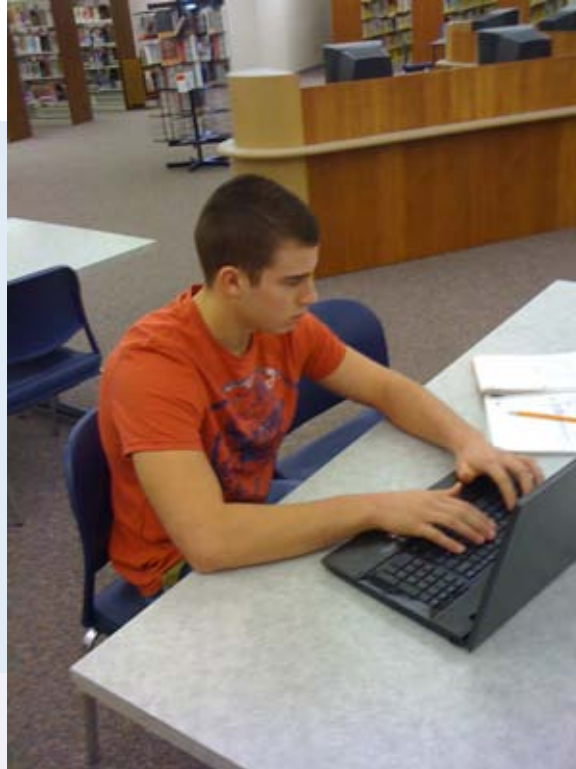


2011-2012  
Delavan-Darien High School



Education  
Guide

Dear Parents and Students,

A significant amount of revisions in the curriculum for 2011-2012 have resulted in the course offerings in this *Education Guide*. All of the revisions have one goal in mind: to provide higher levels of learning for all students at Delavan-Darien High School. Some of the changes you will notice include the following:

- Students are encouraged to take the most challenging courses DDHS offers. Students are now able to self-select accelerated courses and Advanced Placement courses based on a knowledge of their own skills and motivation, as well as conversations with parents and teachers.
- Significant revisions have been made in the mathematics and English course offerings. These revisions include alignment with the new national standards that Wisconsin adopted in 2010.
- With the exception of Healthy Lifestyles, a quarter credit class, all other courses are offered for one-half or one credit. This will result in an increased number of courses that are articulated with the Wisconsin Technical College System as well as providing more courses that provide for more depth in an area of study. We will no longer have "A and "B" day schedules!
- Physical Education courses are offered for one semester, and will meet daily. Several new Physical Education options are available for juniors and seniors. Likewise, Health is now one course that will meet daily for one semester. Health is a freshman requirement.
- Elective departments including Agri-Science, Art, Technical Education and Music have merged some courses as a result of the elimination of quarter credit classes.
- Freshman, sophomore, and junior students will choose a minimum 7 credits of study for the 2011-2012 school year; seniors will choose a minimum of six credits for their senior year.

As you read through this *Education Guide* for 2011-2012, you will find attention paid to learning that prepares you for high levels of success and achievement in the real world. As you consider options for the 2011-2012 school year, please have a conversation with your teachers, counselors, staff members and parents about future plans and directions. We wish you all that DDHS has to offer as you prepare for your future.

Mark T. Schmitt, Ed.D.  
Principal

Ramón Reyes  
Associate Principal

Jennifer Paepke  
Associate Principal

Wayne Fell  
Associate Principal

#### Course Selection Timeline

##### January 17

Class of 2015 Welcome Night for eighth grade students and parents

##### February 2

Current freshmen, sophomores and juniors receive registration materials

##### February 7

Course Selection Night for students and parents, 4:00-7:00 p.m.

##### February 11

Registration forms due to homeroom teachers with parent signatures

##### February 12-24

Counselors meet with students

# Table of Contents

Mission Statement .....	3
Graduation Requirements.....	3
Planning Your D-DHS Education .....	4
Four-Year Planning Worksheet.....	5
Advanced Placement at DDHS .....	6
Four Year College Planning .....	7
Technical College Planning .....	7
Learning Resources and Recognition at DDHS .....	8
Career Clusters Interest Survey .....	14
16 Career Clusters .....	18
Agriculture, Food, and Natural Resources .....	19
Architecture and Construction.....	20
Arts, A/V, Technology and Communications .....	21
Business Management and Administration.....	22
Education and Training .....	23
Finance.....	24
Government.....	25
Health Science .....	26
Hospitality and Tourism .....	27
Human Services .....	28
Information Technology .....	29
Law, Public Safety, Corrections, and Security .....	30
Manufacturing.....	31
Marketing .....	32
Science, Technology, Engineering, Mathematics.....	33
Transportation, Distribution and Logistics.....	34
Agri-Science.....	35
Art.....	38
Business Education .....	41
Career Connections .....	45
Distance Learning .....	47
English .....	48
Health and Physical Education .....	52
Mathematics.....	54
Music .....	56
Science.....	60
Social Studies .....	64
Technology and Engineering.....	67
World Languages .....	71
Youth Options .....	74
Exceptional Education .....	74
Public Notification of Nondiscrimination Policy .....	75

## Mission Statement

The Delavan-Darien School District in partnership with families and the community is dedicated to empowering students to achieve success in our ever-changing world. We will prepare life-long learners and responsible, respectful citizens by embracing our diversity and providing enriched opportunities for learning.

