park and Kenai Peninsula. Mr. Wolfe was also featured in Kodak's instructional program series, *Techniques of the Masters*.

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On Track

South Kitsap High School Course Description Catalog 1998-1999

The South Kitsap School District #402 complies with all federal and state rules and regulations and does not discriminate on the basis of race, color, national origin, gender, or disability. This holds true for all students who are interested in participating in educational programs and/or extracurricular school activities. Inquiries regarding compliance and/or grievance procedures may be directed to the school district's Title IX/RCW 28A.640 officer and/or Section 504/ADA coordinator.

Ms. Rita Reandeau
Title IX/Chapter 28A.640 RCW Officer
1962 Hoover Avenue SE
Port Orchard, WA, 98366
(360) 876-7362

Mr. Charlie Freestone
Section 5094/ADA Coordinator
1962 Hoover Avenue SE
Port Orchard, WA, 98366
(360) 876-7362

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College Prep English (Senior Year)(381)	4
Advanced Placement English (365)	4
9th Grade English (375)	4
Introduction to Speech (326)	4
Writing Workshop (304)	4
Creative Writing (306)	5
Expository Writing (338)	5
World Literature (345)	5
Bible as Literature (319)	5
Mythology (344)	5
Performance Speaking I (330)	5
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Debate (325)	5
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Advanced Placement Calculus (411)	6
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INTRODUCTION

Welcome to South Kitsap High School ... Home of the SK Wolves!

South Kitsap High School is located in Port Orchard, Washington. The school is located in a rapidly growing suburban community with a culturally and economically diverse population. The majority of students' parents are civilian workers at one of three United States Navy bases located on the Kitsap Peninsula -- Puget Sound Naval Shipyard, Bremerton; Naval Underseas Warfare Engineering Station, Keyport; or Trident Submarine Base, Bangor. Many contractors and other businesses serving the Navy also employ a vast number of civilians.

South Kitsap High School is a three-year comprehensive public school. The South Kitsap school-year is divided into three trimesters of 60 days each. Each student will have the possibility of earning two credits per trimester (1/3 credit per course), or a total of six credits each year. South Kitsap is on an extended three-period schedule. Students select six classes per trimester. Classes meet for approximately two-hours every other day.

South Kitsap High School is accredited by both Washington State and by the Northwest Association of Schools and Colleges. Students at South Kitsap High School have the opportunity to select from more than 250 courses in addition to meeting the requirements for their required subjects. South Kitsap High School is considered to be the largest high school facility in the West. Our program offers something for everyone, no matter what the student's interests or educational goals.

Our high school includes a performing arts center, spacious student commons, a 50-meter swimming pool, two gymnasiums, a large library, tennis courts, football and baseball fields, and an all-weather track. Awards in academics, speech, athletics, and music fill the Wolves' trophy cases.

Mr. Steve Wilson, Principal
South Kitsap High School
425 Mitchell Avenue
Port Orchard, WA 98366-4109
(360) 876-7318

Publication of "On Track" is supervised by **Dr. Cinda Morrison**, Associate Principal. **Mrs. Barbara Shock**, Staff Secretary, is layout editor. The book was printed by WEBCraft Printing Co., Inc.

South Kitsap High School Building Mission Statement

The Mission of South Kitsap High School is to promote intellectual growth in students through a meaningful education enhanced by positive interpersonal relationships among staff, students, parents, and community; and to develop a secure, caring, supportive and trusting environment in which students become responsible, contributing members of a changing society.

South Kitsap School District Student Exit Outcomes

It is our expectation that students exiting South Kitsap School District will demonstrate a core basic knowledge, in order to be:

Creative Thinkers who develop and use a variety of resources to identify, assess, integrate, and apply a basic core of knowledge to effectively make decisions and solve problems.

Self Directed Learners who set priorities, establish goals and take responsibility for pursuing and evaluating those goals in an ever-changing society.

Active Citizens who take the initiative to contribute time, energy, and talent to improve the quality of life for themselves and others in their local, national and global environments.

Effective Communicators who receive information in a variety of forms and present in various ways to a wide range of audiences.

Quality Producers who create innovative, artistic, and practical products which reflect originality, high standards, and use of appropriate technologies.

Collaborative Workers who use effective group skills to manage interpersonal relationships within diverse settings.

Using This Book

1. Review General Information (pages 1-3).
2. Determine your requirements in terms of high school and graduation and post-high school goals.
3. Use the *What's Next? Plan for Success* worksheet on page 32 as an aid in scheduling classes and as a record of courses selected.
4. Read the course descriptions. Pay close attention to prerequisites and when courses are offered.
5. Discuss your choices with your parents and teachers.
6. Keep this catalog as a resource for the 1998-1999 school year.

Best of Luck! Your counselors

A complete listing of athletics and activities available to South Kitsap students and expectations and rules for participation are included the S.K.H.S. Activities Handbook.

GENERAL INFORMATION

Graduation, Grading, and Testing Information

The South Kitsap School District has adopted the State standards for graduation from South Kitsap High School. The State Board sets minimum requirements for graduation (WAC 180-56-021), but gives the local school boards the authority to develop reasonable additional graduation requirements. All year-long courses will earn one (1) credit. All trimester courses will earn 1/3 credit.

The following are the courses and credit requirements for graduation from South Kitsap High School:

World History	1 Credit	9
Language Arts	4 Credits	9, 10, 11, 12
U. S. History	1 Credit	11
Washington State Hist.	1/3 Credit	10, 11, 12
Senior Social Studies	1 Credit	12
Science	2 Credits	9, 10, 11, 12
(1 credit of laboratory science required)		
Career Education	1 Credit	9, 10, 11, 12
Math	2 Credits	9, 10, 11, 12
Physical Education	2 Credits	9, 10, 11, 1
(1/3 credit swim required)		
Restricted Elective	1 Credit	9, 10, 11, 12
General Electives	6 2/3 Credits	9, 10, 11, 12
Total	22 Credits	(equals 66 trimester classes)

Restricted Elective

The requirement may be satisfied with any combination of three trimester classes from the following departments:

- (1) ART, MUSIC, DRAMA (excluding Stage Tech.)
- (2) A fifth credit in English; a fourth credit in Social Studies; a third credit in Math, Science, or PE; a second credit in Career Ed.; or a Foreign Language credit

Career Education

The requirement may be satisfied with any combination of three trimester classes from any professional and technical education course offerings (see pages 13-24).

Grading System

A grading system has also been mandated by the State. It is used in calculating grade point averages and rank in class as follows:

A = 4.0	C = 2.0
A- = 3.7	C- = 1.7
B+ = 3.3	D+ = 1.3
B = 3.0	D = 1.0
B- = 2.7	F = 0.0
C+ = 2.3	

All additional South Kitsap High School policies are published in the Student Handbook. Each student receives the Handbook at the beginning of the school year. All students and parents are strongly urged to read the Handbook.

General Requirements, By Year, For Graduation :

Freshman	Sophomore
Language Arts *	Language Arts *
Math *	Science *
Science	P.E./Swimming/3 Tri. *
P.E.	Math *
World History *	Washington State History (could be taken anytime 10-12). Electives- selected by students to complete the 6 class schedule.
Junior	Senior
Language Arts *	Language Arts *
U. S. History *	Government
P.E., Science (to complete requirements).	Economics
Electives-selected by students to complete the 6 class schedule.	World Problems
	Electives-selected by students to complete the 6 class schedule. Must complete career education and restricted elective.

* Year-long

General Order of College-Bound Classes

Depending on degree of ambition, ability, and future goals. College-bound students should plan to take the most competitive academic program possible at South Kitsap High School so that they are best prepared for the rigorous demands of college. (The individual may or may not need certain classes depending on post high school goals.)

Freshman	Sophomore
Language Arts *	Language Arts *
Math *	Biology *
Science	P.E./Swimming*
P.E.	Math *
World History *	Washington State History
Electives	**Foreign Language Electives

Juniors	Seniors
Language Arts *	Language Arts *
U.S. History *	Senior Social Studies *
Science *	Math *
Math *	Science *
Foreign Language *	Foreign Language *
P.E. (to complete requirements)	Electives
Electives	
* Year -long	

** If student plans to take only the minimum of two years of a foreign language, the language should be taken in the junior and senior years.

Minimum High School Core Course Pattern Requirements for: Central Washington University; Eastern Washington University; The Evergreen State College; Washington State University; University of Washington; and Western Washington University

English	4 years
Social Studies	3 years
Foreign Language	2 years
Mathematics	3 years
Science (at least 1 laboratory science) **	2 years
Fine, Visual and Performing Arts; or CollegePrep Elective from one of the above areas (see notes)	1 year

English - Four years of English study are required.

Mathematics - Three years of mathematics are required, at the level of algebra, geometry, and advanced (second year) algebra. More advanced mathematics courses are recommended, such as trigonometry, mathematical analysis, elementary functions, and calculus. Arithmetic, pre-algebra, and business mathematics courses will not meet the requirements. An algebra course taken in the eighth grade may satisfy one year of the requirement if second-year algebra is completed in high school.

Social Studies - Three years of study are required in history or in any of the social sciences. Credit awarded for student government, leadership, community service or other applied or activity courses will not satisfy this requirement.

Science - Two years of science are required. One full year of basic principles of biology, chemistry, or physics must be completed with a laboratory experience (e.g. all three trimesters in the same field). The second year of science may be completed in any course that will satisfy the high school graduation requirement in science. One year of some agricultural science classes will equal one year of science. It is strongly recommended that students planning to major in science or science-related fields complete at least three

years of science, including at least two years of laboratory science. ****Western Washington University** requires one year of chemistry or physics.

Foreign Language - Two years of study in a single foreign language are required. A course in foreign language taken in the eighth grade may satisfy one year of the requirement if the second year course is completed in high school. American Sign Language is accepted at some colleges/universities; however, students should check to make sure this course meets college entrance requirements of their college of choice.

Fine, Visual, and Performing Arts; or Core/Restrictive Electives - ** One year of study is required in the fine, visual and performing arts OR additional study beyond minimal entrance requirements in English, math, foreign language, science, social sciences (see notes below regarding University of Washington and Western Washington University). The fine, visual, and performing arts include study in art, band, ceramics, choir, drama, humanities, creative textiles, creative interiors, graphic arts, music, music theory, painting, photography, and jewelry.

****Western Washington University and University of Washington** - TWO trimesters must be in the fine or performing arts area. The one additional trimester may be an additional academic class.

REMEMBER - Fulfilling South Kitsap graduation requirements does not mean you meet college entrance requirements.

Credit Alternatives

Portable Assisted Study Sequence (P.A.S.S.)
The Portable Assisted Study Sequence (P.A.S.S.) program is available to short credit juniors and seniors. The program allows students to earn high school credit through correspondence courses administered by a staff member. Tuition is required. See your counselor to apply.

Choices
Students may be able to gain high school credit from classes taken in seventh and eighth grade which had the same curriculum as high school courses. See your counselor if you think you qualify.

Running Start
Running Start is a partnership between local participating community colleges/vocational schools and your high school. The program enables high school juniors and seniors who successfully complete an orientation class to attend college classes and earn high school and college credits. Tuition is paid by the school district. See your counselor for enrollment criteria.

Summer Employment School Credit
Students may earn school credit through the Job Training Center's Summer Youth Employment and Training program. Students who are eligible for special education or who qualify as low income may apply for school credit. Credit pre-approval is required. Students who think they may qualify should contact the school Career Counselor.

Procedures for Obtaining Out-of-District Summer School Credit

- All out-of-District summer school programs must be **pre-arranged** by the grade level counselor and **pre-approved** by the associate principal for curriculum and instruction.
- In order to be eligible for summer school credit, the course must have 60 hours of student in-class instruction per course (60 hours = .333).
- To earn high school credit, courses must be taken at accredited or approved high schools, and be equivalent to those listed in On Track.

Tech Prep
Tech Prep at South Kitsap High School prepares students for high-skilled technical occupations and allows for continuation of study at **Olympic College, South Seattle Community College**, or direct entry into the workplace after high school graduation. Current programs being offered at SK with Olympic College are *Computer/Aided Drafting and Design (CADD)*, and *Automotive Technology*. South Seattle Community College Tech-Prep program includes *Automotive Technology, Computer/Aided Drafting and Design (CADD), Horticulture, Marketing, Business, and Electronics Technology*.

SK's Agri-Science Department has involvement with Tech Prep at a state level, articulating with several community colleges and WSU. Students should contact their Agri-Science instructor for more information.

Tech Prep offers college credits earned while in high school and will appear on the student's college transcript after completion of one quarter (nine credits) in their chosen technical program. You must attend the designated college in order to transfer credits. Interested students should contact their SK Tech Prep instructor or counselor concerning the program.

Early Arrivals/Late Releases
Early arrivals and late releases are discouraged. A senior may request, with parent approval, one period of early/late release per trimester (total of three per year). Athletes may not have an early release during their sport's season. Exceptions must be approved by class administrator. Please refer to Student Handbook for more information.

Testing Program
● **Preliminary Scholastic Aptitude Test/National Merit Qualifying Test (PSAT/NMSQT)** - The PSAT is a test offered to sophomores and juniors in October of each year. It is the test

used to determine participation in the National Merit Scholarship Program. It is useful as practice for taking college admissions tests, like the College Board Scholastic Aptitude Test. In addition, participation in the test gives a student information about colleges from all parts of the country. The test is given on a specific Tuesday in October and has a fee. Sophomores who are currently enrolled in Geometry or Intermediate Algebra may take the test as a practice test.

- **College Board Scholastic Aptitude Test (SATI)** - The SATI is a nationally administered college admissions test required by specific colleges as a part of their admissions process and by specific scholarship programs such as the National Merit Scholarship and NJROTC Scholarships to determine eligibility. The test is administered several times, November to June, and can be taken more than once if desired. Some programs recommend taking the SATI the spring of your junior year. Registration materials are available at the counseling office. The student is responsible for applying.
- **SAT II (Achievement Tests)** - Three achievement tests may be required in addition to the SAT. Tests are offered in English Composition, Literature, French, German, Hebrew, Latin, Spanish, American History and Social Studies, European History and World Cultures, Mathematics Level 1 and 2, Biology, Chemistry and Physics. Students are responsible for determining if Achievement Tests are required by the college of their choice. Students should check with counselor by March of Junior year.
- **American College Test (ACT)** - The American College Test is another nationally administered college admissions test used by specific colleges and universities for admissions purposes. It is also used by some scholarship programs, but it cannot be used for the National Merit Scholarship. See comments regarding the SAT, for they also apply to the ACT.
- **Armed Services Vocational Aptitude Battery (ASVAB)** - The ASVAB is offered by the military free of charge. Students take the ASVAB if they are considering enlisting in the military, if they want more career information about themselves or if they are college-bound and want more test taking experience! The test is given on the first Wednesday in November and May from 1:00-4:00 p.m. at the high school.
- **Advanced Placement Tests** - Advanced Placement Tests are available each May for juniors and seniors who have taken advanced placement classes in Language Arts, U. S. History, Foreign Language, Science, and/or Math. Those with high test scores may earn college credit as determined by the college of the student's choice.
- **State Testing** - Beginning in the spring of 1999, all sophomores will be required to take the Washington State Assessment test. Eleventh graders take the Curriculum Framework Assessment (CFAS) during October.

Fees - Some classes require fees that have been approved by the School Board. All fees are due within 10 days of the beginning of the trimester. Students retaking a class for any reason must pay the fee again.

CORE CLASS REQUIREMENTS

LANGUAGE ARTS (4 Years)

Number	Title	When Offered		
		Fall	Winter	Spring
367	Soph. English	Year-Long Class		
371	Junior English	Year-Long Class		
380	Senior English	Year-Long Class		
372	College Prep English-Junior Year	Year-Long Class		
381	College Prep English-Senior Year	Year-Long Class		
365	Adv. Placement English (inst. perm.)	Year-Long Class		
375	9th Grade English	Yes	Yes	Yes
Electives **				
326	Intro. to Speech	Yes	No	No
304	Writing Workshop	No	No	Yes
306	Creative Writing	No	Yes	No
338	Expository Writing	Yes	No	No
345	World Literature	No	Yes	No
319	Bible at Literature	No	No	Yes
344	Mythology	No	Yes	No
330	Performance Speak. I	No	No	Yes
376	Performance Speak. II	Yes	No	No
325	Debate	No	Yes	No
023	Bus. Ed. School to Work Transition (BEST)	Yes	Yes	Yes

** Elective courses offering will be considered depending on staffing ratio.

367 Sophomore English
1 Year 10 1 Credit
Sophomore English is an integrated program incorporating literature, grammar/usage, composition, speech, and thinking skills. The focus of the reading will be World Literature.

371 Junior English
1 Year 11 1 Credit
Junior English is an integrated program incorporating literature, grammar/usage, composition, speech, and thinking skills. The focus of the literature will be American. The emphasis of the course will be the practical English communication skills necessary to be successful in the work world.

380 Senior English
1 Year 12 1 Credit
Senior English is an integrated program incorporating literature, grammar/usage, composition, speech, and thinking skills. The focus of the reading will be British and Northern European literature. The emphasis of the course will be the practical English communication skills necessary to be successful in the work world.