## Graduation Requirements

In order to receive a Delavan-Darien High School diploma, students complete 24 credits. Credits are distributed as follows:

Academic Department	Graduation Requirements
English	4 credits in English to include English 9, English 10, and a minimum of 2 credits of English during the junior and seniors years.
Social Studies	3 credits in Social Studies to include: <ul style="list-style-type: none"> <li>• World Geography (1 credit)</li> <li>• United States History (1 credit)</li> <li>• European History to 1500 OR Modern European History 1500 to Present (1/2 credit)</li> <li>• American Political Systems (1/2 credit)</li> </ul>
Science	2 credits to include: <ul style="list-style-type: none"> <li>• Biological Science (1 credit)</li> <li>• Physical Science (1 credit)</li> </ul> See the department course descriptions for more specific information
Mathematics	2 credits including completion of a Geometry course
Physical Education and Health	A minimum of 1 and ½ credits over 4 years in Physical Education; students must take Physical Education in 9 <sup>th</sup> and 10 <sup>th</sup> grades. Students must also complete .5 credits in Health. Beginning with the class of 2015, one semester of Health must be completed.
Fine Arts	One course in grades 9 through 12 in Art, World Language or Music.
Career and Technical	One course in grades 9 through 12 in Business Education, Technology Education, Agriculture or Career Connections. Beginning with the Class of 2015, the course "Business and Personal Finance" is a graduation requirement. It can be taken in the junior or senior year.
Electives	Classes of 2012, 2013, 2014: 11 credits; Class of 2015: 10.5

## Planning your DDHS Education

This *Education Guide* includes a four-year planning worksheet, information about Advanced Placement, requirements for admissions to the University of Wisconsin System and Wisconsin Technical Colleges, and information about Career Clusters. Career Clusters are tools to assist students and parents as they organize and plan for post-secondary education and careers. You will notice that there are 16 Career Clusters that include recommended courses and activities that provide a pathway for each career.

Utilizing the 16 Career Clusters, students can identify pathways within each cluster. The pathways are a series of rigorous academic and career related courses, starting in ninth grade and leading to a certificate or licensure, two or four year degree, and beyond. The career pathways were developed in partnership between secondary and post-secondary schools, businesses, and employers and are designed to lead to rewarding careers.

By connecting students' course selection choices with future career goals, students are encouraged to work hard and enroll in more rigorous courses. You will find the pathways that have been developed at DDHS printed in bold on the Career Clusters pages. These pathways will identify a potential career and a program of study which are the suggested courses for a particular pathway.

During our course selection process, teachers and counselors will be available to provide help in developing career and educational goals. Students and parents are also encouraged to visit the WisCareers websites and explore the Career Clusters at [www.careerclusters.org](http://www.careerclusters.org). This website can aid students and parents in choosing relevant and applied coursework designed to meet their individual educational and career goals.



# Four Year Planning Worksheet

Name \_\_\_\_\_ Class of \_\_\_\_\_ Date \_\_\_\_\_

Career Goal \_\_\_\_\_ Major \_\_\_\_\_

*PLEASE NOTE: Students in grades 9, 10 and 11 select a minimum of seven credits;  
students in grade 12 sign up for a minimum of six credits.*

Freshman Requirements	Freshman Selections	Sophomore Requirements	Sophomore Selections
English 9 – 1 credit		English 10 – 1 credit	
World Geography – 1 credit		U.S. History – 1 credit	
Mathematics – 1 credit		Mathematics – 1 credit	
Science – 1 credit		Science – 1 credit	
Physical Education – ½ credit		Physical Education – ½ credit	
Health – ½ credit		Elective:	
Elective:		Elective:	
Elective:		Elective:	
Elective:		Elective:	
Elective:		Elective:	
Yearly Credit Total:		Yearly Credit Total:	
Junior Requirements	Junior Selections	Senior Requirements	Senior Selections
English – 1 credit		English – 1 credit	
European History or World Events – ½ credit		American Political Systems – ½ credit	
Physical Education – ½ credit		Elective:	
Elective:		Elective:	
Elective:		Elective:	
Elective:		Elective:	
Elective:		Elective:	
Elective:		Elective:	
Elective:		Elective:	
Yearly Credit Total:		Yearly Credit Total:	

## Advanced Placement at DDHS

The Advanced Placement Program (AP) is a collaborative effort between motivated students, dedicated teachers, and committed high schools, colleges, and universities. Since its inception in 1955, the program has allowed millions of students to take college-level courses and exams, and to earn college credit or placement while still in high school. Nearly 60 percent of United States high schools currently participate in AP, and most of the nation's colleges and universities have an AP policy granting incoming students credit, placement, or both for qualifying AP exam grades.

The Advanced Placement Program is best known for giving high school students the opportunity to earn college credit, to save on college tuition, and even graduate early from college. AP offers students additional benefits as well, including:

- ❑ AP allows high school students to take courses that are challenging, rigorous, and in-depth.
- ❑ AP prepares students to succeed in college. *Answers in the Tool Box*, a recent United States Department of Education study, reports that participation in AP and other challenging high school courses is one of the strongest predictors of college success.
- ❑ The credits students earn for their AP achievements enable students to travel abroad, or to undertake a combined bachelor's and master's program.
- ❑ Students may also take more advanced courses in disciplines where they have received a firm grounding from AP.