372 College Prep English Junior Year
1 Year 11 1 Credit
College Preparatory English for Juniors is an integrated program integrating literature, grammar/usage, composition, speech, and thinking skills. The focus of the literature will be American. This course is designed for the student who is planning to attend a four-year college or university.

381 College Prep English Senior Year
1 Year 12 1 Credit
Senior Preparatory English is an integrated program incorporating literature, grammar/usage, composition, speech and thinking skills. The focus of the reading will be British and Northern European literature. This course is designed for the student who is planning to attend a four-year college or university.

365 Advanced Placement English
1 Year 12 1 Credit
Prerequisite: Application. A.P. English is a year-long senior course designed to provide college level study of literature and writing. Students are encouraged but not required to take the A.P. Exam in May. Students taking the course will gain improved reading comprehension, expanded vocabulary, and polished writing skills. As with the A.P. exam, teacher discretion regarding performance is a large part of the grading criteria in this class.

375 9th Grade English
1 Trimester 11-12 1/3 Credit
This is a make-up course for students who failed all or some of their 9th grade English class(es). Sophomores may take this course during third trimester.

326 Introduction to Speech
1 Trimester 11-12 1/3 Credit
Offered Fall trimester only, this course is designed to introduce the proper speech techniques of voice, language, thought, and presentation. It will provide a variety of speech skills and experiences to enable students to speak effectively in public situations.

304 Writing Workshop
1 Trimester 10-11-12 1/3 Credit
Offered Spring trimester only, Writing Workshop provides the student with basic writing skills. Under careful monitoring by the teacher, the student learns the basics of sentence manipulation for greatest impact, writing in the active voice, and logical organization. The

student will compose paragraphs according to various developmental methods.

306 Creative Writing
1 Trimester 11-12 1/3 Credit
Offered Winter trimester only, Creative Writing focuses on writing short stories, poetry, and essays with emphasis on the descriptive and technical skills needed in these types of writings.

338 Expository Writing
1 Trimester 11-12 1/3 Credit
Prerequisites: 11th Grade; teacher permission. Offered Fall trimester only, this course provide students with an opportunity to develop fluency and style and to expand their experience with a variety of expository writing techniques. Students will be expected to compose assignments in an advanced (pre-college) manner.

345 World Literature
1 Trimester 11-12 1/3 Credit
Offered Winter trimester only, this course places emphasis on classic international literature. The course will offer the college-bound student the background in literature that is often expected in colleges and universities.

319 Bible as Literature
1 Trimester 11-12 1/3 Credit
Offered Spring trimester only, in this course the student will carefully examine some of the major biographies, short stories, parables, apocalyptic literature, and poems of the Bible.

344 Mythology
1 Trimester 11-12 1/3 Credit
Offered Winter trimester only, students learn that the substance of mythological statements lies in the metaphysical development of ideas in the prehistorical period of humankind's social development.

330 Performance Speaking I
1 Trimester 11-12 1/3 credit
Offered during Spring trimester only, this is an introductory course in preparing students for tournaments and speaking contests in the community. Students will prepare a variety of materials in which will be included at least one from each "strand" of individual events: extemporaneous speaking, oratory, expository, dramatic interpretation. Students are not required to perform outside of class.

376 Performance Speaking II
1 Trimester 12 1/3 credit
Prerequisites: Performance Speaking I or teacher approval. Offered during Fall trimester only, this is a performance class in individual events and tournament speaking. Students will prepare at least two events or one debate for the tournament season. All students are expected to participate in at least one tournament within the trimester. Events include: oratory, impromptu, extemporaneous, expository, editorial commentary, dramatic interpretation, humorous interpretation, dual interpretation, and debate.

325 Debate
1 Trimester 11-12 1/3 credit
Offered during Winter trimester only, Debate students will learn the principles of argumentation and the skills and format of debate.

Students will research two topics and participate in classroom debates on those topics.

New Course
(pending school board approval)
Business Ed. School to Work Transition (B.E.S.T.)
1 Trimester 11-12 1/3 Credit
See Business Education (page 17).

MATH (2 Years)

Number	Title	When Offered		
		Fall	Winter	Spring
400	Math Topics 1	Yes	No	No
400	Math Topics 2	No	Yes	No
400	Math Topics 3	No	No	Yes
402	Algebra	Year-Long Class		
418	Algebra B	Year-Long Class beginning 2nd trimester		
404	Geometry	Year-Long Class		
419	Geometry B	Year-Long Class beginning 2nd trimester		
403	Intermediate Algebra	Year-Long Class		
408	Math Analysis	Year-Long Class		
417	Adv. Math Analysis	Year-Long Class		
411	A. P. Calculus	Year-Long Class		
012	Accounting	Year-Long Class		
011	Record Keeping	Yes	Yes	Yes
062	Money Talks	Yes	Yes	Yes
149	Applied Math I	Year-Long Class		
129	Applied Math II	Year-Long Class		

400 Math Topics 1
1 Trimester 10-11-12 1/3 Credit
Prerequisites: 9th grade math and teacher recommendation. The study of basic mathematical concepts: addition, subtraction, multiplication, division, rounding, and comparing of whole numbers and decimals; metric conversions; comparing fractions. A calculator is strongly recommended.

400 Math Topics 2
1 Trimester 10-11-12 1/3 Credit
Prerequisites: 9th grade math and teacher recommendation. The study of fractions (addition, subtraction, multiplication, division, changing to a decimal), conversions (length, weight, capacity), proportions, unit rates, percents, interest, and beginning statistics. A calculator is strongly recommended.

400 Math Topics 3

1 Trimester 10-11-12 1/3 Credit
 Prerequisites: 9th grade math and teacher recommendation. The study of probability, signed numbers, simple equations and inequalities, graphing, perimeter, area, surface area, volume, and properties of basic geometry. A calculator is strongly recommended.

402 Algebra

1 Year 10-11-12 1 Credit
 Prerequisites: C or better in Pre-Algebra and/or teacher recommendation. The development of algebraic operations, solution of linear and quadratic equations, solution of systems of equations. Required by all four-year colleges. A scientific calculator is strongly recommended.

418 Algebra B

1 Year 10-11-12 1 Credit
 Prerequisites: Teacher recommendation. This course will begin 2nd trimester and will repeat the material from 1st trimester Algebra. It will remain one trimester behind Algebra and finish the 1st trimester of the following year. Topics include the development of algebraic operations, solution of linear and quadratic equations, and solution of systems of equations. Required by all four-year colleges. A scientific calculator is strongly recommended.

404 Geometry

1 Year 10-11-12 1 Credit
 Prerequisites: C or better in Algebra and/or teacher recommendation. The study of geometric figures and their applications through inductive and deductive reasoning. Required by all four-year colleges. A scientific calculator is strongly recommended.

419 Geometry B

1 Year 10-11-12 1 Credit
 Prerequisites: Teacher recommendation. This course will begin 2nd trimester and will repeat the material from 1st trimester Geometry. It will remain one trimester behind Geometry and finish the 1st trimester of the following year. Topics include the study of geometric figures and their applications through inductive and deductive reasoning. Required by all four-year colleges. A scientific calculator is strongly recommended.

403 Intermediate Algebra

1 Year 10-11-12 1 Credit
 Prerequisites: C or better in Geometry and/or teacher recommendation. The study of the properties of Algebra over the set of real and complex numbers, the solution of polynomial equations, and an introduction to Trigonometry. Required by most four-year colleges. A graphing calculator is strongly recommended.

408 Math Analysis

1 Year 11-12 1 Credit
 Prerequisites: C or better in Intermediate Algebra and/or teacher recommendation. A continuation of Intermediate Algebra that expands those concepts over coordinate geometry, circular functions and trigonometry. Recommended by most four-year colleges. A graphing calculator is strongly recommended.

417 Advanced Math Analysis

1 Year 12 1 Credit
 Prerequisites: C or better in Math Analysis and/or teacher recommendation. Prepares students to be successful in a college calculus course. Provides continued work with algebra, graphing, and mathematical thinking. A graphing calculator is strongly recommended.

411 Adv. Placement Calculus

1 Year 12 1 Credit
 Prerequisites: B or better in Math Analysis and/or teacher recommendation. The study of the basic skills commonly found in the first course of college calculus. Students are expected, but not required, to take the Advanced Placement Exam. A graphing calculator is recommended. As with the A.P. exam, teacher discretion regarding performance is a large part of the grading criteria in this class.

012 Accounting

1 Year 11-12 1 Credit
 See Business (page 18).

011 Record Keeping

1 Trimester 10-11-12 1/3 Credit
 See Business (page 17).

062 Money Talks

1 Trimester 10-11-12 1/3 Credit
 See Family and Consumer Sciences (page 21).

149 Applied Math I

1 Year 10-11-12 1 Credit
 See Applied Technology (page 14).

129 Applied Math II

1 Year 11-12 1 Credit
 See Applied Technology (page 15).

SOCIAL STUDIES
 (3-1/3 Years)

Number	Title	When Offered		
		Fall	Winter	Spring
World History				
450	World History 1	Yes	No	No
450	World History 2	No	Yes	No
450	World History 3	No	No	Yes
Washington State History				
462	Wash. State History	Yes	Yes	Yes
U. S. History				
454	Survey U.S. History 1	Yes	No	No
454	Survey U.S. History 2	No	Yes	No
454	Survey U.S. History 3	No	No	Yes
474	A.P. American History	Year-Long Class		
Senior Social Studies				
467	Government	A-G	H-O	P-Z
465	Economics	P-Z	A-G	H-O
466	Consumer Economics	P-Z	A-G	H-O
479	AP Economics (2 tri.)	No	Winter-Spring	
473	Contemporary World Problems	H-O	P-Z	A-G
Electives				
451	Perspectives on Death	No	No	Yes
456	American Wars	No	Yes	No
468	Sociology	Yes	Yes	Yes
469	Psychology	Yes	Yes	Yes
459	Law Enforcement	Yes	Yes	Yes
478	Honors Humanities 1	Yes	No	No
478	Honors Humanities 2	No	Yes	No
478	Honors Humanities 3	No	No	Yes

450 World History 1

1 Trimester 11 1/3 Credit
 Prerequisites: 11th grade level or transfer student. A study of prehistoric man, early civilizations, Greece, Rome and the Middle Ages.

450 World History 2

1 Trimester 11 1/3 Credit
 Prerequisites: 11th grade level or transfer student. This course examines the Renaissance and Reformation, the development of colonial empires, autocratic governments, the growth of democracy, and the Industrial Revolution.

450 World History 3

1 Trimester 11 1/3 Credit
 Prerequisites: 11th grade level or transfer student. This course examines the 20th Century with emphasis on imperialism, World War I, the 1920's and 30's, World War II, and post-war history.

462 Washington State History

1 Trimester 10-11-12 1/3 Credit
 This course is an overview of the geographical, historical, and social development of the State of Washington. It meets the state requirement for state history and is designed to improve the quality of Washington's citizens.

454 Survey of U.S. History 1

1 Trimester 11 1/3 Credit
 In this course, students will study the major events from the exploration and discovery of North America through World War II in Europe. Key topics include the revolution, development of government, expansion, Civil War, industrial revolution, and reform.

454 Survey of U.S. History 2

1 Trimester 11 1/3 Credit
 The focus of this course will be the years from 1920-1953. We will examine the Roaring Twenties, the Great Depression and the New Deal, World War II and the origins of the Cold War.

454 Survey of U.S. History 3

1 Trimester 11 1/3 Credit
 This course deals with the years 1954 to the present. The emphasis will be on the Civil Rights and Protest movements, Vietnam, the Nixon years, the Reagan years and the end of the Cold War.

474 A. P. American History

1 Year 11 1 Credit
 Prerequisites: Application and teacher permission required. Advanced Placement American History is a full-year U.S. Survey class designed for college-bound juniors who enjoy studying history in depth. This course emphasizes not only mastery of historical facts but also analytical reasoning, interpretation and essay writing. A.P. students may wish to take the A.P. tests in late spring to earn college credit. As with the A.P. exam, teacher discretion regarding performance is a large part of the grading criteria in this class.

467 Government

1 Trimester 12 1/3 Credit
 This course provides a review of the basic principles of American government and the development and changes made within the system. Included is an examination of our national government and a basic study of the parliamentary system.

465 Economics

1 Trimester 12 1/3 Credit
 Economics is the study of how man earns and spends his money. This course is designed to give seniors an introduction to the forces that influence man's behavior in his economic world.

466 Consumer Economics

1 Trimester 12 1/3 Credit
 This course attempts to provide students with a basic knowledge of money management and consumer economic principles to help them prepare for living on their own and be responsible consumers in a changing economic world. This course is not NCAA Clearing-house approved.

479 A. P. Economics

2 Trimesters 12 2/3 Credit
Prerequisites: Teacher permission. The purpose of an Advanced Placement course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Particular emphasis will be placed on National Income Accounting, Monetary and Fiscal Policy, Unemployment, inflation, and the Global Economy. As with the A.P. exam, teacher discretion regarding performance is a large part of the grading criteria in this class. **Government must be taken first trimester.**

473 Contemporary World Prob.

1 Trimester 12 1/3 Credit
 This course is designed to encourage students' interest in and understanding of current world problems through analysis and evaluation of a number of significant international problems.

451 Perspectives on Death

1 Trimester 11-12 1/3 Credit
 Offered during Spring trimester only. "What man shall live and not see death?" This question is directed to everyone. The purpose of this course is to consider some of the implications. Death is examined from various perspectives including physical, social, psychological, literary, artistic, musical, and religious. Guest speakers and field trips are an important part of this course.

456 American Wars

1 Trimester 11-12 1/3 Credit
 Offered during Winter trimester only. This course provides a study of the causes, major campaigns and effects of America's nine major wars.

468 Sociology

1 Trimester 11-12 1/3 Credit
 Sociology is the study of man in groups. Sociologists look at the interaction between people. The course is intended to acquaint the student with the types of problems sociologists study and the methods they use to solve these problems.

469 Psychology

1 Trimester 11-12 1/3 Credit
 Psychology is a social studies class which counts as an elective towards graduation. The course includes units on learning, memory, physical psychology, perceptual psychology, abnormal psychology, and developmental psychology. Also included will be the study of current scientific research and the application of modern theories to everyday problems. Current issues such as weight loss, stress reduction, and hypnosis are examined. Psychology offers an excellent background for college-preparatory students who may major in behavioral sciences. It also allows students to look at motivations for their behavior and learn how to bring about changes which could lead to personal improvement.

459 Law Enforcement

1 Trimester 11-12 1/3 Credit
 Law Enforcement examines the American legal system—the rights of individuals, society, and the role of the courts.

478 Honors Humanities 1, 2, 3

1 Trimester each 10-11-12 1/3 Credit each
Prerequisites: History Teacher Permission. This is an advanced class designed for the college-bound student who wishes to explore Western civilization's historical, aesthetic, and philosophical roots. It is a study of beauty, a study which causes wonder, and wonder, as Aristotle observed, is the beginning of wisdom. **This course may be taken for Fine Arts or World History credit.**

SCIENCE
(2 Years)

Number	Title	When Offered		
		Fall	Winter	Spring
200	Biology	Year-Long Class		
203	Honors Biology	Year-Long Class		
214	Adv. Senior Biology	Year-Long Class		
210	Chemistry	Year-Long Class		
211	Physics	Year-Long Class		
218	A.P. Biology	Year-Long Class		
208	Anatomy/Physiology 1	Yes	No	No
208	Anatomy/Physiology 2	No	Yes	No
208	Anatomy/Physiology 3	No	No	Yes
207	Intro. Marine Biology	Yes	No	No
219	Marine Invertebrate Animals	No	Yes	No
220	Marine Vertebrate Animals	No	No	Yes
221	Plants of Pac. N.W.	No	No	Yes
215	Earth/Space Sci. 1	Yes	Yes	No
222	Earth/Space Sci. 2	No	No	Yes
216	Environmental Sci. 1	Yes	No	No
217	Environmental Sci. 2	No	Yes	No
224	Environmental Sci. 3	No	No	Yes
167	Athletic Medicine	Year-Long Class		
165	Adv. Athletic Medicine	Year-Long Class		
070	Beg. Agri-Science	Year-Long Class		
073	Natural Resources	Year-Long Class		
074	Beg. Ornamental Hort.	Year-Long Class		
040	Aquaculture	Year-Long Class		

200 Biology

1 Year 10-11 1 Credit
 A study of living things, their functions and relationships with their environment will be emphasized. Designed for students who perform at grade level in reading and science. This is a lab science class.

203 Honors Biology

1 Year 10-11 1 Credit
Prerequisites: Recommendation of current science teacher. A study of living things, their functions and relationships with their environment will be emphasized. Designed for students who perform above grade level and plan on attending college. This is a lab science class.

214 Advanced Senior Biology

1 Year 12 1 Credit
Prerequisites: Chemistry and Biology. This is a course for those students intending to be science majors in college. The course is designed to teach students how to function in the laboratory. Most of the students' time is spent in the lab. The labs deal with chemistry, genetics, ecology, and microbiology. This is a lab science class.

210 Chemistry

1 Year 11-12 1 Credit
Prerequisites: Intermediate Algebra either completed or taken concurrently with Chemistry. A study of the elements, mixtures, and compounds. Math is used to express much of the material. This course is strongly advised for college-bound students. This is a lab science class.

211 Physics

1 Year 11-12 1 Credit
Prerequisites: Intermediate Algebra and Geometry. The study of the fundamental laws of nature and interrelationships with matter and energy. Considerable mathematical skill is required to unlock the mechanics of motion, forces, power, work and energy. During second half of the course, wave mechanics, electromagnetic phenomenon, nuclear physics, quantum physics, light and sound will be studied. This is a lab science class.

218 Advanced Placement Biology

1 Year 12 1 Credit
Prerequisites: Successful completion of chemistry. A college-level introductory biology course usually taken by biology majors in their freshman college year. After showing themselves to be qualified on the AP exam, some students, as college freshman, are permitted to start at a higher level in college. This course may fulfill college requirements for a lab-science course. This course will be taught during first period, and will require one day per week at zero hour as well. This is a lab science class.

208 Anatomy/Physiology 1

1 Trimester 11-12 1/3 Credit
Prerequisites: Minimum of a C in Sophomore Biology. Students in this course will begin the investigation of the human organism by studying cells, the classification of tissues, the integument and the circulatory system. This is accomplished by lecture, activities, and labs. The major dissection will be the fetal pig. The goal of this first trimester is to give the student a foundation of knowledge for further study of system interactions. This is a lab science class.

208 Anatomy/Physiology 2

1 Trimester 11-12 1/3 Credit
Prerequisites: Minimum of a C in Sophomore Biology. This course will continue with the investigation of the cardiovascular system (heart and blood vessels), respiration, and digestion and nutrition. Detailed study is through dissection (sheep's heart), labs, lecture and discussion. This is a lab science class.

208 Anatomy/Physiology 3

1 Trimester 11-12 1/3 Credit
Prerequisites: Successful completion ("C" average) of Anatomy/Physiology 1 or 2. This course will continue the study of human anatomy with the bones and muscles, the reproductive system and birth. This trimester has an emphasis on comparative anatomy and includes the dissection of the cat. This is a lab science class.

207 Intro. to Marine Biology

1 Trimester 11-12 1/3 Credit
Prerequisites: C average in Sophomore Biology. Intro. to Marine Biology is a lab-oriented course that involves the study of marine waters, tides, and ecology. Also emphasized are the collection, study, and identification of marine bacteria, plankton, and algae. A marine aquarium will be maintained, and outside field activities will be conducted. This is a lab science class.

219 Marine Invertebrate Animals

1 Trimester 11-12 1/3 Credit
Prerequisites: C average in Sophomore Biology. Marine Invertebrate Animals 1 is a lab-oriented course that involves the collection, study and identification of marine invertebrates. The role of marine invertebrate within the marine ecosystem and their anatomy, will be emphasized. A marine aquarium will be maintained, and outside field activities will be conducted. This is a lab science class.

220 Marine Vertebrate Animals

1 Trimester 11-12 1/3 Credit
Prerequisites: "C" average in sophomore biology. Marine Animals Vertebrate Animals 2 is a lab-oriented course that involves the collection, study and identification of marine vertebrate. The role of marine vertebrates within the marine ecosystem and their anatomy will be emphasized. A marine aquarium will be maintained and outside field activities will be conducted. This is a lab science class.

221 Plants of the Pacific Northwest

1 Trimester 11-12 1/3 Credit
Prerequisites: "C" average in Sophomore Biology. Offered Spring trimester only. This course will expand students' knowledge of the natural world. This laboratory oriented class will specifically deal with the concepts of plant structure, function, and classification with the identification of Pacific Northwest plants emphasized. This is a lab science class.

215 Earth and Space Science 1

1 Trimester 11-12 1/3 Credit
Prerequisites: Must have successfully completed three trimesters of Sophomore level science. Offered Fall and Winter trimesters only, this course will cover earthquakes, plate movements, map reading, seasons and selected introductory topics with emphasis on the earth placement in the expanding universe. An environmental focus will be emphasized. This is a lab science class.

479 A. P. Economics

2 Trimesters 12 2/3 Credit

Prerequisites: Teacher permission. The purpose of an Advanced Placement course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Particular emphasis will be placed on National Income Accounting, Monetary and Fiscal Policy, Unemployment, inflation, and the Global Economy. As with the A.P. exam, teacher discretion regarding performance is a large part of the grading criteria in this class. **Government must be taken first trimester.**

473 Contemporary World Prob.

1 Trimester 12 1/3 Credit

This course is designed to encourage students' interest in and understanding of current world problems through analysis and evaluation of a number of significant international problems.

451 Perspectives on Death

1 Trimester 11-12 1/3 Credit

Offered during Spring trimester only. "What man shall live and not see death?" This question is directed to everyone. The purpose of this course is to consider some of the implications. Death is examined from various perspectives including physical, social, psychological, literary, artistic, musical, and religious. Guest speakers and field trips are an important part of this course.

456 American Wars

1 Trimester 11-12 1/3 Credit

Offered during Winter trimester only. This course provides a study of the causes, major campaigns and effects of America's nine major wars.

468 Sociology

1 Trimester 11-12 1/3 Credit

Sociology is the study of man in groups. Sociologists look at the interaction between people. The course is intended to acquaint the student with the types of problems sociologists study and the methods they use to solve these problems.

469 Psychology

1 Trimester 11-12 1/3 Credit

Psychology is a social studies class which counts as an elective towards graduation. The course includes units on learning, memory, physical psychology, perceptual psychology, abnormal psychology, and developmental psychology. Also included will be the study of current scientific research and the application of modern theories to everyday problems. Current issues such as weight loss, stress reduction, and hypnosis are examined. Psychology offers an excellent background for college-preparatory students who may major in behavioral sciences. It also allows students to look at motivations for their behavior and learn how to bring about changes which could lead to personal improvement.

459 Law Enforcement

1 Trimester 11-12 1/3 Credit

Law Enforcement examines the American legal system—the rights of individuals, society, and the role of the courts.

478 Honors Humanities 1, 2, 3

1 Trimester each 10-11-12 1/3 Credit each

Prerequisites: History Teacher Permission. This is an advanced class designed for the college-bound student who wishes to explore Western civilization's historical, aesthetic, and philosophical roots. It is a study of beauty, a study which causes wonder, and wonder, as Aristotle observed, is the beginning of wisdom. **This course may be taken for Fine Arts or World History credit.**

SCIENCE
(2 Years)

Number	Title	When Offered		
		Fall	Winter	Spring
200	Biology	Year-Long Class		
203	Honors Biology	Year-Long Class		
214	Adv. Senior Biology	Year-Long Class		
210	Chemistry	Year-Long Class		
211	Physics	Year-Long Class		
218	A.P. Biology	Year-Long Class		
208	Anatomy/Physiology 1	Yes	No	No
208	Anatomy/Physiology 2	No	Yes	No
208	Anatomy/Physiology 3	No	No	Yes
207	Intro. Marine Biology	Yes	No	No
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220	Marine Vertebrate Animals	No	No	Yes
221	Plants of Pac. N.W.	No	No	Yes
215	Earth/Space Sci. 1	Yes	Yes	No
222	Earth/Space Sci. 2	No	No	Yes
216	Environmental Sci. 1	Yes	No	No
217	Environmental Sci. 2	No	Yes	No
224	Environmental Sci. 3	No	No	Yes
167	Athletic Medicine	Year-Long Class		
165	Adv. Athletic Medicine	Year-Long Class		
070	Beg. Agri-Science	Year-Long Class		
073	Natural Resources	Year-Long Class		
074	Beg. Ornamental Hort.	Year-Long Class		
040	Aquaculture	Year-Long Class		

200 Biology

1 Year 10-11 1 Credit

A study of living things, their functions and relationships with their environment will be emphasized. Designed for students who perform at grade level in reading and science. This is a lab science class.

203 Honors Biology

1 Year 10-11 1 Credit

Prerequisites: Recommendation of current science teacher. A study of living things, their functions and relationships with their environment will be emphasized. Designed for students who perform above grade level and plan on attending college. This is a lab science class.

214 Advanced Senior Biology

1 Year 12 1 Credit

Prerequisites: Chemistry and Biology. This is a course for those students intending to be science majors in college. The course is designed to teach students how to function in the laboratory. Most of the students' time is spent in the lab. The labs deal with chemistry, genetics, ecology, and microbiology. This is a lab science class.

210 Chemistry

1 Year 11-12 1 Credit

Prerequisites: Intermediate Algebra either completed or taken concurrently with Chemistry. A study of the elements, mixtures, and compounds. Math is used to express much of the material. This course is strongly advised for college-bound students. This is a lab science class.

211 Physics

1 Year 11-12 1 Credit

Prerequisites: Intermediate Algebra and Geometry. The study of the fundamental laws of nature and interrelationships with matter and energy. Considerable mathematical skill is required to unlock the mechanics of motion, forces, power, work and energy. During second half of the course, wave mechanics, electromagnetic phenomenon, nuclear physics, quantum physics, light and sound will be studied. This is a lab science class.

218 Advanced Placement Biology

1 Year 12 1 Credit

Prerequisites: Successful completion of chemistry. A college-level introductory biology course usually taken by biology majors in their freshman college year. After showing themselves to be qualified on the AP exam, some students, as college freshman, are permitted to start at a higher level in college. This course may fulfill college requirements for a lab-science course. This course will be taught during first period, and will require one day per week at zero hour as well. This is a lab science class.

208 Anatomy/Physiology 1

1 Trimester 11-12 1/3 Credit

Prerequisites: Minimum of a C in Sophomore Biology. Students in this course will begin the investigation of the human organism by studying cells, the classification of tissues, the integument and the circulatory system. This is accomplished by lecture, activities, and labs. The major dissection will be the fetal pig. The goal of this first trimester is to give the student a foundation of knowledge for further study of system interactions. This is a lab science class.

208 Anatomy/Physiology 2

1 Trimester 11-12 1/3 Credit

Prerequisites: Minimum of a C in Sophomore Biology. This course will continue with the investigation of the cardiovascular system (heart and blood vessels), respiration, and digestion and nutrition. Detailed study is through dissection (sheep's heart), labs, lecture and discussion. This is a lab science class.

208 Anatomy/Physiology 3

1 Trimester 11-12 1/3 Credit

Prerequisites: Successful completion ("C" average) of Anatomy/Physiology 1 or 2. This course will continue the study of human anatomy with the bones and muscles, the reproductive system and birth. This trimester has an emphasis on comparative anatomy and includes the dissection of the cat. This is a lab science class.

207 Intro. to Marine Biology

1 Trimester 11-12 1/3 Credit

Prerequisites: C average in Sophomore Biology. Intro. to Marine Biology is a lab-oriented course that involves the study of marine waters, tides, and ecology. Also emphasized are the collection, study, and identification of marine bacteria, plankton, and algae. A marine aquarium will be maintained, and outside field activities will be conducted. This is a lab science class.

219 Marine Invertebrate Animals

1 Trimester 11-12 1/3 Credit

Prerequisites: C average in Sophomore Biology. Marine Invertebrate Animals 1 is a lab-oriented course that involves the collection, study and identification of marine invertebrates. The role of marine invertebrate within the marine ecosystem and their anatomy, will be emphasized. A marine aquarium will be maintained, and outside field activities will be conducted. This is a lab science class.

220 Marine Vertebrate Animals

1 Trimester 11-12 1/3 Credit

Prerequisites: "C" average in sophomore biology. Marine Animals Vertebrate Animals 2 is a lab-oriented course that involves the collection, study and identification of marine vertebrate. The role of marine vertebrates within the marine ecosystem and their anatomy will be emphasized. A marine aquarium will be maintained and outside field activities will be conducted. This is a lab science class.

221 Plants of the Pacific Northwest

1 Trimester 11-12 1/3 Credit

Prerequisites: "C" average in Sophomore Biology. Offered Spring trimester only. This course will expand students' knowledge of the natural world. This laboratory oriented class will specifically deal with the concepts of plant structure, function, and classification with the identification of Pacific Northwest plants emphasized. This is a lab science class.

215 Earth and Space Science 1

1 Trimester 11-12 1/3 Credit

Prerequisites: Must have successfully completed three trimesters of Sophomore level science. Offered Fall and Winter trimesters only, this course will cover earthquakes, plate movements, map reading, seasons and selected introductory topics with emphasis on the earth placement in the expanding universe. An environmental focus will be emphasized. This is a lab science class.

222 Earth and Space Science 2

1 Trimester 11-12 1/3 Credit
Prerequisites: Must have successfully completed three trimesters of Sophomore level science. Offered Spring trimester only. This course will cover volcanoes, minerals, rocks, weather, stars and galaxies with an emphasis on the earth's placement in the expanding universe. An environmental focus will be emphasized. This is a lab science class.

216 Environmental Science 1

1 Trimester 11-12 1/3 Credit
Prerequisites: "C" average in Sophomore Biology. Offered Fall trimester only. Students will study ecosystem interactions, population dynamics, human population growth, and the influence of humans on the environment. Class activities will include labs, experiments, discussions, and field monitoring of local water sheds. This is a lab science class.

217 Environmental Science 2

1 Trimester 11-12 1/3 Credit
Prerequisites: "C" average in Sophomore biology. Offered Winter trimester only. Students will study water resources and water pollution, endangered wildlife and ecosystems, soil and land use practices. Class activities will include labs, experiments, discussions, and field monitoring of local water sheds. This is a lab science class.

224 Environmental Science 3

1 Trimester 11-12 1/3 Credit
Prerequisites: "C" average in Sophomore Biology. Offered Spring trimester only. Students will study pollution, recycling, waste disposal, and natural resources. Class activities will include labs, experiments, discussions, and field monitoring of local water sheds. This is a lab science class.

167 Beg. Athletic Medicine

1 Year 11-12 2 Credits
 May earn 1/3 Science credit upon completion of the year. See Athletic Medicine (page 16). **May not** be taken for a lab science class.

165 Adv. Athletic Medicine

1 Year 11-12 2 Credits
 May earn 1/3 Science credit upon completion of the year. See Athletic Medicine (page 16). **May not** be taken for a lab science class.

070 Beg. Ag-Science & Technology

1 Year 10-11-12 1 Credit
 This is a lab science class. See Agri-Science (page 13).

073 Natural Resources Science

1 Year 10-11-12 1 Credit
 See Agri-Science (page 13). **May not** be taken for a lab science class.

074 Beginning Ornamental Hort.

1 Year 10-11-12 1 Credit
 This is a lab science class. See Agri-Science (page 13).

040 Aquaculture

1 Year 10-11-12 1 Credit
 This is a lab science class. See Agri-Science (page 14).

**PHYSICAL EDUCATION/
 SWIMMING
 (2 Years)**

Number	Title	When Offered		
		Fall	Winter	Spring
Sophomores				
170	Soph. P.E.	A-G	H-O	P-Z
187	Soph. Swimming	H-O	P-Z	A-G
172	Sophomore Weights	P-Z	A-G	H-O
Electives - 11th, 12th Grade				
175	Junior/Senior P.E.	Yes	Yes	Yes
174	Adv. Weight Training	Yes	Yes	Yes
190	Adv. Athletic Conditioning	Yes	Yes	Yes
191	Adaptive P.E.	Yes	Yes	Yes
182	Aerobics	Yes	Yes	Yes
183	Swim for Fitness	Yes	Yes	Yes
184	A.M. Swim for Fitness	Yes	Yes	Yes
177	Water Polo	Yes	Yes	No
186	Advanced Water Polo	No	No	Yes
185	Swim/Div. Activity	No	No	Yes
176	Life Guarding	Yes	Yes	No
180	Water Safety Instruction	No	No	Yes
168	Health	Yes	Yes	Yes
167	Beg. Athletic Medicine	Year-Long Class		
165	Adv. Athletic Medicine	Year-Long Class		

170 Sophomore P.E.

1 Trimester 10 1/3 Credit
 The class will meet every other day in the Fitness Center. On non-Fitness Center days, Sophomore Physical Education will consist of activities involving learning experiences, acquisition of basic skills, concepts and philosophy, and the exposure to a number of different physical activities and physical fitness.

187 Sophomore Swimming

1 Trimester 10 1/3 Credit
 Students will learn and improve basic swimming strokes and skills. Pool and general water safety will be covered. Swimming, as it relates to fitness and conditioning will be practiced.

172 Sophomore Weights

1 Trimester 10 1/3 Credit
 Weight training is designed to facilitate overall body strength and conditioning. Lifting will be every other session. On non-lifting days, activities will be run to enhance balance, coordination, flexibility, speed and quickness. Running and conditioning will be the primary emphasis.

175 Junior/Senior P.E.

1 Trimester 11-12 1/3 Credit
Prerequisites: One year of Sophomore P.E. requirements. Activities will include team sports, individual activities, conditioning and physical fitness activities.

174 Adv. Weight Training

1 Trimester 11-12 1/3 Credit
Prerequisites: One year of Sophomore P.E. requirements and Sophomore Weights. Weight training is designed to facilitate overall body strength and condition. Lifting will be done every other session. On non-lifting days, activities will be conducted the same as the physical education classes.