Students who participate in AP are ultimately given the responsibility to reason, analyze, and understand for themselves. Such intellectual training inevitably helps them succeed in college, where these skills are essential. All students are strongly encouraged to take at least one Advanced Placement course while in high school.

Students who sign up for Advanced Placement courses will be expected to take the AP Exam in May. The cost for this exam will be **approximately \$85.00**. Students will not be denied the ability to take an Advanced Placement exam due to financial need.

AP Courses @ DDHS

Biology  
 Calculus AB  
 Chemistry  
 English Literature  
 European History  
 French V  
 Government & Politics  
 Music Theory  
 Physics  
 Psychology  
 Statistics  
 Spanish V  
 Studio Art: Drawing/3D Art  
 Studio Art: 2D Art  
 US History

## Four-Year College Planning

College preparatory course requirements generally include these high school courses:

- 4 credits in English
- 3 credits in Mathematics
- 3 credits in Natural Science
- 3 credits in Social Science
- 4 credits in academic electives (2 credits from a single foreign language required for UW - Eau Claire and UW-Madison)

For more information about applying to schools in Wisconsin, visit:

[uwhelp.wisconsin.edu](http://uwhelp.wisconsin.edu) and [www.wisconsinmentor.org](http://www.wisconsinmentor.org)

Admission offices may consider the following when reviewing your application:

- >College Preparatory Course-load
- >Class Rank
- >Grade Point Average
- >ACT/SAT Scores
- >Student Experiences
- >Leadership Qualities
- >Motivation
- >Community Service
- >Special Talents
- >Other factors may also be considered\*

*\*Verify admission requirements with the school of your choice.*

DDHS has a long tradition of students going to colleges and universities across the country. We encourage all of our students to consider continuing their education at the college of their choice.

## Technical College Planning

Steps to Get Enrolled in the Wisconsin Technical College System are listed below.

1. Get consultation:
  - If you are still in **high school**, meet with a counselor at your high school or at one of the technical colleges to discuss your interests, qualifications, and program requirements.
  - If you are **beyond high school** (including high school non-completers and GED students) contact your local technical college for help with career planning, brush up, and/or enrollment information.
2. Choose your area of study.
3. Apply to one of the 16 technical colleges. The closest Wisconsin Technical College to DDHS is Gateway Technical College. For more information about applying to schools in Wisconsin, visit: [www.witechcolleges.com](http://www.witechcolleges.com)
4. Once you get your letter of acceptance, look into financial aid opportunities.
5. Sign-up (register) for classes at the college you've chosen using the geographic map.
6. Enjoy your education, get your degree, and begin your new career.

# Learning Resources and Recognition at DDHS

## Student Services

The purpose of Student Services is to maximize the potential of all students through fostering academic achievement, career exploration, and personal/social development. **Appointments to see your counselor are to be made before or after school and during lunch.**

## Student Records

A permanent record of each student's achievement is maintained in the Student Services office. The following information may be included: courses, grades, attendance, grade point average, rank in class, testing results, and directory information such as name, address, phone number, dates of attendance, birth date, birthplace, and graduation date. Pupil records are released by the school only with student's written permission, if, age 18, or with the parents written permission if the student is under the age of 18. (s.118.125)

## Grade Reporting

Each school semester is divided into two reporting periods of nine weeks each. At the beginning of each semester, teachers will explain their grading policies to students. Final report cards are mailed to parents. Parents may request a progress report on their student any time during the semester by calling or e-mailing the student's teacher. PowerSchool is an online site that allows students and parents to access the student's learning progress and current grades.

## Course Selection

It is vital that students and their parents coordinate their efforts when selecting courses for each school year. Student individual learning plans and individual planning conferences should be used by students and parents to guide them in their course selection. Course registrations should be considered final, not tentative. The *Education Guide* is available to all students and parents. Additional information can be found in the Student Services office. The minimum load for students in grades 9-11 is seven credits per year; for students in grades 12, the minimum is 6.

## Classification and Weighting of Classes

Two classifications of courses are offered to students:

- ❑ **Regular courses** satisfy the prerequisites for the accelerated courses at the junior-senior level; they may be considered as college preparatory courses.
- ❑ **Accelerated courses are** for students who wish to assume an advanced level of difficulty. Accelerated courses are taught only at the junior and senior levels.

In order to arrive at a fair method of marking and a determination of grade-point average and class rank that will reflect the relative difficulty of the curriculum pursued, the following grade-weighting system is used:

	<u>Regular</u>	<u>Accelerated</u>
<b>A+</b>	4.3	5.3
<b>A</b>	4.0	5.0
<b>A-</b>	3.7	4.7
<b>B+</b>	3.3	4.3
<b>B</b>	3.0	4.0
<b>B-</b>	2.7	3.7
<b>C+</b>	2.3	3.3
<b>C</b>	2.0	3.0
<b>C-</b>	1.7	2.7
<b>D+</b>	1.3	1.3
<b>D</b>	1.0	1.0
<b>D-</b>	0.7	0.7
<b>F</b>	0.0	0.0

Grade-point average and class rank are determined from this table. All courses for which students receive letter grades of A, B, C, D, or F are included in rank-in-class and honor roll computation.

Accelerated classes are: Accelerated Orchestra, Anatomy and Physiology, Physical Chemistry, Organic and Inorganic Chemistry, Microbiology and Ecology, Genetics, Calculus, French IV, Accelerated Jazz Ensemble, Accelerated Lydian Choir, AP Prep Composition, AP Prep Literature, Spanish IV, Accelerated Symphonic Winds, and all Advanced Placement courses.