190 Adv. Athletic Conditioning

1 Trimester 10-11-12 1/3 Credit
Prerequisites: Teacher permission, demonstrated sophomore physical education curriculum proficiencies (weight lifting, fitness center, and swimming). This advanced class gives the serious athlete an option to enhance his/her athletic skills (i.e. strength, speed, and agility). High intensity training will be conducted in weight room, on the track, in the gym and in the wrestling room.

191 Adaptive P.E.

1 Trimester 10-11-12 1/3 Credit
Prerequisites: Placement by counselor and verified by doctor. This course enables the student with physical handicaps to meet the grade level physical education requirements.

182 Aerobics

1 Trimester 11-12 1/3 Credit
Prerequisites: One year of required Sophomore P.E. or Weights. This class is designed for the person who wishes to take-off, put-on or redistribute figure areas of the body. The class will emphasize an exercise, nutrition and weight lifting program best suited for the individual.

183 Swimming for Fitness

1 Trimester 11-12 1/3 Credit
Prerequisites: Completed Sophomore Swimming. A course designed to help the student improve swimming technique and to achieve a higher degree of physical fitness by swimming, and other related activities.

184 A.M. Swimming for Fitness

1 Trimester 11-12 1/3 Credit
Prerequisites: Completed Sophomore Swimming. A course designed to help the student improve swimming technique and to achieve a higher degree of physical fitness by swimming, and other related activities. Class begins at 6:30 a.m.

177 Water Polo

1 Trimester 11-12 1/3 Credit
Prerequisites: Completed Sophomore Swimming; instructor permission. An introduction to an exciting, physically demanding activity. If you like the water, a challenge and something new, sign up for this elective activity class.

186 Advanced Water Polo

1 Trimester 11-12 1/3 Credit
Prerequisites: Water Polo and instructor permission. Water polo is an exciting, physically demanding Olympic sport. This course is designed to give students an opportunity to explore a water sport involving a variety of skills, conditioning and game situations.

185 Swimming & Diving Activity

1 Trimester 11-12 1/3 Credit
Prerequisites: Completed Sophomore Swimming; instructor permission. Participation class emphasizing swimming, diving and various water activities (water polo, basketball, volleyball).

176 Life Guarding

1 Trimester 11-12 1/3 Credit
Prerequisites: Completed Sophomore Swimming; instructor permission; CPR and First Aid required; \$5 Red Cross certificate fee. This is an elective class designed to develop an understanding of basic and advanced life saving techniques. Successful completion of the class requirements could result in certification for Red Cross Life Guarding

180 Water Safety Instruction

1 Trimester 12 1/3 Credit
Prerequisites: 17 years of age and current Life Guarding Certificate; instructor permission; \$27 Red Cross materials fee, \$5 certificate fee. This course is designed to prepare young people to teach swimming. Major emphasis is placed on: (a) sound teaching philosophy, (b) logical teaching progressions, and (c) differing teaching techniques. Successful completion of class requirements could result in certification by the American Red Cross as a Water Safety Instructor.

168 Health

1 Trimester 10-11-12 1/3 Credit
 See Family and Consumer Sciences (page 21).

167 Beg. Athletic Medicine

1 Year 11-12 2 Credit
 May earn 1/3 P.E. credit upon completion of the year. See Athletic Medicine (page 16).

165 Adv. Athletic Medicine

1 Year 11-12 2 Credit
 May earn 1/3 P.E. credit upon completion of the year. See Athletic Medicine (page 16).

SPECIAL EDUCATION

NOTE: Parents who suspect their child has a handicapping condition that is restricting the education process should contact the high school psychologist at 876-7318.

Specific course work will be developed with parents during annual IEP conferences. The following classes are available:

Resource Room:

Language Arts
Math
Study Skills
Inclusion:

Exploring Crafts
Wood Technology

Science:

Biology
Agriculture Science

Social Studies:

U.S. History
Government
Economics
Contemporary World Problems

Special Needs:

Language Arts
Social Studies:

Washington State History
U.S. History
World History
Government
Consumer Economics
World Problems
Community Awareness

Physical Education:

Adaptive P.E.

Science:

Biology
First Aid/CPR
Agriculture Science (at school farm)

Math

Study Skills

Vocational Assessment (on campus work sites)
Work Experience (off campus work sites)
(Prerequisite - 1 trimester of Vocation Assess.)

Resource Room

1 Trimester 10-11-12 1/3 Credit
Prerequisites: Focus of concern by staff member, parent, or education guidelines; may be repeated. Each student's activity is governed by an Individual Educational Program agreed to by parents and staff representatives. Instruction in study skills is provided to assist students with other class work. Direct instruction is given in the core classes when required by the student's IEP.

Special Needs

1 Trimester 10-11-12 1/3 Credit
Prerequisites: Teacher recommendation; qualify for Special Education; maybe repeated. The Special Needs program is designed to meet the needs of students requiring special help in a variety of areas during their school day. Each student's study program will vary, depending on his/her own goals and class schedule.

PROFESSIONAL/ TECHNICAL ED. CAREER ED.

(1 Year)

AGRI-SCIENCE

Number	Title	When Offered		
		Fall	Winter	Spring
070	Beg. Agri-Science/Tech.	Year-Long Class		
071	Adv. Agri-Science/Tech. 1	Yes	No	No
072	Adv. Agri-Science/Tech. 2	Yes	No	No
073	Natural Resources Sci.	Year-Long Class		
076	Adv. Natural Res. Sci. 1	No	No	Yes
078	Adv. Natural Res. Sci. 2	No	No	Yes
074	Beg. Ornamental Hort.	Year-Long Class		
075	Adv. Ornamental Hort. 1	No	Yes	No
077	Adv. Ornamental Hort. 2	No	Yes	No
069	Beg. Integrated Mech.	Year-Long Class		
068	Adv. Integrated Mech.	Year-Long Class		
040	Aquaculture	Year-Long Class		
039	Landscaping: Design/Maintenance (2 blocks)	Year-Long Class		

This is an approved Tech Prep program. College credits may be earned in addition to high school credit. Check with your counselor or instructor for further details.

070 Beginning Agri-Science & Technology

1 Year 10-11-12 1 Credit
This class is designed to give students basic knowledge of all facets of agriculture science. The focus will be on topics such as reproduction, digestion, nutrition, diseases, biotechnology, cloning, artificial reproduction and veterinary medicine. The industry of agriculture is leading the world in scientific research, development and technology. This course also uses an outdoor lab facility to study the production growth, maintenance, and marketing of animals. **This class meets the requirements for a lab Science credit. Tech Prep approved.**

071-072 Advanced Agri-Science & Technology

1 Trimester 11-12 1/3 Credit
Prerequisites: Beg. Agri-Science. This course is designed as an extension of the Beginning Agri-Science course. The course will

involve a stronger emphasis in the areas of agri-business, genetics, biotechnology, and production. **Tech Prep approved.**

073 Natural Resources Science

1 Year 10-11-12 1 Credit
This program is designed to give students a broad scope of knowledge and skills utilized in the natural resources industry. The curriculum is split between study of natural resources and wildlife management, and the study of aquaculture. Students will be given hands on instruction with equipment used in today's workforce. Topics of study will include: silviculture, water quality, dendrology, forest management, wildlife management, wetlands, tool usage and safety, and reforestation. **This course meets the requirement for a Science credit. May not be taken for a lab science class. Tech Prep approved.**

076-078 Advanced Natural Resources Science

1 Trimester 10-11-12 1/3 Credit
Prerequisites: Beginning Natural Resources. This course is a continuation course specializing in forest management and natural resources. Students will work extensively in the major areas of agriculture, water resource management, and silviculture. **Tech Prep approved.**

074 Beg. Ornamental Horticulture

1 Year 10-11-12 1 Credit
This course is designed to give each student a basic knowledge of the horticulture industry with skills to help them gain employment in this area. Practical work in horticulture pertaining to the greenhouse management, landscaping, landscape maintenance, and floriculture are covered in this course. **This class meets the requirements for a lab Science credit. Tech Prep approved.**

075-077 Adv. Ornamental Hort.

1 Trimester 11-12 1/3 Credit
Prerequisites: Beg. Ornamental Horticulture. This course is an extension of the Beginning Horticulture class and offers more in depth study in the areas of landscaping, plant management, and chemical use around plants. **Tech Prep approved**

069 Beg. Integrated Mechanics

1 Year 10-11-12 1 Credit
This class is designed to give students basic knowledge of all facets of mechanics. Those facets include: shop safety, all types of welding, plumbing with copper, galvanized and plastic pipe, electrical wiring, project planning, concrete, and building. **Tech Prep approved.**

068 Adv. Integrated Mechanics

1 Year 10-11-12 1 Credit
 Prerequisites: **Beg. Integrated Mechanics; teacher permission.** This course is designed as an extension of the Beginning Integrated Mechanics course. The course will involve a stronger emphasis in the following areas: welding, drafting, building construction, project planning, and completion. **Tech Prep approved.**

040 Aquaculture

1 Year 10-11-12 1 Credit
 Water covers three-quarters of the Earth's surface. This resource produces both plants and animals that are used to feed the world. Aquaculture is the management of this aquatic environment to increase the harvest of usable plants and animal products. These production systems are part of an integrated industry that requires specialized product services. Aquaculturists include nutritionists, feed mill operators, pathologists, managers, processors, researchers and growers. We use these services to produce fresh and processed seafood, shellfish, and ornamental fish and plants. This class is designed to teach the principles of both fresh and saltwater aquaculture utilizing facilities located on campus. Students will be involved in the study, planning, operating, and management of a full scale aquatic ecosystem. Citizenship, leadership, and cooperation will be stressed throughout the instruction. **This course may be taken for a lab Science credit. Tech Prep approved.**

039 Landscaping: Design and Maintenance

1 Year/2 blocks 11-12 2 Credits
 Prerequisites: **Beg. Ornamental Horticulture.** As an introductory course, Landscaping: Design and Maintenance, fills an educational need for those who wish to enter the landscaping field as trained professionals. By following this curriculum, students progress from the basic principles of landscape design (installation and maintenance) to more specific - choosing enrichment items for the landscape and developing cost estimates. Students learn exactly what constitutes a well-balanced, attractive landscape in harmony with its surroundings, and how such a landscape is developed and maintained. Citizenship, leadership, and cooperation will be stressed throughout the instruction. **Tech Prep approved.**

AMERICAN SIGN LANGUAGE

Number	Title	When Offered		
		Fall	Winter	Spring
036	American Sign Language 1	Year-Long Class		
037	American Sign Language 2	Year-Long Class		
New Course	American Sign Language 3	Year-Long Class		

036 American Sign Language 1

1 Year 10-11-12 1 Credit
 American Sign Language is a beginning course in American Sign Language (ASL). The course will provide insights into deaf cultural values, deaf attitudes and the deaf community. Everyday conversational situations will be achieved using a natural and direct method through meaningful context, modeling, observation, and student participation. This course will emphasize vocabulary development and historical aspects of the language. **This course fulfills one Foreign Language restrictive credit or may be used as one Career Education credit. It is accepted for foreign language for acceptance to some colleges/universities.**

ational situations will be achieved using a natural and direct method through meaningful context, modeling, observation, and student participation. This course will emphasize vocabulary development and historical aspects of the language. **This course fulfills one Foreign Language restrictive credit or may be used as one Career Education credit. It is accepted for foreign language for acceptance to some colleges/universities.**

037 American Sign Language 2

1 Year 11-12 1 Credit
 Prerequisites: **American Sign Language 1.** American Sign Language 2 is a continuation of ASL 1, with greater emphasis on ASL grammar and concentrated effort to develop the students' expressive and receptive skills. Everyday conversational situations will be approached via natural and direct methods, through meaningful context and activities. Appropriate language, grammar, and cultural behaviors that establish and maintain social relations will be emphasized.

New Course
 (pending school board approval)
American Sign Language 3

1 year 11-12 1 Credit
 Prerequisites: **American Sign Language 2.** The third year American Sign Language student works with the skills previously learned and expands those skills. Cultural knowledge, vocabulary, and conversational ability develops more rapidly during the third year.

APPLIED TECHNOLOGY

Number	Title	When Offered		
		Fall	Winter	Spring
149	Applied Math I	Year-Long Class		
129	Applied Math II	Year-Long Class		

Applied Technology classes are taken in a practical context. Using hands-on teaching, students learn applicable skills necessary for real-work experience.

This is an approved Tech Prep program. College credits may be earned in addition to high school credit. Check with your counselor or instructor for further details.

149 Applied Math I

1 Year 10-11-12 1 Credit
 Prerequisites: **"C" or better in Math 9.** Applied Algebra I is a hands-on program utilizing a set of modular learning materials prepared to help students develop and refine job-related math skills. The overall course includes material on arithmetic operations, problem-solving techniques, estimation of answers, measurement skills, geometry, data handling, simple statistics, and the use of algebraic formulas to solve problems. The emphasis of the course will be on the ability to understand and apply functional mathematics

to solve problems in the world of work. **This class meets the requirements for a Math credit. Tech Prep approved.**

129 Applied Math II

1 Year 11-12 1 Credit
 Prerequisites: **Successful completion of Applied Math 1 or Algebra.** Applied Algebra II is oriented towards application and practice of mathematics concepts and skills in hands-on laboratories and practical, world-of-work problems. The concepts covered will include: basic skills in algebra, quality control, intro. to trigonometry, and application of geometry in the world of work. **This class meets the requirements for a Math credit. Tech Prep approved.**

ARCHITECTURAL /ENGINEERING TECHNOLOGY

Number	Title	When Offered		
		Fall	Winter	Spring
134	Beginning CADD	Yes	Yes	Yes
059	Architectural CADD I	Yes	Yes	No
060	Architectural CADD II	No	Yes	Yes
061	Architectural CADD III	No	No	Yes
062	Engineering CADD I	Yes	Yes	No
063	Engineering CADD II	No	Yes	Yes
064	Engineering CADD III	No	No	Yes
138	CADD/CAM/CNC	No	No	Yes

This is an approved Tech Prep program. College credits may be earned in addition to high school credit. Check with your counselor or instructor for further details.

134 Beginning CADD (Computer-Aided Drafting and Design)

1 Trimester 10-11-12 1/3 Credit
 This is an introductory course designed to teach the fundamentals of reading and making drawings. Students will be introduced to various methods of communicating technical information through the use of drawings. Students will experience Computer Aided Drafting and Design (CADD) midway through the first trimester. **This course is the first phase for those wishing to pursue an associate degree through the Tech-Prep program.**

059-060-061 Architectural CADD I/II/III

1 Trimester 11-12 1/3 Credit
 Prerequisites: **Beg. CADD; Arch. CADD I/II/III (in sequence).** Students use the CADD program to prepare a floor, elevation and electrical plans. Architectural CADD II allows the student to specialize in drawing a more complex dwelling with emphasis on detail drawings, plot and foundation plans. **(Architectural CADD I & II required for Tech-Prep program.)**

Architectural CADD III allows students to either work as a group designing the plans for SKHS's home-building project or work on individual home designs. **Tech Prep approved.**

062-063-064 Engr. CADD I/II/III

1 Trimester 11-12 1/3 Credit
 Prerequisites: **Beg. CADD; Engr. CADD I/II/III (in sequence).** Engineering CADD I/II courses are designed to develop intermediate drafting skills using the AutoCAD program. Emphasis placed on detailed orthographic/isometric views, sectionals, fasteners, layouts/developments, tolerances and manufacturing methods, etc. (introduction to CADD/CAM/CNC at these levels). **(Engineering CADD II required for Tech-Prep program.)**

Engineering CADD III students gain advanced software experience in AutoCAD while concentrating on solids modeling (3 D), rendering, etc.. Emphasis will be placed on problem solving and realistic engineering applications. Engineering CADD III students will experience CADD/CAM/CNC for one half trimester. **Tech Prep approved.**

138 CADD/CAM/CNC

1 Trimester 11-12 1/3 Credit
 Prerequisites: **Engineering CADD I/II.** Students in CADD/CAM/CNC program will pursue basic skill competencies such as generating CADD (Computer Aided Drafting and Design) drawings, writing CNC (Computer Numerically Controlled) programs, developing basic machine shop skills, understanding machining techniques and material properties, and using the CAM (Computer Aided Machining) software. By participating in this class, students will have a better understanding of manufacturing processes and increase their awareness of career choices in this and related fields. Goals of the program are to prepare students for further vocational and academic training upon graduation from high school. **Tech Prep approved.**

ATHLETIC MEDICINE

Number	Title	When Offered		
		Fall	Winter	Spring
197	Intro. to Athletic Med.	Yes	Yes	Yes
167	Beg. Athletic Medicine	Year-Long Class		
165	Adv. Athletic Medicine	Year-Long Class		

197 Intro. to Athletic Medicine

1 Trimester 10-11-12 1/3 Credit
 Intro. to Athletic Medicine is a basic class for students interested in all types of medical careers. This helps the students to make a smooth transition into beginning medical classes at South Kitsap. Opportunities to explore medical careers at SKHS after this course include Athletic Medicine classes and Anatomy/Physiology classes. The class will cover beginning concepts in medicine, medical terms, communication, professional resumes and interview skills, and career paths that are growing for tomorrow's workplace. The careers that will be explored include general medicine, X-ray technician, nursing, physical therapy and more!

167 Beg. Athletic Medicine

1 Year 11-12 2 Credits
Prerequisites: Teacher permission and completion of **Sophomore Biology**. This course gives students the opportunity to integrate science, physical activity, clinical experience, and job readiness skills into one course. **Five hours of clinical experience, outside of class, each week will be required.** Clinical experiences are arranged by the instructor and may include off-campus observations of medical facilities and fitness clubs. The class is broken down to include prevention of injuries, nutrition, strength and conditioning, assessment of injuries, first aid, taping and drug use and abuse. If a student wishes to pursue further education, additional opportunities might include athletic training, ACSM certification, and physical therapist assistant. **After completion of this course, if student has successfully completed Sophomore Biology, he/she may earn 1/3 credit of Science. May not be taken for a lab science class. If student has successfully completed Sophomore P.E., he/she may earn 1/3 credit of Physical Education.**

165 Advanced Athletic Medicine

1 Year 11-12 2 Credits
Prerequisites: Teacher permission and **Beginning Athletic Medicine**. The advanced class gives the serious medical students an option to learn more about the profession. The class will meet in the training room and students will continue to learn injury assessments, advanced taping techniques, rehabilitation techniques, and sport coverage. **Five extra hours each week will be spent in work experience acting as trainer for an assigned sport during that sport's season.** Opportunities available for the student include ACSM certification, Physical Therapist Assistant, and advanced placement in a number of university programs. **After completion of this course, if student has successfully completed Sophomore Biology, he/she may earn 1/3 credit of Science. May not be taken for a lab science class. If student has successfully completed Sophomore P.E., he/she may earn 1/3 credit of Physical Education.**

AUTO TECHNOLOGY

Number	Title	When Offered		
		Fall	Winter	Spring
100	Beginning Auto	Yes	Yes	Yes
101-102	Adv. Auto 1-2 (2 tri.)	Fall-Winter		No
101-102	Adv. Auto 1-2 (2 tri.)	No	Winter Spring	
103	Auto Mech. Technology (2 tri./2 blocks)	Fall-Winter		No
104	Auto Body Technology (2 blocks)	No	No	Yes
New Course	Auto Technology Applications	Yes	Yes	Yes

This is an approved Tech Prep program. College credit may be earned in addition to high school credit. Check with your counselor or instructor for further details.

100 Beginning Auto

1 Trimester 10-11-12 1/3 Credit
 The student will learn basic vocabulary, maintenance and operation of the automobile engine and support systems. Classroom instruction and hands on shop work are both used in training. This class is open to all interested students.

101-102 Advanced Auto

2 Trimesters 11-12 2/3 Credit
Prerequisites: **Beg. Auto Mechanics**. Advanced Automotive is a continuation course designed to expand the knowledge and skills that the students attained in Beginning Auto. Areas covered are clutches, transmissions, rear axles, suspensions and alignment. Advanced electrical systems and computer operation are also explored. **Tech Prep approved.**

103 Auto Mechanics Technology

2 Trimesters /2 blocks 12 1-1/3 Credits
 (Class meets 1 block per day.)
Prerequisites: **Beg. and Adv. Auto and teacher permission.** The Auto Mechanics Technology course develops job or further vocational school competency in mechanical skills. It is a two-period class that is "hands on" experiences with "live" projects. Students need the background information provided by beginning and advanced classes. **Tech Prep approved.**

104 Auto Body Technology

1 Trimester/2 blocks 12 2/3 Credit
 (Class meets 1 block per day)
PREREQUISITES: **Adv. & Auto Mech. Technology; teacher permission.** This class introduces the students to repair of collision damaged vehicles. The use of basic repair tools will be covered as well as filling, sanding and painting required to restore body panels. **Tech Prep approved.**

New Course
 (pending school board approval)
Auto Technology Applications

1 Trimester 12 1/3 Credit
Prerequisites: **Beginning/Advanced Auto and instructor permission.** Students will continue to practice skills introduced in the Beginning and Advanced Auto classes. Mechanical competencies will be developed through lab assignments and projects. This course is to be run concurrently with the two block Auto Mechanics Technology class.

BUSINESS

Number	Title	When Offered		
		Fall	Winter	Spring
001	Keyboarding I	Yes	Yes	Yes
002	Keyboarding II	Yes	Yes	Yes
006	Word Processing	Yes	Yes	Yes
018	Computer Appl.	Yes	Yes	Yes
022	Adv. Computer Appl.	No	No	Yes
023	Bus. Ed. School to Work Transition (B.E.S.T.)	Yes	Yes	Yes
011	Record Keeping	Yes	Yes	Yes
008	Business & Personal Law	Yes	Yes	Yes
012	Accounting	Year-Long Class		
013	Advanced Accounting	Year-Long Class		
021	Business Simulation	Yes	Yes	Yes
009	Business Work Experience	Yes	Yes	Yes
026	Intro. to Marketing	Year-Long Class		
027	Advanced Marketing	Year-Long Class		
029	Marketing Work Exper.	Year-Long Class		
031	Diversified Occupations	Year-Long Class		
032	D. O. Work Experience	Year-Long Class		

This is an approved Tech Prep program. College credits may be earned in addition to high school credit. Check with your counselor or instructor for further details.

001 Keyboarding I
 1 Trimester 10-11-12 1/3 Credit
 Learn how to type the alphabet, symbols, figure row and 10-key pad by touch; operate Word in Windows; and format simple documents. This is the place to be if you have had no prior keyboarding experience or have had one trimester of junior high keyboarding. Keyboarding I is a prerequisite for Keyboarding II, Computer Applications, and Business Simulation. **Tech Prep approved.**

002 Keyboarding II
 1 Trimester 10-11-12 1/3 Credit
Prerequisites: **Keyboarding I (or 2 trimesters of junior high keyboarding).** College-bound students should not be without this one. Learn to properly format business letters, reports, and tables. Build speed and accuracy. Gain experience in Word in Windows. Keyboarding II is a prerequisite for Word Processing. **Tech Prep approved.**

006 Word Processing
 1 Trimester 10-11-12 1/3 Credit
Prerequisites: **Keyboarding II.** Learn the advanced features of Word in Windows -- one of the most popular word processing

programs used in businesses today. Your future employer will appreciate your new skills and you'll find lots of personal uses as well. **Tech Prep approved.**

018 Computer Applications
 1 Trimester 10-11-12 1/3 Credit
Prerequisites: **Keyboarding I.** The computer is a fantastic tool! Get the most out of it by exploring Microsoft Office Suite using word processing, spreadsheets, database, and charting functions in the Windows environment and learn both personal and business uses. A must for future business administration majors. Computer Applications is a prerequisite for Advanced Computer Applications. **Tech Prep approved.**

022 Advanced Computer Appl.
 1 Trimester 11-12 1/3 Credit
Prerequisites: **Computer Applications.** Using Microsoft Office, students integrate the tools learned in Computer Applications. Students will also explore new tools such as presentation software, desktop publishing, Internet, and e-mail thereby discovering how these tools are used in a business setting. Students will apply their skills and knowledge to solve computer situations typical of today's businesses. **Tech Prep approved.**

New Course
 (pending school board approval)

023 Business Ed. School to Work Transition (B.E.S.T.)
 1 Trimester 11-12 1/3 Credit
Prerequisites: **Teacher permission.** This course is designed to support a student's course and career interest through an application experience. Students will perform a variety of tasks to support business and office administration, and library and technology services, including: data entry, filing, on-line search and information retrieval, keyboarding, and other specific duties to support library, clerical, administration, and/or teachers. Students will be expected to successfully complete approximately 14 hours of seminar experiences specific to the area assigned, as well as general seminars. Students will be assigned to support an individual or department approximately 46 hours -- to a total of 60 hours. **May be taken as a Language Arts elective.**

011 Record Keeping
 1 Trimester 10-11-12 1/3 Credit
 New and improved! The course provides activities that help train students for such duties as preparing monthly statements, making out payroll reports, preparing daily and periodic summary sheets, keeping accounts receivable records, figuring sales tax and mark ups, keeping a checking account and other record-keeping tasks basic to all businesses. **This course fulfills one trimester credit of high school Math graduation requirement.**

008 Business and Personal Law
 1 Trimester 11-12 1/3 Credit
 Discover your rights and remedies under the law. Explore issues related to criminal, civil, consumer, family, contracts, employment, credit, insurance, and career opportunities in the legal field. Participation in a mock trial will complete your experience.

012 Accounting

1 Year 11-12 1 Credit
Prerequisites: Basic math skills. Do you like money? The accounting program offers an important and necessary foundation to students who plan to work in a business environment, specialize in accounting, or use it in daily life. It is designed for the college bound, and also serves those who choose to go directly to industry upon graduation. Our student goals are immediate employability upon successful completion and confidence about continuing at a college or university. A must for future business administration majors, accounting is a prerequisite for advanced accounting. May be taken for Math credit. Tech Prep approved.

013 Advanced Accounting

1 Year 12 1 Credit
Prerequisites: Accounting; teacher permission. This special course builds on the foundation established in first year accounting. Corporate, cost, managerial and partnership accounting will be covered in this course. Tech Prep approved.

021 Business Simulation

1 Trimester 11-12 1/3 Credit
Prerequisites: Two trimesters of business classes, other than Diversified Occupations or Marketing. Participate in realistic business experience. Students will function as employees with various duties such as desktop publishing, accounting, advertising, sales, managing, and banking. Explore new trends, technologies and activities used in today's business world. Discover how to be on top of the job market through job hunting, resume writing, interviewing and communication skills.

009 Business Work Experience

1 Trimester 11-12 1/3 Credit
Prerequisites: Teacher permission; must be enrolled in a business course. Students enrolled in any of the business courses listed above and employed may enroll in Business Work Experience as a 6th or 7th hour. Students receive credit for work hours and meet periodically with the instructor to prepare a job portfolio and focus on career skills.

026 Introduction to Marketing

1 Year 10-11-12 1 Credit
 Marketing is designed to prepare students for careers in marketing, merchandising, management, and entrepreneurship, as well as other marketing fields. This program will offer students the skills needed to enter and advance in a marketing-related career, build the base needed to someday own and operate their own business and/or provide the marketing philosophy and background needed to pursue any college degree. To fulfill the leadership component, students will participate in Distributive Education Clubs of America (DECA), an association of marketing. In this club, students attend leadership and career development conferences, participate in community service activities and fund-raisers, attend social activities, and participate in area, state and national competitions related to sales and marketing occupational areas. May be taken for one credit for course and one credit for work experience. Tech Prep approved.

027 Advanced Marketing

1 Year 11-12 2 Credits
Prerequisites: Intro. to Marketing; teacher permission. This is an advanced year-long class that builds on first-year concepts. The

emphasis is on marketing and business fundamentals, distribution, and economic fundamentals. The advanced students operate the student store as their own business. Each student is required to have a job and be enrolled in Marketing Work Experience. To fulfill the leadership component, students will participate in Distributive Education Clubs of America (DECA), an association of marketing. In this club, students attend leadership and career development conferences, participate in community service activities and fund-raisers, attend social activities, and participate in area, state and national competitions related to sales and marketing occupational areas. May be taken for one credit for course and one credit for work experience. Tech Prep approved.

029 Marketing Work Experience

1 Year 10-11-12 2 Credits
Prerequisites: Intro. to Marketing; teacher permission. Students enrolled in Advanced Marketing are concurrently enrolled in Marketing Work Experience. Each student must work a minimum of 135 hours per trimester. Students may take a late arrival, early out, or take this as a 7th hour class.

031-032 Diversified Occupations

1 Year 12 2 Credits
Prerequisites: Teacher/counselor permission. Diversified Occupations is a year-long class specifically designed for seniors. Whether your plans are to attend a four-year university or technical college, or to enter the work force immediately, D.O. will provide you with the skills and tools you need in order to keep a competitive advantage over your peers. The curriculum includes employment acquisition skills including: resume writing, business letters, and interviews. In addition, you will learn the human relations, communication and leadership skills that will put you on the right track to success. Finally, you will have hands-on experience with budgeting, taxes, and consumer credit. To fulfill the leadership component, students will also participate in Interact, a student organization sponsored by Rotary. The class can be combined with an optional work experience section for additional credit.

BUSINESS OCCUPATIONS

All business courses fulfill career education graduation requirements. Three career education courses are required for graduation. However, students wishing to develop initial employment skills for the business environment should follow the suggested sequences listed below.

Accounting		
10	11	12
Keyboarding I Keyboarding II Record Keeping (opt)	Accounting Computer Apps.	Adv. Accounting Business/Personal Law B.E.S.T. (opt.)
Business Administration		
10	11	12
Keyboarding I Keyboarding II	Accounting Computer Apps. Word Processing	Business/Personal Law Business Simulation * B.E.S.T. (opt.)

* Select Business Simulation or Advanced Computers.

CONSTRUCTION TECHNOLOGY

Number	Title	When Offered		
		Fall	Winter	Spring
110	Wood & Const. Tech. 1	Yes	Yes	Yes
New Course	Residential Cabinet-Making)	Year-Long Class		
113	Building Constr. Tech. (2 tri./2 blocks)	Fall-Winter		No
142	Constr.-Related Tech. (2 blocks)	No	No	Yes
114	Building Constr. Mgmt. (2 blocks)	Year-Long Class		

110 Wood and Construction Technology 1

1 Trimester 10-11-12 1/3 Credit
 Students will be instructed in the safe use of equipment commonly found in a wood shop. Safety, knowledge of building materials, joinery, measurement and calculations are a few of the areas investigated during this course. Introduction to AutoCAD software and other basic computer skills will be integrated into this course. Fees - Project material cost and purchase of safety glasses.

New Course (pending school board approval) Residential Cabinetmaking

1 year 11-12 1 Credit
Prerequisites: Wood & Construction Technology. Students will be instructed in the safe use of equipment commonly found in a wood shop. Students will learn basic kitchen layout, cabinet construction, door and drawer construction types and tolerances, hardware, finish techniques and types, and cabinet installation. Cabinet creation and floor plan layout software are also included in coursework.

113 Building Construction Technology

2 Trimesters/2 blocks 11-12 1-1/3 Credits
 (Class meets every other day, 2 blocks back-to-back.)
Prerequisites: Wood and Construction Tech. 1, student application and teacher permission. This course will be offered only once for the entire year and is designed for a practical approach to teaching many of the building trades. The course may be located at a local building site off campus. Students will be involved in construction of a home from beginning to end. Students will be introduced to all phases of construction including framing, siding, roofing, installation of doors/windows, electrical, and plumbing. Also, blueprint reading and the ability to create and modify AutoCAD drawings will be included. The type of students interested should have the following characteristics: punctuality, work ethic, loyalty, teamwork, honesty, and a willingness to learn. Fees - Purchase of safety glasses.

142 Construction Related Technology

1 Trimester/2 blocks 11-12 2/3 Credit
 (Class meets every other day, 2 blocks back-to-back.)
Prerequisites: Wood and Construction Tech. 1, Building Construction Tech. and teacher permission. This class will be a continuation of the Building Construction Technology class. In addition to the many building trades acquired, the spring trimester class will concentrate on concrete and formwork. Resume writing and job interviewing skills will be taught. Fees -Purchase of safety glasses.

114 Building Construction Management

1 Year/2 blocks 12 2 Credits
 (Class meets every other day, 2 blocks back-to-back.)
Prerequisites: Teacher permission. The completion of Building Construction Management will allow students the opportunity to learn foreman building skills by working with the beginning Building Construction students. The course will offer students the ability to manage, supervise, and observe beginning students on work-related sites, while stressing on-the-job safety. The work site will lend itself to a practical working condition that allows the development of student management skills.

ELECTRONICS TECHNOLOGY

Number	Title	When Offered		
		Fall	Winter	Spring
119	Computer Service & Repair	Year-Long Class		
120	Networking Microsoft LANs	Year-Long Class		
108	Networking Novell LANs	Year-Long Class		

This is an approved Tech Prep program. College credits may be earned in addition to high school credit. Check with your counselor or instructor for further details.

119 Computer Service/ Repair

1 Year 10-11-12 1 Credit
 Learn how a computer works and then how to service and repair it. With provided test equipment and diagnostics software, locate and fix problems. Areas covered are: chips, busses, bios, IRQs, DMAs, ports, video, CD-ROMs, sound, hard drives, and printers. Tech Prep approved.

120 Networking Microsoft LANs

1 Year 11-12 1 Credit
Prerequisites: Computer Service/ Repair. Learn how Microsoft local area networks and wide area networks work. Using the school's 200 computer LAN and the classroom's LAN, students will study how to set up, maintain and administer computer networks. Students will prepare for Microsoft's Network Administrator Certification, the Certified NT Server Products Specialist. Tech Prep approved.

108 Networking Novell LANs

1 Year 11-12 1 Credit
Prerequisites: Computer Service/Repair and Networking Microsoft LANs. Learn how Novell local area networks and wide area networks work. Using the school's and classroom's LANs, students will study how to set up, maintain and administer computer networks. Student will prepare for Novell's Certified NetWare Administrator certification. Tech Prep approved.