### **Incompletes**

Students who fail a course because of a major requirement (i.e. Geography Location test, US History Government test, term paper, etc), but who have passed all other requirements may be given an incomplete until the major requirement is fulfilled. Incompletes will only be allowed for two weeks (first semester only) unless there is a medical or extenuating circumstance. All incompletes remaining after the two-week deadline will be changed to a failing grade "F". If there are some other extenuating circumstances that require an incomplete to remain after the two week deadline, administrative approval is necessary.

### **Wisconsin Student Assessment System**

The Wisconsin Knowledge and Concepts Examination is currently administered to sophomores. The district will annually notify the parent or guardian of each tenth grade student enrolled in the school district that he/she may request the school board to excuse a student from taking the state required tenth grade examinations. Upon written request of the student's parent or guardian, the student will be excused from taking such examinations.

### **Grade Classification**

To encourage students to make normal progress toward graduation, credit requirements have been established for grade classification. The following credits must be earned to be classified at the stated grade level: Sophomore - 6 credits; Junior - 12 credits; Senior 18 credits. Please see your counselor with any questions concerning grade point average, class rank, and grade level classification.

### **Homework**

Homework provides students the opportunity to deepen understanding of concepts studied and learned in classes. Homework is most effective when students understand the teacher's homework policy, understand the purpose of homework, and use the student planner to record homework assignments.

### **Academic Awards**

Academic awards are given for exceptional academic achievement during a student's four years of high school. To earn an award a student must accumulate 6, 12, 18 or 24 points by having a GPA of 3.0 – 3.74 (2 points per semester), or 3.75 or higher (4 points per semester), and/or by participating in academically based organizations such as National Honor Society, Forensics, and Destination Imagination. Eligibility for an Academic Award will be determined at the end of the first semester of each school year. Second semester points will be added to the next year's total. Awards given are as follows:

- 6 points = Academic Excellence T-Shirt
- 12 points = Academic Letter & Certificate
- 18 points = Academic Pin
- 24+ points = Academic Plaque

### **Honor Roll**

Students who receive the following grade point averages are eligible for honor roll: Honors: GPA of 3.00 to 3.74 and High Honors: GPA of 3.75 or higher. Honor roll eligibility is determined at the close of each semester during the school year.

### **Youth Options Program**

High school students in the district may participate in the Youth Options Program in accordance with state law requirements and established procedures. The Youth Options Program provides eligible students an opportunity to

take courses at technical colleges and institutions of higher education while in high school. Students interested in participating shall inform the District of their intention to take postsecondary courses under this program, prior to

enrollment in the course(s) and within the designated timelines of **March 1<sup>st</sup> for a fall semester course and October 1<sup>st</sup> for a spring semester course.**

The Board shall determine whether a course taken through the Youth Options Program is comparable to a course offered in the District, whether it satisfies graduation requirements and what, if any, high school credits will be awarded to the student.

Courses taken as part of the Youth Options Program shall be paid for as follows:

1. The District shall pay for no more than the equivalent of 18 postsecondary semester credits per student.
2. If the course is taken for high school credit and the course is not comparable to a course offered in the District, the Board shall pay as required by law.
3. If the student is attending an institution of higher education of a technical college and the course is taken for high school credit and is comparable to a course offered in the District, the student shall pay as required by law.
4. If the course is taken for postsecondary credit only, the student shall pay the costs associated with the course as required by law.
5. If the student attending courses at a technical college under this program is a child with a disability, the Board shall also pay the costs of any special services required for the student as determined jointly by the District and technical college. The District may refuse to permit a child with a disability to attend a technical college under this program if it determines that the cost to the District would impose an undue financial burden on the District.
6. The District will pay only for the courses that are successfully completed. If a student receives a failing grade in a course or fails to complete the course, the student's parent/guardian or the student, if an adult, is responsible for reimbursing the District for payment of the tuition and fees paid by the District. If this reimbursement is not made, the student on whose behalf the payment was made is ineligible for any further participation in the Youth Options Program.

The Board is not responsible for transporting students to or from postsecondary courses under this program. The high school principal and/or designee shall administer the Youth Options Program in the District. All 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade students enrolled in the District shall be informed of the Youth Options Program annually.

#### High School Credit for Youth Options Courses

1. The high school principal and superintendent will recommend to the Board the amount of high school credit to be given for a Youth Options Program course prior to the student's enrollment in the course. The high school principal and superintendent shall use the same criteria for evaluating Youth Options Program courses taken for high school credit as the District does in approving courses offered in the District for credit towards graduation.
2. High school credit will be awarded for courses taken through the Youth Options Program if they meet any of the District's graduation requirements and any of the following conditions apply:
  - Regular credit will be awarded for those courses taken that are complementary to, consistent with, or expand on a course of study or sequence of courses offered at the high school.
  - Regular credit will be awarded for those courses that expand the opportunity for a student to move to another level of academic or vocational course study.
  - Regular credit will be awarded for those courses that meet or exceed the same standards for rigor and content as other courses approved by, but not offered by, the District for credit toward graduation.
  - Regular credit will be awarded for those courses that support, rather than prevent, a student from completing high school graduation requirements.
3. If a Youth Options Program course is approved for high school credit:
  - one half (.5) regular high school credit shall be granted for a one or two credit IHE course
  - one (1) regular high school credit shall be granted for a three or more credit IHE course