GRAPHIC ARTS TECHNOLOGY

Number	Title	When Offered		
		Fall	Winter	Spring
125	Beg. Graphics	Yes	Yes	Yes
126-127	Adv. Graphics 1-2 (2 tri)	Fall-Winter		No
126-127	Adv. Graphics 1-2 (2 tri)	No	Winter-Spring	
128	Graphics Technology (1 block/day)	Year-Long Class		
107	Computerized Signmaking	Yes	Yes	Yes

125 Beginning Graphics

1 Trimester 10-11-12 1/3 Credit
 Students are introduced to the printing industry using computer graphics and electronic pre-press practiced in a Macintosh lab. Students learn graphic design, logotype design and work with type fonts to create a finished product. This requires them to take the work from design through all phases of production and ending with printing on a small offset printing press. The students also have the opportunity to produce a custom made button.

126-127 Advanced Graphics

2 Trimesters 11-12 2/3 Credit
Prerequisites: Beg. Graphics. Students refine all techniques acquired in the beginning class. In addition, they'll print multicolored projects by designing and printing stationary, phone message pads and grocery lists. They will work with a digitizing camera to prepare photos for printing and apply several computer software applications to produce a variety of business forms. Students are introduced to telecommunications by accessing a computer modem to send FAX. They will also have the opportunity to log onto the Internet. Students will learn computerized signmaking with a plotter as well as creating a multicolored button.

128 Graphics Technology

1 Year/2 blocks 12 2 Credits
 (Class meets 1 block per day.)
Prerequisites: Beg. & Adv. Graphics or teacher permission. Students will receive advanced training in all areas of the printing industry and learn advanced drawing using various types of software. Students learn image and photo manipulation with Adobe Photoshop and a digitizing camera. Multicolored print work in addition to spending time learning telecommunications as it relates to the graphics business, including Internet exploration, will also be

covered. Extensive work with electronic pre-press, desktop publishing, logotype design and computerized signmaking are emphasized throughout the year.

107 Computerized Signmaking

1 Trimester 10-11-12 1/3 Credit
Prerequisites: Successful completion of Beg. Graphics and teacher permission. Students participating in this class are required to estimate, sell and produce their own signs, learning the fundamentals of product pricing, scheduling, production, customer service, and bookkeeping. Additionally, they are required to learn and comply with the codes, zoning regulations, and other government standards that apply to professional signmakers.

FAMILY & CONSUMER SCIENCES ED.

Number	Title	When Offered		
		Fall	Winter	Spring
150	Foods 1	Yes	Yes	Yes
151	Advanced Foods	Yes	Yes	Yes
163	N.E.W.S.	Yes	Yes	Yes
154	Child Development	Yes	Yes	Yes
155	Exploring Childhood 1	Yes	No	No
155	Exploring Childhood 2	No	Yes	No
155	Exploring Childhood 3	No	No	Yes
199	Family Matters	Yes	Yes	Yes
161	Practical Family Life	No	No	Yes
152	Clothing 1	Yes	Yes	Yes
153	Clothing 2	Yes	Yes	Yes
164	Clothing 3 & 4	No	Yes	Yes
162	Money Talks	Yes	Yes	Yes
157	Creative Interiors	Yes	Yes	Yes
156	Creative Textiles	No	No	Yes
168	Health	Yes	Yes	Yes

150 Foods 1

1 Trimester 10-11-12 1/3 Credit
 Through classwork and the use of kitchen equipment, students will have experience in planning, shopping for, preparing and serving foods with emphasis on management practices.

151 Advanced Foods

1 Trimester 10-11-12 1/3 Credit
Prerequisites: Foods 1; Teacher permission. Students will review basic concepts learned in Foods 1 and expand their knowledge in the areas of nutrition, bread baking, holiday meals, international foods, spices, labels and food preparation for large groups.

163 N.E.W.S. (Nutrition, Exercise, Weight Control, Self-Concept)

1 Trimester 10-11-12 1/3 Credit
 This class is designed for students interested in developing healthy eating habits and weight control, understanding the importance of exercise and developing a positive self-concept.

154 Child Development

1 Trimester 10-11-12 1/3 Credit
 This course is designed to teach students about competent parenting, rights of children, the special problems of teen pregnancy and parenting, and the reasons why so many people choose to become parents. Students will explore these issues through thought-provoking discussion, guest speakers, videos and films, and class activities.

155 Exploring Childhood 1

1 Trimester 10-11-12 1/3 Credit
Prerequisites: C grade or better in Child Development and teacher permission. Exploring Childhood 1 is a class in the study of child development while working with young children on a regular basis in the preschool. The focus is on identifying and meeting children's individual needs. Tech. Prep. credit pending.

155 Exploring Childhood 2

1 Trimester 10-11-12 1/3 Credit
Prerequisites: C grade or better in Child Development and teacher permission. Exploring Childhood 2 is a class in the study of child development while working with young children on a regular basis in the preschool. This trimester explores developmental theories of learning. Tech. Prep. credit pending.

155 Exploring Childhood 3

1 Trimester 10-11-12 1/3 Credit
Prerequisites: C grade or better in Child Development and teacher permission. Exploring Childhood 3 is a class in the study of child development while working with young children on a regular basis in the preschool. This trimester explores the way people affect one another, and how the child is significantly shaped and formed by socialization. Tech. Prep. credit pending.

199 Family Matters

1 Trimester 10-11-12 1/3 Credit
 Students will discuss relationships within their family, peer group and community as well as explore the responsibilities of marriage and determine their personal readiness. Topics will include personality development, communication skills, stress management, dating, family structures, family roles, decision making, preparing for parenthood, and family crisis issues.

161 Practical Family Life

1 Trimester 12 1/3 Credit
Prerequisites: 12th Grade Level. This course provides students with concrete experiences in the area of communication, decision-making and consumer education. Students explore single and married living by participating in activities which will confront them as young adults.

152 Clothing 1

1 Trimester 10-11-12 1/3 Credit
 Students will learn the techniques of fabric and pattern selection, layout, garment construction and use of machine and pressing techniques. Creative stitchery will be introduced. Projects may include a blouse, shirt, or simple jacket of a woven cotton/blend.

153 Clothing 2

1 Trimester 10-11-12 1/3 Credit
Prerequisites: Clothing 1. This course allows the students to continue improving their sewing skills. It will be project-oriented. The students will complete a minimum of one machine project, one hand project, and will learn the techniques of using the serger.

164 Clothing 3 & 4

1 Trimester 10-11-12 1/3 Credit each class
Prerequisites: Clothing 1 and 2. Students are encouraged to perfect their sewing skills by constructing projects in and out of class. They are encouraged to use unfamiliar fabrics. Students will become aware of career and job opportunities in the clothing/merchandising field.

162 Money Talks

1 Trimester 10-11-12 1/3 Credit
 This course will cover techniques in handling one's personal and family finances. Topics will include budgeting, credit, banking, paycheck deductions and comparison shopping. **This course may fulfill 1/3 credit (or one trimester) of Math requirement.**

157 Creative Interiors

1 Trimester 10-11-12 1/3 Credit
 Students will learn to create a pleasant and unique living environment by studying floor plans, furniture selection, styles and arrangements, kitchen planning and interior decorating suitable for various housing alternatives.

156 Creative Textiles

1 Trimester 10-11-12 1/3 Credit
Prerequisites: Creative Interiors or Clothing or teacher permission. Creative Textiles is an exploratory course which allows the student to work with many techniques involving the use of yarns or fabrics.

168 Health

1 Trimester 10-11-12 1/3 Credit
 The purpose of this course is to provide information related to health topics: fitness, personal safety, nutrition, sexuality and relationships. The goal of this course is to give students the knowledge needed to make sound social, physical and mental health decisions. **This course may be used to fulfill one trimester of the Physical Education requirement, excluding swimming.**

INFORMATION TECHNOLOGY

Number	Title	When Offered		
		Fall	Winter	Spring
024	Information Tech. 1	Year-Long Class		
New Course	Information Tech. 2	Year-Long Class		

024 Information Technology 1

1 Year **10-11-12** **1 Credit**
 Students will explore Internet World Wide Web page development using graphics, text, and animations. Projects include: linking to remote sites, creating web sites based upon templates, using style sheets, using forms, telnet, ftp, and e-mail. Students will have the opportunity to pursue Microsoft Office User Certification for Front Page, if they so elect.

New Course

(pending school board approval)

Information Technology 2

1 Year **11-12** **1 Credit**
Prerequisites: B or higher in Information Technology 1 or teacher permission. Building on knowledge gained in Information Technology 1, students will create content for school-based webs, design webs using scripting languages, and examine database/web interaction. In addition, students will learn about web servers -- their operations and roles. Study in TCP/IP, network topologies, routers, and modems will form the core of this course.

PHOTOGRAPHY

Number	Title	When Offered		
		Fall	Winter	Spring
130	Beg. Photography	Yes	Yes	Yes
131-132	Adv. Photo. 1-2 (2 tri.)	Fall-Winter		No
131-132	Adv. Photo 1-2 (2 tri.)	No	Winter-Spring	
133	Photo Technology (1 block/day)	Year-Long Class		
097	Commercial Photography	Yes	Yes	Yes

130 Beginning Photography

1 Trimester **10-11-12** **1/3 Credit**
Prerequisites: Lab fees may be charged pending School Board approval. May be taken by Juniors and Seniors only during fall trimester, Sophomores and Juniors only in the spring trimester. This course provides a solid foundation of basic photographic knowledge from camera and meter types and their operation through black and white film processing and printing and the use of darkroom equipment. Composition (how to take better pictures) is stressed throughout the lab portion of this class. From this survey class, students are able to determine if they should continue in this course of study.

131-132 Advanced Photography

2 Trimesters **11-12** **2/3 Credit**
Prerequisites: B or higher in Beg. Photo; teacher permission. Lab fees may be charged pending School Board approval. Building on the basic knowledge gained in the beginning program, students work on projects involving the following areas: print toning, electronic flash, studio portraits, shooting action and sports, time exposures, advertising, photo journalism and the production of 8" X 10" and 11" X 14" prints. Color film processing and printing is introduced. Students with interest and aptitude in this program may choose to continue photography during their senior year in the Photography Technology program. Students supply some of the film and photographic paper during this course. Students must complete previous trimester with a "C" or better to continue to the next trimester.

133 Photography Technology

1 Year /2 blocks **12** **2 Credits**
(Class meets 1 block per day.)
Prerequisites: B or better in Adv. Photography and/or teacher permission. Lab fees may be charged pending School Board approval. The intent of this course is to provide students with sufficient skills to enter the photographic job market. In expanding the project work from the advanced program, these students achieve proficiency in portraiture (with a studio electronic flash system), 11" x 14", 16" x 20", and mural-sized prints, medium format cameras and introduction to the 4" x 5" view camera. Color film processing and printing are an important part of this course. Camera systems are provided to all students needing them. Students pay for some of their film and photographic paper. Many opportunities exist for students in this class to photograph school and community events for their portfolios. Students must complete previous trimester with a "C" or better to continue to the next trimester.

097 Commercial Photography

1 Trimester **12** **1/3 Credit**
Prerequisites: Beg./Adv. Photography. Lab fees may be charged pending School Board approval. Expanding the elements of the Photo Tech course, students will investigate various aspects of commercial photography, including studio lighting, 4" x 5" view camera operation and film development. Students will work on projects that can be placed in a portfolio and will develop a resume that could enable them to apply for entry-level positions in the photographic industry. Students must complete previous trimester with a "C" or better to continue to the next trimester.

VIDEO MEDIA PRODUCTION

Number	Title	When Offered		
		Fall	Winter	Spring
025	Beg. Video Production	Year-Long Class		
New Course	Adv. Video Production	Year-Long Class		
New Course	Professional Video Production (2 blocks every other day)	Year-Long Class		

025 Beg. Video Production (formerly Video Media Production 1, 2, 3)

1 year **10-11-12** **1 Credit**
Lights-Cameras-Action! This course is an introduction to both the technical and content side of creating video programs. In the first trimester, students learn the basics of planning, script writing, shooting and editing a video program. In the second and third trimester, students have opportunities to work on projects such as school-related newscasts, commercials and other video programs. Also included are introduction to computer (digital) editing, study of the role media plays in society and a survey of video-related careers. Students must complete the previous trimester with a "C" or better to continue to the next trimester.

New Course

(pending school board approval)

Advanced Video Production

1 year **11-12** **1 Credit**
Prerequisites: Teacher permission. Students continue to develop their skills in video production. They will have the opportunity to produce programs that reflect their personal interests, as well as programs that highlight activities in and around South Kitsap High School. Students will have a hands-on role in "real world" video projects.

New Course

(pending school board approval)

Professional Video Production

1 year/2 Blocks **11-12** **2 Credits**
(Class meets 2 blocks everyother day)
Prerequisites: "B" or higher in Beginning Video Production or teacher permission. Students continue to develop their skills in video production. They will have the opportunity to produce programs that reflect their personal interests, as well as programs that highlight activities in and around South Kitsap High School. Students will have a hands-on role in "real world" video projects. Students will compile resume tapes of their work that may lead to internships or perhaps employment in video-related fields. Some after-school hours are required to participate as a crew member taping community or school activities.

SKILLS CENTER

Prepare For a Job While You're Still in School!!

The Skills Center is a job training center available free to high school students! Training at the Skills Center amounts to half of high school credit each year. Students spend half their time in high school at the Skills Center.

Customer work provides hands-on practical experience in many courses. Instructors are selected directly from program occupations to provide **up-to-date training** with an emphasize placed on leadership development. Job placement assistance, resume writing, and job application workshops are available to all students who complete Skills Center courses.

Credit - Students completing a course are awarded a certificate of completion and a certificate listing the skills or competencies they have developed in the class. Letter grades are also earned. High schools grant credit for competency-based vocational training.

Most courses may be entered at any time. All courses are fully accredited by the Washington State Board of Education. Successful completers of many Skills Center courses may be allowed entry into advanced level courses at Olympic College.

Interested students may register for Skills Center classes by contacting their high school counselors for application forms.

Job Skills Academy Summer '98 - Learn free job skills for 15 days during late June and mid-July; requires a \$10 registration fee.

Transportation - Buses are provided by District both to and from the Kitsap Peninsula Vocational Skills Center.

- Programs -**
- Auto Technology
 - Collision Repair Technology
 - Construction Trades
 - Cosmetology
 - Early Childhood Educational Assistant
 - Engineering/CADD Technology
 - Fashion Merchandising
 - Food Service/Culinary Arts
 - Natural Resources Technology
 - Professional Business Services & Computer Applications
 - Professional Medical Careers
 - Welding Technology

Auto Technology

11-12 **3 Credits per year**
 Well-trained automotive service technicians will always be in demand. You will gain a solid background in basic automotive technology in fuel, exhaust, and cooling systems, brakes, suspensions, steering, and ignition and charging systems. Also, as part of Tech Prep program, you will receive advanced placement credits at Olympic College.

Collision Repair Technology

11-12 **3 Credits per year**
Learn basic unibody frame repair, parts replacement, sanding, stripping and masking of painted surfaces, spraying automotive and other surfaces, glass replacement, and auto detailing.

Construction Trades

11-12 **3 Credits per year**
This program works with today's technology in a real work setting. You will complete community projects and learn all aspects of the construction field. This program works closely with the local trade unions which offer apprenticeships within the community. Students who successfully complete this class may be eligible for advance placement at Olympic College or Seattle Central Community College.

Cosmetology

12 **3 Credits per year**
Cosmetologists (1800 hours) learn all facets of nail and hair care and maintenance. Estheticians (500 hours) specialize in skin care and treatment. Manicurists (500 hours) specialize in maintenance and grooming of nails. Barbers (1,000 hours) concentrate on clipper cuts, mustache and beard trims, and latest styling for men's hair cuts. ALL students receive classroom instruction and hand-on training on mannequins and patrons using state-of-the-art equipment. Students can complete training through Olympic College right at Skills Center.

Early Childhood Educational Assistant

11-12 **3 Credits per year**
You will learn developmental stages of children from birth to 6 years old. These learning areas will include language development, nutrition, safety, discipline techniques, importance of play, and setting up a child-centered environment.

Engineering Technology/CADD

11-12 **3 Credits per year**
From T-squares to computers, the drafting and design industry has been automated. You will learn Computer Aided Drafting and Design (CADD) operations on a high-level, industry standard program. You will create two and three-dimensional drawings of buildings, products, and machinery using a variety of AutoCAD programs. Unique additions to the CADD curriculum include 3D animation, digital imaging, and complete drawing rendering. Also, as part of Tech Prep program, you will receive advanced placement credits at Olympic College.

Food Service/Culinary Arts

11-12 **3 Credits per year**
Students develop marketable skills in all aspects of food production and service using the latest methods and techniques. You'll learn to prepare foods from hors d'oeuvres to multi-course meals and to cater special events, such as banquets and receptions.

Natural Resources Technology

11-12 **3 Credits per year**
Out-of-doors, hands-on, field and class training to meet the growing demand for technical people to work measuring, monitoring, sampling, surveying, and mapping streams, trees, plants, wildlife, and soils.

Professional Business Services & Computer Applications

11-12 **3 Credits per year**
Prerequisites: Prepare to become part of a professional team in the ever-changing business world. Learn all aspects of business communications, machine transcription, telephone etiquette, and interpersonal skills. Students who successfully pass industry standard office skills assessments will receive certification in WordPerfect, Word, Power Point, Excel, and Access. Individualized components are available in legal and medical terminology.