## **Graduation Information**

The Board of Education has adopted the following policy regarding graduation from Delavan-Darien High School:

1. Seniors who do not meet the 24-credit graduation requirement or who have not earned passing grades in required courses will not receive a diploma or be permitted to participate in commencement exercises. Parents are advised that the purchase of senior photos, announcements and purchase of cap and gown does not guarantee graduation.
2. Exceptions to the preceding policy may be made for students who find that their particular situation fits one of the following:
  - Transfer student's previous credits and the schools awarding such credits will be appraised in terms of Delavan-Darien High School requirements and course - weighting system.
  - Students who complete the competency or senior skills diploma through RISE.
  - Seniors who meet graduation requirements and have not met financial obligations **will not take part in graduation exercises unless such financial obligations are satisfied.**
  - Serious discipline matters as interpreted by the administration could affect the privilege of participating in the graduation exercise. This includes any problem before or during the evening of graduation.

## **Senior Status Report**

The school will assist the student whenever possible and will inform parents concerning the graduation status of their child as early as possible.

1. Counselors will check seniors' credits and inform the individual students and principal on instances where the minimum requirements for graduation are not being met.
2. It is the responsibility of the counselors to notify the principal, who will advise the parents by letter of their son's or daughter's credit deficiency and inability to graduate. The principal's letter will be sent as soon as it is apparent that graduation is not possible.
3. It is the student's responsibility to know their credit status by checking with his/her counselor.
4. Insofar as possible, where a student's potential academic failure exists, thus placing in question graduation, advance parental notice by letter will be made prior to the last four weeks of the school year.

## **Valedictorian and Salutatorian**

Annually, Delavan-Darien High School recognizes students that achieve academically at high levels during the four years of high school. These awards include the Valedictorian and Salutatorian awards. The Valedictorian shall be the student who has the highest grade point average in the graduating class. The grade point average shall be determined by grades received in all classes taken through eight semesters of high school attendance. The Salutatorian shall be the student who has the second highest grade point average in the graduating class. The Valedictorian and Salutatorian designation shall be available only to students who have attended Delavan-Darien High School for at least three consecutive full semesters prior to the determination of the designation.

If two students are tied with the same grade point average for determination of Valedictorian/Salutatorian, the tie breaker shall be the total number of credits taken at Delavan-Darien High School, a college or another accredited high school during the eight semesters of school attendance. The student with more credits shall be the winner of the tie. If a tie shall still exist, the student who has taken more accelerated courses shall be the winner of the tie. If a tie still exists, the winner of the tie shall be determined by the flip of a coin.

## **Academic Excellence Higher Education Scholarship**

The Academic Excellence Higher Education Scholarships shall be awarded to the two (2) graduating seniors with the highest grade point averages after seven semesters of attendance. If a tie exists among three or more students for these scholarships, the following procedures will be used to break ties:

- Students must have applied, been accepted, and committed to attending a Wisconsin public college, technical college, or a participating private college in Wisconsin.
- If a tie is not broken at this point, the student with the greater total number of credits taken at Delavan-Darien High School, a college or another accredited high school during the seven semesters of school attendance shall be declared the winner.
- If a tie shall still exist, the student who has taken more accelerated courses shall be the winner of the tie.

- Any existing tie at this point shall be broken by the flip of a coin.

### **Local Scholarships and Awards**

Local scholarships and awards shall be presented during commencement exercises to graduating seniors. Application booklets for the local financial aid program shall be made available to students in April. Selection committee meetings will be held prior to commencement. Class rank after seven semesters shall be used as a determinant in the selection of local scholarships and awards.

### **Community Service Program**

All Delavan-Darien students *may* complete a minimum of 40 hours of pre-approved community service (unpaid helpful acts that benefit another person) through the high school SERVE program in order to qualify for a diploma and transcript endorsement. This program may be completed anytime during the four years of high school, including the summer before ninth grade. Forms explaining the program endorsement procedures are available in the main office and should be completed prior to the service project. The form must be filled out and turned in to the main office in the year the service occurred.

Students are reminded that several scholarships require documented community service and it is a determining factor in several others. No more than 20 hours for any single project may be counted in a single year.

### **Early Graduation**

While it is anticipated that most students will graduate four years after beginning their high school education, it is recognized that graduation in less than four years may occasionally be appropriate. Students desiring early graduation from high school must meet the following requirements:

- Complete all required courses and enough electives to equal or surpass the minimum number of credits required for graduation.
- Complete the early graduation application process prior to the first day of school of their final year.
- If the student is a minor, a written approval from the parent or guardian must accompany the application.
- Consult with his/her counselor to verify that graduation requirements can be met by the anticipated date of early graduation.
- Must complete a minimum of six semesters of high school work.

### **Early Graduation Procedures/Policies**

- Students who request to graduate one year early must be approved by the board. Students who request to graduate one semester early may be approved by the principal in consultations with the student's counselor.
- Early graduates will receive their final ranking and be eligible for valedictorian and salutatorian awards, scholarships and other monetary awards with the students with which they entered high school.
- Early graduates are eligible for academic honors for which they qualify.
- No formal diploma will be issued or commencement exercises held in January. Early graduates will be permitted to return for the traditional commencement activities if they so desire.
- In unusual circumstances the high school principal may review unique problems not covered in these procedures and decide to accept or reject requests on their individual merits.

### **Schedule Changes**

The following guidelines have been established to govern schedule changes:

- a. Students must understand their responsibility and commitment to their schedule. Course changes must be limited since classes are formed, schedules created, and staff hired and assigned on the basis of their course selections.
- b. Course additions may be made **prior** to the start of a semester only if the added class will fit into open time that already exists in the student's schedule. Any student interested in requesting a schedule change must make an appointment to meet with his/her school counselor before the start of the semester.

- c. Schedule changes prior to the start of each semester will be limited to absolutely necessary changes due to:
- Work-study job changes
  - Needs for graduation
  - Balancing classes
  - An individual educational accommodation
  - Administrative directive
- d. Withdrawal from a course after the start of the semester will be honored under the following criteria:
- The student is misplaced.
  - Administrative directive with or without a failing semester grade.
  - Undesirable conduct, which will result in a failing semester grade for that course plus disciplinary action.
- e. A low or failing grade will not be considered as justification for withdrawal from course.

Changes in level or placement will be considered if the student meets the above guidelines. After that, changes will be considered at the semester time. **Abuse of these policies may result in an administrative fee for schedule changes. Appeals:** An appeals process is established to provide for any exception to these guidelines. This process will include a written request by Student Services, parents, and teachers involved in the schedule change request to the principal who will make a final determination and develop the parameters for any changes.

### **Required Course Re-take Policy**

After a student has failed to pass a required course at least twice, the student's counselor may explore different options to completing that requirement. These options may include, but are not restricted to re-taking the course, a qualified technical college course, a qualified web-based course, or an independent study course arranged with a high school instructor.

### **Summer School**

School School is offered annually to provide students with an opportunity to makeup classes as well as to move ahead with academic plans and goals. Information about Summer School offerings are available in the Spring of the school year.

### **National Collegiate Athletic Association (NCAA)**

Student athletes planning to attend a Division 1 or 2 university or college **and** play a sport at this school must register with the NCAA at <http://eligibilitycenter.org> . The NCAA recommends that students register during their junior year of high school. Students are responsible to verify that the courses they are taking meet the NCAA eligibility requirements.



## Career Clusters Interest Survey

Name \_\_\_\_\_

School \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** Circle the items in each box that best describe you. You may make as many or as few circles in each box as you choose. Add up the number of circles in each box. Look to see which three boxes have the highest numbers. Find the corresponding Career Clusters on the pages immediately following this survey to see which Career Clusters you may want to explore.

<b>BOX 1</b>	<p><b>Activities that describe what I like to do:</b></p> <ol style="list-style-type: none"> <li>1. Learn how things grow and stay alive.</li> <li>2. Make the best use of the earth's natural resources.</li> <li>3. Hunt and/or fish.</li> <li>4. Protect the environment.</li> <li>5. Be outdoors in all kinds of weather.</li> <li>6. Plan, budget, and keep records.</li> <li>7. Operate machines and keep them in good repair.</li> </ol>	<p><b>Personal qualities that describe me:</b></p> <ol style="list-style-type: none"> <li>1. Self-reliant</li> <li>2. Nature lover</li> <li>3. Physically active</li> <li>4. Planner</li> <li>5. Creative problem solver</li> </ol>	<p><b>School subjects that I like:</b></p> <ol style="list-style-type: none"> <li>1. Math</li> <li>2. Life Sciences</li> <li>3. Earth Sciences</li> <li>4. Chemistry</li> <li>5. Agriculture</li> </ol>	<p><b>Total number circled in Box 1</b></p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
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<b>BOX 2</b>	<p><b>Activities that describe what I like to do:</b></p> <ol style="list-style-type: none"> <li>1. Read and follow blueprints and/or instructions.</li> <li>2. Picture in my mind what a finished product looks like.</li> <li>3. Work with my hands.</li> <li>4. Perform work that requires precise results.</li> <li>5. Solve technical problems.</li> <li>6. Visit and learn from beautiful, historic, or interesting buildings.</li> <li>7. Follow logical, step-by-step procedures.</li> </ol>	<p><b>Personal qualities that describe me:</b></p> <ol style="list-style-type: none"> <li>1. Curious</li> <li>2. Good at following directions</li> <li>3. Pay attention to detail</li> <li>4. Good at visualizing possibilities</li> <li>5. Patient and persistent</li> </ol>	<p><b>School subjects that I like:</b></p> <ol style="list-style-type: none"> <li>1. Math</li> <li>2. Drafting</li> <li>3. Physical Sciences</li> <li>4. Construction Trades</li> <li>5. Electrical Trades/Heat, Air Conditioning and Refrigeration/Technology Education</li> </ol>	<p><b>Total number circled in Box 2</b></p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
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<b>BOX 3</b>	<p><b>Activities that describe what I like to do:</b></p> <ol style="list-style-type: none"> <li>1. Use my imagination to communicate new information to others.</li> <li>2. Perform in front of others.</li> <li>3. Read and write.</li> <li>4. Play a musical instrument.</li> <li>5. Perform creative, artistic activities.</li> <li>6. Use video and recording technology.</li> <li>7. Design brochures and posters.</li> </ol>	<p><b>Personal qualities that describe me:</b></p> <ol style="list-style-type: none"> <li>1. Creative and imaginative</li> <li>2. Good communicator/good vocabulary</li> <li>3. Curious about new technology</li> <li>4. Relate well to feelings and thoughts of others</li> <li>5. Determined/tenacious</li> </ol>	<p><b>School subjects that I like:</b></p> <ol style="list-style-type: none"> <li>1. Art/Graphic design</li> <li>2. Music</li> <li>3. Speech and Drama</li> <li>4. Journalism/Literature</li> <li>5. Audiovisual Technologies</li> </ol>	<p><b>Total number circled in Box 3</b></p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
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Source: Adapted from the Guidance Division Survey, Oklahoma Department of Career and Technology Education (2005)

**Note:** This survey does not make any claims of statistical reliability and has not been normed. It is intended for use as a guidance tool to generate discussion regarding careers and is valid for that purpose.