Professional Medical Careers

11-12 **3 Credits per year**
Take your first step into the health field - one of the fastest growing areas of career opportunities today. Students completing all course work and a 50-hour clinical experience will become a state-licensed Certified Nursing Assistant - ready for immediate employment.

Protective Service Occupations (Fire, Police and Security)

11-12 **3 Credits per year**
Careers in fire protection and investigation, law enforcement, security and corrections are numerous. Students will learn the basics of Washington criminal law, jail procedures, civil rights, work ethics, conflict resolution, crime and criminal behavior, fire and crime scene investigation, fire and police radio procedures, finger printing and the justice system. Career opportunities include police officer, special agent, detective, deputy sheriff, security guard, fish and game warden, military police, probation/parole officer, community corrections officer, and fire fighter.

Travel, Tourism and Hospitality

11-12 **3 Credits per year**
Welcome aboard! World-wide career opportunities are plentiful in the travel, tourism and hospitality fields. You may find employment at resorts, on cruise ships, in hotels/motels, or at recreational sites. Learn customer service basics, business etiquette, computer operations, and the many facets of meeting client needs whether its travel for business, fun or conference planning.

Welding Technology

11-12 **3 Credits per year**
Students will learn to cut and join metal using oxyacetylene and arc gas torch semiautomatic welding equipment. Repair broken metal parts on all types of machinery, equipment, boats and structures. You may be prepared to meet industry certification requirements as a certified welder upon successful completion of the program. Also, as part of Tech Prep program, you will receive advanced placement credits at Olympic College.

RESTRICTED ELECTIVES

(1 Year)

****Refer to page 3 for Fine Arts college requirements****

ART

Number	Title	When Offered		
		Fall	Winter	Spring
New Course	Methods/Materials in 2-D Art	Yes	Yes	Yes
095	Exploring Crafts	Yes	Yes	Yes
080	Painting & Drawing	Yes	Yes	Yes
090	Adv. Paint./Draw.	Yes	Yes	Yes
091	Studio Paint./Draw. (2 periods)	Yes	Yes	Yes
086	Jewelry 1	Yes	Yes	Yes
088	Jewelry 2	Yes	Yes	Yes
093	Jewelry 3	No	Yes	Yes
083	Ceramics/Sculpture 1	Yes	Yes	Yes
085	Ceramics/Sculpture 2	Yes	Yes	Yes
094	Ceramics/Sculpture 3	No	Yes	Yes

New Course

(pending school board approval)

Methods & Materials in Two Dimensional Art

1 Trimester **10-11-12 1/3 Credit**
Prerequisites: \$15.00 lab fee. This course is designed to acquaint the student with some of the tremendous variety of materials available for use in two dimensional art. Student will learn terminology connected with these materials and the techniques artists use with them. Classes will consist of lectures, notes, tests, as well as studio time in which the student will experiment with materials, learning how to use them correctly. The emphasis will not be so much on completed art projects, but on the process of making art.

095 Exploring Crafts

1 Trimester **10-11-12 1/3 Credit**
Prerequisites: \$25.00 lab fee. This is a crafts course involving a variety of media and techniques designed to let the student develop his/her creative abilities. The crafts may include: batik, tie-dye, painting on fabric, off-loom weaving, basketry, multi-media jewelry, paper-making, block printing.

080 Painting and Drawing

1 Trimester **10-11-12 1/3 Credit**
Prerequisites: \$15.00 lab fee. A course designed to give basic understanding of the fine arts areas of painting and drawing and prepare students to enroll in advanced painting and drawing.

090 Advanced Painting/Drawing

1 Trimester **10-11-12 1/3 Credit**
Prerequisites: Successful completion of Painting and Drawing course; teacher permission; \$20.00 lab fee. An advanced course designed to further understanding of the following fine art areas. Fall trimester, students work with general painting and drawing in various subject matter. Winter trimester, students will draw and paint human and animal figures. Spring trimester, students will experience seascapes, landscapes, and environments.

091 Studio Painting/Drawing

1 Trimester **12 1/3 Credit**
Prerequisites: Minimum of 2 trimesters of Advanced Art; teacher permission; \$20.00 lab fee. A self-directed advanced drawing and painting course designed to aid the student in further exploration of technique and media and in portfolio preparation.

086 Jewelry 1

1 Trimester **10-11-12 1/3 Credit**
Prerequisites: \$20.00 lab fee payable within 10 days of class start. Introductory course exploring the fundamentals of the "lost wax" casting process.

088 Jewelry 2

1 Trimester **10-11-12 1/3 Credit**
Prerequisites: Jewelry 1; teacher permission; \$20.00 lab fee. Jewelry 2 builds on skills introduced and learned in the introductory jewelry class and introduces some new and challenging jewelry techniques, terminology, and equipment. Fused glass, copper enameling, stone-setting, leathercraft, wire assembly, ceramic mold making, and sand casting are all explored possibilities.

093 Jewelry 3

1 Trimester **10-11-12 1/3 Credit**
Prerequisites: Jewelry 1 and 2; teacher permission; \$20.00 lab fee. Studio Jewelry is essentially a self-directed advanced course for students wishing to continue beyond Jewelry 1. The majority of work is self-imposed and self-directed pending instructor approval with periodic consultation.

083 Ceramics/Sculpture 1

1 Trimester **10-11-12 1/3 Credit**
Prerequisites: \$15.00 lab fee payable within 10 days of class start; "extra" work assessed accordingly. Introductory ceramics course with emphasis on hand-building techniques.

085 Ceramics/Sculpture 2

1 Trimester 10-11-12 1/3 Credit
 Prerequisites: Ceramics/Sculpture 1; teacher permission; \$20.00 lab fee payable within 10 days of class start; "extra" work is assessed accordingly. This course encourages students to explore two and three dimensional art in a variety of media.

094 Ceramics/Sculpture 3

1 Trimester 11-12 1/3 Credit
 Prerequisites: Ceramics/Sculpture 1-2; teacher permission; \$20.00 lab fee. Studio Pottery is designed for the serious art student interested in further expansion of their knowledge and experience in the field of two and three dimensional art. Much of the course involves self-directed exploration and study, relying on the student's self-discipline and desire to achieve success.

FOREIGN LANGUAGE

Number	Title	When Offered		
		Fall	Winter	Spring
054	French Year 1	Year-Long Class		
055	French Year 2	Year-Long Class		
056	French Year 3	Year-Long Class		
057	French Year 4	Year-Long Class		
047	French Year 5	Year-Long Class		
041	German Year 1	Year-Long Class		
042	German Year 2	Year-Long Class		
043	German Year 3	Year-Long Class		
044	German Year 4	Year-Long Class		
046	German Year 5	Year-Long Class		
038	German Summer Conversation & Culture	Summer Class		
051	Spanish Year 1	Year-Long Class		
052	Spanish Year 2	Year-Long Class		
053	Spanish Year 3	Year-Long Class		
049	Spanish Year 4	Year-Long Class		
048	Spanish Year 5	Year-Long Class		
036	American Sign Language 1	Year-Long Class		
037	American Sign Language 2	Year-Long Class		
New Course	American Sign Language 3	Year-Long Class		

054 French Year 1

1 Year 10-11-12 1 Credit
 How to greet people in French, how to order in a French restaurant, how to describe your friends. These basics of conversation will be

learned in this beginning French class. Students will learn the vocabulary and grammar necessary for basic communication, oral and written, in the context of the French speaking world

055 French Year 2

1 Year 10-11-12 1 Credit
 Prerequisites: French 1st year. By third trimester, the student will be speaking almost entirely in French in class. This course sharpens the language skills learned in French 1 with the introduction of new verb tenses and more sophisticated vocabulary. A study of French geography and culture will continue.

056 French Year 3

1 year 10-11-12 1 Credit
 Prerequisites: French 2nd year. This course will help student meet the competency requirements for college and will be conducted predominately in French. Students will read a novel in French, as well as short stories and current events.

057 French Year 4

1 Year 11-12 1 Credit
 Prerequisites: French 3rd year. In French 4, the student will further perfect his reading, speaking, writing, and listening skills in the French language. Completion of this course with a relatively high grade will enable the student to do fairly well on the grammar portion of the A.P. Test.

047 French Year 5

1 Year 11-12 1 Credit
 Prerequisites: French 4th year. The student will continue to perfect his/her reading, speaking, writing, and listening skills in the French language. A study of French literature will be the basis of this class.

041 German Year 1

1 Year 10-11-12 1 Credit
 Students are introduced to the German speaking cultures of West and East Germany, Austria, and Switzerland. Listening and oral skills concentrating on functioning in ordering food, conducting business in stores, banks, post offices and school, and polite greetings and small talk with native speakers. Through writing and grammar work, the student begins to understand the structure of German (and its relationship to its cousin, English).

042 German Year 2

1 Year 10-11-12 1 Credit
 Prerequisites: German 1st year. This year presents more challenges as the student builds on the oral, written, and grammar skills from German 1. Classes operate more completely in the language. Most of the basic structure of German is presented by the end of this year. The student continues to add to his knowledge of the German-speaking culture.

043 German Year 3

1 Year 10-11-12 1 Credit
 Prerequisites: German 2nd year. Third year is the year for review of all the listening, oral, written and grammar work done earlier. We also begin to cover more extensively German history, literature and current events. Students in the 3rd and 4th year often work toward preparation for college placement tests, the A.P. Test or upcoming trips to Germany.

044 German Year 4

1 Year 11-12 1 Credit
 Prerequisites: German 3rd year. The student continues to practice and improve reading, speaking, writing and listening skills in German. There is often some independent study and chances to work individually or in small groups with native speakers.

046 German Year 5

1 Year 11-12 1 Credit
 Prerequisites: German 4th year. The student will continue to perfect his/her reading, speaking, writing, and listening skills in the German language. A study of German literature will be the basis of this class.

038 German Summer Conversation and Culture

1 month 11-12 1/3 Credit
 Prerequisites: "C" grade in German 2nd year and teacher permission. This class will help students to benefit from the month-long exchange with our partner school in Germany. It will focus on practical conversation in a German-speaking setting and projects designed to encourage students to observe and interact with those surroundings and people more closely.

051 Spanish Year 1

1 Year 10-11-12 1 Credit
 First year Spanish is an introduction to the Spanish language and to the countries where that language is spoken. Basic sentences and phrases begin the first day and are continually expanded upon with accompanying grammatical essentials.

052 Spanish Year 2

1 Year 10-11-12 1 Credit
 Prerequisites: Spanish 1st Year. The second year student expands and further develops the skills learned in Spanish 1st year. More advanced grammatical concepts help prepare students for further study in high school or college.

053 Spanish Year 3

1 Year 10-11-12 1 Credit
 Prerequisites: Spanish 2nd Year. The third year Spanish student works with the skills previously learned, and develops those skills. Cultural knowledge, vocabulary, and conversational ability expand more rapidly during the third year.

049 Spanish Year 4

1 Year 11-12 1 Credit
 Prerequisites: Spanish 3rd Year. Fourth-year Spanish develops the skills learned in previous classes. A strong emphasis on Spanish literature helps to promote an awareness of the arts, history, and culture of Spanish countries.

048 Spanish Year 5

1 Year 11-12 1 Credit
 Prerequisites: Spanish 4th Year. The student will continue to perfect his/her reading, speaking, writing, and listening skills in the Spanish language. A study of Spanish literature will be the basis of this class.

036 American Sign Language 1

1 Year 10-11-12 1 Credit
 See American Sign Language Section on page 14.

037 American Sign Language 2

1 Year 11-12 1 Credit
 Prerequisite: American Sign Language 1. See American Sign Language section on page 14.

New Course
 (pending school board approval)
American Sign Language 3

1 year 11-12 1 Credit
 Prerequisite: American Sign Language 2. See American Sign Language section on page 14.

MUSIC

Number	Title	When Offered		
		Fall	Winter	Spring
420	Chorus	Year-Long Class		
423	Concert Choir	Year-Long Class		
427	Added Attraction	Year-Long Class		
421	Highlighters	Year-Long Class		
440	Brass	Yes	No	No
441	Woodwinds	Yes	No	No
438	Percussion	Yes	No	No
431	Concert Band	No	Yes	Yes
437	Symphonic Band	No	Yes	Yes
432	Wind Ensemble	No	Yes	Yes
430	Jazz Ensemble	Year-Long Class		
425	Music Theory I	No	Yes	No
428	Music Theory II	No	No	Yes
433	Beginning Guitar	Yes	Yes	No
434	Advanced Guitar	No	No	Yes

420 Chorus

1 Year 10-11-12 1 Credit
 This class is for all students interested in singing and improving their skills. Emphasis is placed on reaching a level of ability which will make it possible to enroll in Concert Choir and Highlighters. Successful completion of this course (B or better) is a prerequisite for enrollment in Concert Choir or Highlighters. Attendance at Fall Concert, Christmas Concert, Spring Concert, Junior High/Senior High Choral Festival and Choir Contest is a mandatory requirement for passing the class.

423 Concert Choir

1 Year 10-11-12 1 Credit
Prerequisites: Instructor permission. Emphasis is placed on tone production, good literature and possible development of repertory for a spring tour. Attendance at Fall Concert, Christmas Concert, Olympic League Choral Festival, Spring Concert, Junior High/Senior High Choral Festival and Choir Contest is a mandatory requirement for passing the class.

427 Added Attraction

1 Year 10-11-12 1 Credit
Prerequisites: Instructor permission. This class is for females who are selected through audition and demonstration of exceptional musical ability. Emphasis is placed on the performance of pop music. There is a cost for outfits. Attendance at approximately 10 concerts a year is required.

421 Highlighters

1 Year 10-11-1 1 Credit
Prerequisites: Audition/Instructor permission; fee for outfits. This is a class which concentrates on vocal jazz and is for the exceptional, mature, music student. Performance and competition are an integral part of this program and several overnight performances may be scheduled. Approximately 25 concerts a year are performed and members must also be enrolled in Concert Choir.

440 Brass

1 Trimester 10-11-12 1/3 Credit
 During first trimester, Band students are divided according to instrument played. Mid-term auditions will determine placement for second and third trimester. Students will, in addition to class work, have rehearsals and performances outside of the school day and will participate in the SK Marching Band.

441 Woodwinds

1 Trimester 10-11-12 1/3 Credit
 During first trimester, Band students are divided according to instrument played. Mid-term auditions will determine placement for second and third trimester. Students will, in addition to class work, have rehearsals and performances outside of the school day and will participate in the SK Marching Band.

438 Percussion

1 Trimester 10-11-12 1/3 Credit
 During first trimester, Band students are divided according to instrument played. Mid-term auditions will determine placement for second and third trimester. Students will, in addition to class work, have rehearsals and performances outside of the school day and will participate in the SK Marching Band.

431 Concert Band

2 Trimesters 10-11-12 2/3 Credit
Prerequisites: Instructor permission. This course concentrates on ensemble playing. Performances demonstrate the rehearsal techniques needed to perfect the material. The year-long class has elements of marching fundamentals as well as concert performances.

437 Symphonic Band

2 Trimesters 10-11-12 2/3 Credit
Prerequisites: Instructor permission. This course concentrates on ensemble playing. Performances demonstrate the rehearsal techniques necessary to perfect the material.

432 Wind Ensemble

2 Trimesters 10-11-12 2/3 Credit
Prerequisites: Instructor permission/audition. Wind/String Ensemble is a performance group limited to the top players on their instruments. Material is varied and performance is the main goal. Students must be able to attend all performances.

430 Jazz Ensemble

1 Year 10-11-12 1 Credit
Prerequisites: Instructor permission/audition; fee for outfits. This is a highly selective performing group and admission is by audition. Performance and competition are an integral part of this program and several overnight performances may be scheduled. Attendance at all performances and rehearsals as scheduled by instructor. Members must also be enrolled in their auditioned band.

425 Music Theory I

1 Trimester 11-12 1/3 Credit
Prerequisites: Instructor permission. This class is designed to stimulate the creative ability of advanced juniors and seniors in music. The final project will be a 16-bar original for voices and/or instruments.

428 Music Theory II

1 Trimester 11-12 1/3 Credit
Prerequisites: Successful completion of Music Theory I with a B or higher grade. This course is for the advanced college-bound student in music. It will continue the study of theory, arranging, and composition.

433 Beginning Guitar

1 Trimester 10-11-12 1/3 Credit
Prerequisites: Must have an acoustic guitar. This course is for the student who would like to learn how to play the guitar. It is for beginners only. Students must have an acoustic guitar and purchase the prescribed guitar text.

434 Advanced Guitar

1 Trimester 10-11-12 1/3 Credit
Prerequisites: Successful Beginning Guitar or Teacher Permission; must have an acoustic guitar. This course is for the student who would like to learn chord progression, scale construction, and improvisation.

PERFORMING ARTS

Number	Title	When Offered		
		Fall	Winter	Spring
590	Drama Year One	Year-Long Class		
591	Drama Year Two	Year-Long Class		
597	Drama Year Three	Year-Long Class		
595	Beg. Stagecraft ("O" period)	Year-Long Class		
596	Adv. Stagecraft ("O" period)	Year-Long Class		
592	Acting Ensemble	Year-Long Class		
594	Theatre Seminar	Yes	Yes	Yes
593	Musical Theatre	No	No	Yes

Note: Most theatre courses are set up as year-long classes; however, students can enter theatre courses on a trimester basis, with the exception of Acting Ensemble.