<b>BOX 4</b>	<p><b>Activities that describe what I like to do:</b></p> <ol style="list-style-type: none"> <li>1. Perform routine, organized activities but can be flexible.</li> <li>2. Work with numbers and detailed information.</li> <li>3. Be the leader in a group.</li> <li>4. Make business contact with people.</li> <li>5. Work with computer programs.</li> <li>6. Create reports and communicate ideas.</li> <li>7. Plan my work and follow instructions without close supervision.</li> </ol>	<p><b>Personal qualities that describe me:</b></p> <ol style="list-style-type: none"> <li>1. Organized</li> <li>2. Practical and logical</li> <li>3. Patient</li> <li>4. Tactful</li> <li>5. Responsible</li> </ol>	<p><b>School subjects that I like:</b></p> <ol style="list-style-type: none"> <li>1. Computer Applications/Business and Information Technology</li> <li>2. Accounting</li> <li>3. Math</li> <li>4. English</li> <li>5. Economics</li> </ol>	<p><b>Total number circled in Box 4</b></p> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>
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<b>BOX 5</b>	<p><b>Activities that describe what I like to do:</b></p> <ol style="list-style-type: none"> <li>1. Communicate with different types of people.</li> <li>2. Help others with their homework or to learn new things.</li> <li>3. Go to school.</li> <li>4. Direct and plan activities for others.</li> <li>5. Handle several responsibilities at once.</li> <li>6. Acquire new information.</li> <li>7. Help people overcome their challenges.</li> </ol>	<p><b>Personal qualities that describe me:</b></p> <ol style="list-style-type: none"> <li>1. Friendly</li> <li>2. Decision maker</li> <li>3. Helpful</li> <li>4. Innovative/Inquisitive</li> <li>5. Good listener</li> </ol>	<p><b>School subjects that I like:</b></p> <ol style="list-style-type: none"> <li>1. Language Arts</li> <li>2. Social Studies</li> <li>3. Math</li> <li>4. Science</li> <li>5. Psychology</li> </ol>	<p><b>Total number circled in Box 5</b></p> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>
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<b>BOX 6</b>	<p><b>Activities that describe what I like to do:</b></p> <ol style="list-style-type: none"> <li>1. Work with numbers.</li> <li>2. Work to meet a deadline.</li> <li>3. Make predictions based on existing facts.</li> <li>4. Have a framework of rules by which to operate.</li> <li>5. Analyze financial information and interpret it to others.</li> <li>6. Handle money with accuracy and reliability.</li> <li>7. Take pride in the way I dress and look.</li> </ol>	<p><b>Personal qualities that describe me:</b></p> <ol style="list-style-type: none"> <li>1. Trustworthy</li> <li>2. Orderly</li> <li>3. Self-confident</li> <li>4. Logical</li> <li>5. Methodical or efficient</li> </ol>	<p><b>School subjects that I like:</b></p> <ol style="list-style-type: none"> <li>1. Accounting</li> <li>2. Math</li> <li>3. Economics</li> <li>4. Banking/Financial Services</li> <li>5. Business Law</li> </ol>	<p><b>Total number circled in Box 6</b></p> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>
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<b>BOX 7</b>	<p><b>Activities that describe what I like to do:</b></p> <ol style="list-style-type: none"> <li>1. Be involved in politics.</li> <li>2. Negotiate, defend, and debate ideas and topics.</li> <li>3. Plan activities and work cooperatively with others.</li> <li>4. Work with details.</li> <li>5. Perform a variety of duties that may change often.</li> <li>6. Analyze information and interpret it to others.</li> <li>7. Travel and see things that are new to me.</li> </ol>	<p><b>Personal qualities that describe me:</b></p> <ol style="list-style-type: none"> <li>1. Good communicator</li> <li>2. Competitive</li> <li>3. Service-minded</li> <li>4. Well-organized</li> <li>5. Problem solver</li> </ol>	<p><b>School subjects that I like:</b></p> <ol style="list-style-type: none"> <li>1. Government</li> <li>2. Language Arts</li> <li>3. History</li> <li>4. Math</li> <li>5. Foreign Language</li> </ol>	<p><b>Total number circled in Box 7</b></p> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>
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<b>BOX 8</b>	<p><b>Activities that describe what I like to do:</b></p> <ol style="list-style-type: none"> <li>1. Work under pressure.</li> <li>2. Help sick people and animals.</li> <li>3. Make decisions based on logic and information.</li> <li>4. Participate in health and science classes.</li> <li>5. Respond quickly and calmly in emergencies.</li> <li>6. Work as a member of a team.</li> <li>7. Follow guidelines precisely and meet strict standards of accuracy.</li> </ol>	<p><b>Personal qualities that describe me:</b></p> <ol style="list-style-type: none"> <li>1. Compassionate and caring</li> <li>2. Good at following directions</li> <li>3. Conscientious and careful</li> <li>4. Patient</li> <li>5. Good listener</li> </ol>	<p><b>School subjects that I like:</b></p> <ol style="list-style-type: none"> <li>1. Biological Sciences</li> <li>2. Chemistry</li> <li>3. Math</li> <li>4. Occupational Health classes</li> <li>5. Language Arts</li> </ol>	<p><b>Total number circled in Box 8</b></p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