590 Drama Year One

1 Year 10-11-12 1 Credit
 This course is designed as a beginning level theatre course. Students will study theatre vocabulary, stage direction and acting technique from improvisation, movement and mime through memorized scenes. The major emphasis of the class is placed on acting.

591 Drama Year Two

1 Year 11-12 1 Credit
Prerequisites: At least two trimesters of Drama Year One or instructor's approval with priority to students who have completed Drama Year One. This course deals with an in-depth study of character analysis, and advanced work in both acting and directing. Students are involved in situations which are designed to strengthen their creative abilities and increase their understanding of the dramatic process. A major emphasis is placed upon physical movement and expression, while developing appropriate vocal and breath control.

597 Drama Year Three

1 Year 12 1 Credit
Prerequisites: At least two trimesters of Drama Year Two or instructor's approval with priority to students who have completed Drama Years One and Two. This course is designed to prepare students for auditions for colleges and theatre schools. Students will prepare various types of audition pieces and examine career opportunities in the field of professional theatre. Students will also survey the study of plays and acting styles from the various periods of theatre history. Students will develop resumes and letters of inquiry.

595 Beginning Stagecraft

1 Year 10-11-12 1 Credit
 This course is designed to provide students with introductory assignments in theatre design, as well as extensive practice in set construction. The concept of scene design emphasizes practical application of basic design principles of modern staging methods. It stresses the function of scene design and construction in its relation to the play. Technical production exposes the student to construction techniques and methods of moving scenery on stage. In order to qualify for a grade above a "C," students must also complete 10-20 hours of out-of-class stagecraft crew work, in addition to satisfying other basic course requirements. Class meets 6:15-7:15 a.m. daily starting on the second day of each trimester.

596 Advanced Stagecraft

1 Year 11-12 1 Credit
Prerequisites: A 2.0 or above in Stagecraft; may be repeated for credit. This course is designed to provide students having one previous year of stagecraft training with an in-depth study of theatre design and execution. These students will at some point choose an area of specialization and complete a specific project or projects in that area. Advanced students are also required to function as crew chiefs for various groups of beginning stagecraft students. In addition, the course requires the student to continually demonstrate the ability to meet all beginning level class objectives. In order to qualify for a grade above a "C," students must also complete 10-20 hours of out-of-class stagecraft crew work, in addition to satisfying other basic course requirements. Class meets 6:15-7:15 a.m. daily starting on the second day of each trimester.

592 Acting Ensemble

1 Year 11-12 1 Credit
Prerequisites: Audition, interview, 2.0 GPA. This course is a performance group which emphasizes the ensemble approach to rehearsal, performance and touring. Productions are developed by company members and frequently require singing and dancing as well as acting skills. Performances may necessitate members missing some school. Summer and vacation rehearsals are required. (Auditions are held in the Spring for the upcoming school year.)

594 Theatre Seminar

1 trimester 12 1/3 Credit
Prerequisites: Instructor's approval; may repeat for credit. This course is designed as an in-depth and independent study in a very specific area of theatre, such as playwriting, lighting, and costume, which the student has demonstrated a facility for and wishes additional study in. Students are expected to demonstrate great self-motivation, and mastery of the area of study by a completed performance product.

593 Musical Theatre

1 Trimester 10-11-12 1/3 Credit
 Offered Spring trimester only. Students will study the history of musical theatre and perform scenes from Broadway shows in class, and learn the different audition techniques for a musical. A short unit on theatrical dance may also be included. Course final is a mock audition.

ELECTIVES

(6-2/3 Credits)

Number	Title	When Offered		
		Fall	Winter	Spring
493	Naval Science 1	Year-Long Class		
492	Naval Science 2	Year-Long Class		
491	Naval Science 3	Year-Long Class		
490	Naval Science 4	Year-Long Class		
523	Leader/Student Government	Yes	Yes	Yes
198	Prof. Technical Leadership	No	Yes	No
528	Special Needs Peer Tutoring	Yes	Yes	Yes
575	Traffic Safety	Yes	Yes	Yes
512	Yearbook	Yes	Yes	Yes
324	Skuhkum Views	Yes	Yes	Yes
	Office/Library Assist.	Yes	Yes	Yes
	Teacher Assistant	Yes	Yes	Yes
	Individualized Learning Options	Yes	Yes	Yes

493 Naval Science 1 (NJROTC)

1 Year 10-11-12 1 Credit

Prerequisites: 2.0 g.p.a. (waiverable by Director of Naval Science). The purpose of this course is to introduce students to the precepts of citizenship, the elements of leadership, and the value of scholarship in attaining life goals. This course is also designed to engender a sound appreciation for the heritage and traditions of America, with recognition that the historically significant role of sea power will be important in America's future and develop in each cadet a growing sense of pride in his/her organization, associates and self. These elements are pursued at a fundamental level. **

492 Naval Science 2 (NJROTC)

1 Year 10-11-12 1 Credit

Prerequisites: 2.0 g.p.a., successful completion of Naval Science 1, or equivalent transfers (waiverable by Director of Naval Science). The purpose of this course is to build on the general introduction provided in Naval Science 1, to further develop the traits of citizenship and leadership in students, introduce cadets to the technical areas of naval science study, and engender a deeper awareness of the vital importance of the world oceans to the continued well being of the United States. **

491 Naval Science 3 (NJROTC)

1 Year 11-12 1 Credit

Prerequisites: Completion of Naval Science 1 and 2 or equivalent transfers from other JROTC programs. This course further develops the traits of leadership in students and introduces Cadets to the vital importance of military justice and international laws, and it continues with the instruction of Naval Science to include astronomy, meteorology, and ship control and maneuvering. Further, it provides an understanding of the facets of sea power, national security and naval history. **

490 Naval Science 4 (NJROTC)

1 Year 12 1 Credit

Prerequisites: Completion of Naval Science 1 and 2 or equivalent transfers from other JROTC programs. Cadets must be assigned to a Staff Officer position in their final year of NJROTC program. This is a leadership course designed to build on the basic qualities of good followship and effective leadership provided in Naval Science 1 and 2. The course takes an in-depth look at leadership skills and techniques through case studies, naval heroes and their leadership styles, and then applying those prospectives in planning, organizing, and managing the day-to-day operation of the South Kitsap NJROTC Corps of Cadets. It instills Navy Core Values and the moral responsibilities of naval officers which naturally feeds over into all leadership positions in any community/business environment. **

** Grooming and uniform standards are in accordance with Navy Regulations. Uniforms are provided by the U.S. Navy. Uniform maintenance (i.e. cleaning and pressing) are at the expense of the cadet.

523 Leadership/Student Government

1 Trimester 10-11-12 1/3 Credit

Prerequisites: Instructor permission; 2.0 or higher GPA; application. A class to develop leadership skills, foster and implement new ideas to improve the operation of SKHS and bring student leaders together to work on projects. Must be an elected ASB or Class Officer or exhibit outstanding leadership in ASB activities.

198 Professional Technical Leadership

1 Trimester 10-11-12 1/3 Credit

Prerequisites: Must be member of a vocational club; teacher permission. Offered Winter trimester only, the course is designed to instruct students in the various methods and techniques involved in planning, implementing and evaluating projects related to school activities. Topics include parliamentary procedure, public speaking, group dynamics and creative visuals. All students are required to complete a term project and a school service project.

528 Peer Tutoring

1 Trimester 11-12 1/3 Credit

Prerequisite: Teacher permission. Students will develop and apply tutoring techniques to be used in future occupation or family life situations. Students will tutor peers with specific learning needs either in the special education or regular education classroom.

575 Traffic Safety

1 Trimester 10-11-12 1/3 Credit

Prerequisite: 15-1/2 years of age; \$160 and learner's permit by first day of trimester (a reduction in fee is possible for qualified low-income students). The Traffic Safety course covers: (1) the fundamentals of safe motor vehicle operation, (2) the practical application of traffic safety principles in driving an automobile. (Students retaking this class for any reason must pay the \$160 fee again.)

512 Yearbook

1 Trimester 11-12 1/3 Credit

Prerequisites: Instructor permission; may be taken 3 times. This class produces the school yearbook. Students are responsible for the following aspects of the production; photograph, designing layouts, writing copy, and financing the book. Yearbook design and format for the next school year begins Spring trimester. Juniors wishing to contribute their ideas should take Yearbook beginning Spring trimester of their Junior year.

324 Skuhkum Views

1 Trimester 10-11-12 1/3 Credit

Prerequisites: Instructor Permission. This course involves practical experience in producing a school newspaper. Staff members are responsible for researching, writing, typing, editing, and laying out the paper.

Office/Library Assistant

1 Trimester 12 1/3 Credit

Prerequisites: Staff and parent permission. Seniors assist a secretary in the office or library. Students may earn no more than three Assistant credits. Grade is pass/fail only. Course may be repeated.

Teacher Assistant

1 Trimester 12 1/3 Credit

Prerequisites: Teacher and parent permission. Seniors assist a teacher with duties as established by the student and teacher. Students may earn no more than three Assistant credits (one per trimester for total of three). Grade is pass/fail only. May be repeated.

Individualized Learning Options

1 Trimester 10-11-12 1/3 Credit

Prerequisites: Counselor initiated and with teacher approval. This class is designed to help seniors make up core required classes. It also provides opportunities for students who transfer into South Kitsap High School 10 days into the trimester without transfer grades. This course is also known as Country School.

Tracks

What's Next? Plan for Success!!

Tentative Four-Year Plan - South Kitsap High School

NAME _____

the following post high school career path using #1 as your most likely career direction.

- Arts & Communications _____
- Business & Management _____
- Engineer, Science & Technology _____
- Environmental & Natural Sciences _____
- Health & Medical Services _____
- Social & Personal Services _____

TENTATIVE CAREER CHOICE: 2. _____ 3. _____

GRADUATION REQUIREMENTS - 22 Credits (46 required + 20 electives)
 must pass the following:

- 4 Credits of Language Arts (9-12)
- 2 Credits of Mathematics (9-12)
- 2 Credits of Science (9-12)(1 credit lab sci.)
- 1 Credit of World History (9-12)
- 1 Credit of U.S. History (11)
- 1 Credit of Senior Social Studies (12)
- 1/3 Credit of Washington State History (10-12)
- 2 Credits of P.E. (9-12)(1/3 credit Swimming)
- 1 Credit of Career Education (9-12)
- 1 Credit of Restricted Electives (9-12)
- 6-2/3 Credits of Electives

FRESHMAN

First Semester

- 1. Language Arts
- 2. World History
- 3. P.E.
- 4. Math _____
- 5. _____
- 6. _____

Second Semester

- 1. Language Arts
- 2. World History
- 3. P.E.
- 4. Math _____
- 5. _____
- 6. _____

* 4 credits

(Freshmen may take 4 electives.)

SOPHOMORE

First Trimester

- 1. Language Arts
- 2. Lab Science
- 3. P.E./Weights/Swim
- 4. Math _____
- 5. _____
- 6. _____

Second Trimester

- 1. Language Arts
- 2. Lab Science
- 3. P.E./Weights/Swim
- 4. Math _____
- 5. _____
- 6. _____

Third Trimester

- 1. Language Arts
- 2. Lab Science
- 3. P.E./Weights/Swim
- 4. Math _____
- 5. _____
- 6. _____

* 10 credits

JUNIOR

First Trimester

- 1. Language Arts
- 2. Survey U.S. History
- 3. _____
- 4. _____
- 5. _____
- 6. _____

Second Trimester

- 1. Language Arts
- 2. Survey U.S. History
- 3. _____
- 4. _____
- 5. _____
- 6. _____

Third Trimester

- 1. Language Arts
- 2. Survey U.S. History
- 3. _____
- 4. _____
- 5. _____
- 6. _____

* 16 credits

(Recommend completing P.E. and Science during Junior year)

SENIOR

First Trimester

- 1. Language Arts
- 2. Senior Social Studies
- 3. _____
- 4. _____
- 5. _____
- 6. _____

Second Trimester

- 1. Language Arts
- 2. Senior Social Studies
- 3. _____
- 4. _____
- 5. _____
- 6. _____

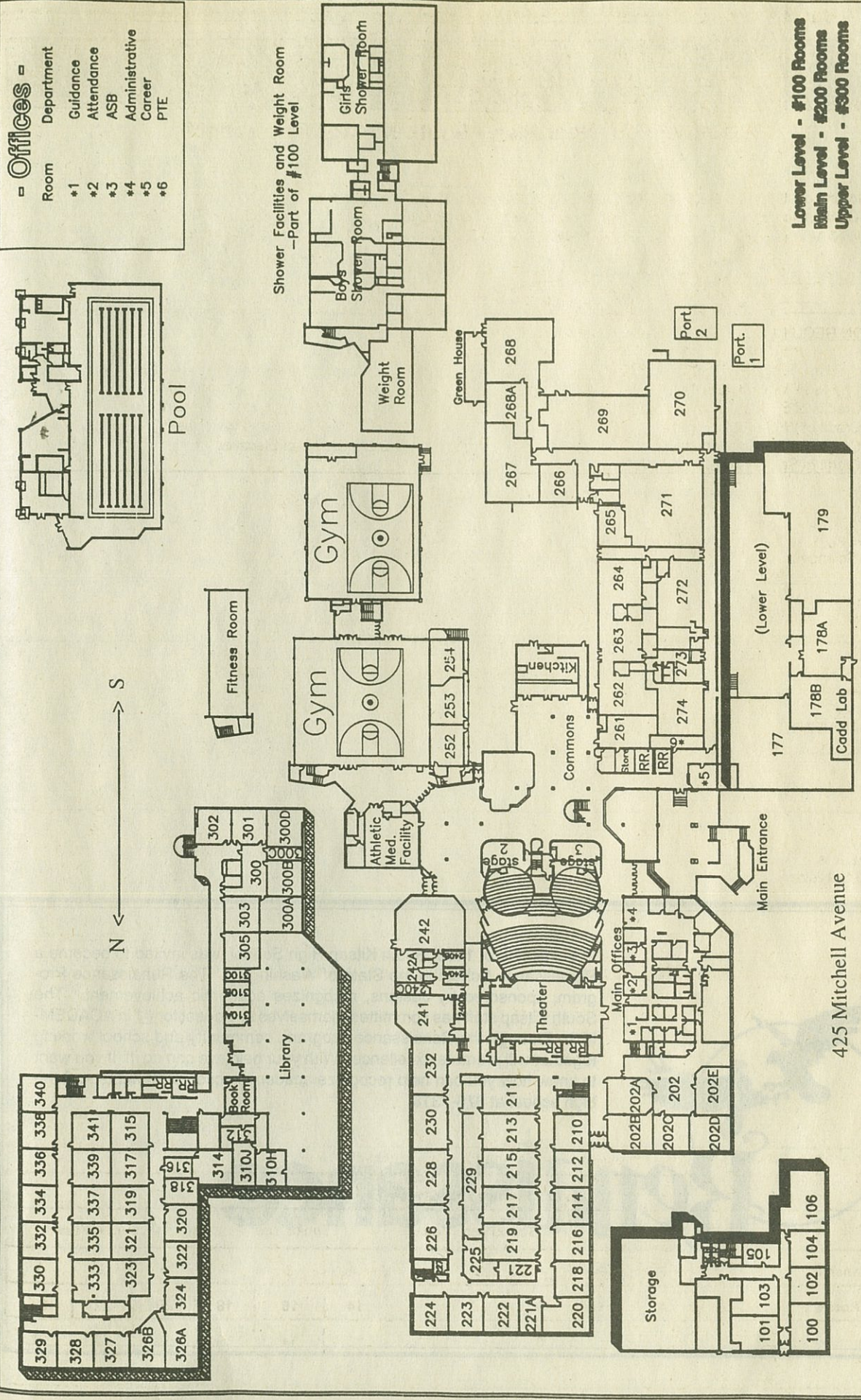
Third Trimester

- 1. Language Arts
- 2. Senior Social Studies
- 3. _____
- 4. _____
- 5. _____
- 6. _____

* 22 credits

* Minimum credits at the end of each year needed to be on-line for graduation with your class.

Trimester	Credits Required for Graduation											
	Freshman Year			Sophomore Year			Junior Year			Senior Year		
	1	2	3	1	2	3	1	2	3	1	2	3
Total Possible	2	4	6	8	10	12	14	16	18	20	22	24
Minimum Needed	--	--	4	6	8	10	12	14	16	18	20	22



South Kitsap High School Map

425 Mitchell Avenue

Lower Level - #100 Rooms
Main Level - #200 Rooms
Upper Level - #300 Rooms

Revisions Done By Brad Chappell

In the Spring of 1990, South Kitsap High School was invited to become a Renaissance School in the State of Washington. The Renaissance Program, sponsored by Jostens, recognizes academic achievement. The South Kitsap staff has committed themselves to a quest for #1 in ACADEMICS. Through the Renaissance Program, community and school working together will promote excellence. With your help, we can do it! If you want to know how you can help recognize academic accomplishments, call the high school at 876-7318.



Renaissance