<b>BOX 9</b>	<p><b>Activities that describe what I like to do:</b></p> <ol style="list-style-type: none"> <li>1. Investigate new places and activities.</li> <li>2. Work with all ages and types of people.</li> <li>3. Organize activities in which other people enjoy themselves.</li> <li>4. Have a flexible schedule.</li> <li>5. Help people make up their minds.</li> <li>6. Communicate easily, tactfully, and courteously.</li> <li>7. Learn about other cultures.</li> </ol>	<p><b>Personal qualities that describe me:</b></p> <ol style="list-style-type: none"> <li>1. Tactful</li> <li>2. Self-motivated</li> <li>3. Works well with others</li> <li>4. Outgoing</li> <li>5. Slow to anger</li> </ol>	<p><b>School subjects that I like:</b></p> <ol style="list-style-type: none"> <li>1. Language Arts/Speech</li> <li>2. Foreign Language</li> <li>3. Social Sciences</li> <li>4. Marketing</li> <li>5. Food Services</li> </ol>	<p><b>Total number circled in Box 9</b></p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
<b>BOX 10</b>	<p><b>Activities that describe what I like to do:</b></p> <ol style="list-style-type: none"> <li>1. Care about people, their needs, and their problems.</li> <li>2. Participate in community services and/or volunteering.</li> <li>3. Listen to other people's viewpoints.</li> <li>4. Help people be at their best.</li> <li>5. Work with people from preschool age to old age.</li> <li>6. Think of new ways to do things.</li> <li>7. Make friends with different kinds of people.</li> </ol>	<p><b>Personal qualities that describe me:</b></p> <ol style="list-style-type: none"> <li>1. Good communicator/good listener</li> <li>2. Caring</li> <li>3. Non-materialistic</li> <li>4. Intuitive and logical</li> <li>5. Non-judgmental</li> </ol>	<p><b>School subjects that I like:</b></p> <ol style="list-style-type: none"> <li>1. Language Arts</li> <li>2. Psychology/Sociology</li> <li>3. Family and Consumer Sciences</li> <li>4. Finance</li> <li>5. Foreign Language</li> </ol>	<p><b>Total number circled in Box 10</b></p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
<b>BOX 11</b>	<p><b>Activities that describe what I like to do:</b></p> <ol style="list-style-type: none"> <li>1. Work with computers.</li> <li>2. Reason clearly and logically to solve complex problems.</li> <li>3. Use machines, techniques, and processes.</li> <li>4. Read technical materials and diagrams and solve technical problems.</li> <li>5. Adapt to change.</li> <li>6. Play video games and figure out how they work.</li> <li>7. Concentrate for long periods without being distracted.</li> </ol>	<p><b>Personal qualities that describe me:</b></p> <ol style="list-style-type: none"> <li>1. Logical/analytical thinker</li> <li>2. See details in the big picture</li> <li>3. Persistent</li> <li>4. Good concentration skills</li> <li>5. Precise and accurate</li> </ol>	<p><b>School subjects that I like:</b></p> <ol style="list-style-type: none"> <li>1. Math</li> <li>2. Science</li> <li>3. Computer Tech/Applications</li> <li>4. Communications</li> <li>5. Graphic Design</li> </ol>	<p><b>Total number circled in Box 11</b></p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
<b>BOX 12</b>	<p><b>Activities that describe what I like to do:</b></p> <ol style="list-style-type: none"> <li>1. Work under pressure or in the face of danger.</li> <li>2. Make decisions based on my own observations.</li> <li>3. Interact with other people.</li> <li>4. Be in positions of authority.</li> <li>5. Respect rules and regulations.</li> <li>6. Debate and win arguments.</li> <li>7. Observe and analyze people's behavior.</li> </ol>	<p><b>Personal qualities that describe me:</b></p> <ol style="list-style-type: none"> <li>1. Adventurous</li> <li>2. Dependable</li> <li>3. Community-minded</li> <li>4. Decisive</li> <li>5. Optimistic</li> </ol>	<p><b>School subjects that I like:</b></p> <ol style="list-style-type: none"> <li>1. Language Arts</li> <li>2. Psychology/Sociology</li> <li>3. Government/History</li> <li>4. Law Enforcement</li> <li>5. First Aid/First Responder</li> </ol>	<p><b>Total number circled in Box 12</b></p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>

<b>BOX 13</b>	<p><b>Activities that describe what I like to do:</b></p> <ol style="list-style-type: none"> <li>1. Work with my hands and learn that way.</li> <li>2. Put things together.</li> <li>3. Do routine, organized and accurate work.</li> <li>4. Perform activities that produce tangible results.</li> <li>5. Apply math to work out solutions.</li> <li>6. Use hand and power tools and operate equipment/machinery.</li> <li>7. Visualize objects in three dimensions from flat drawings.</li> </ol>	<p><b>Personal qualities that describe me:</b></p> <ol style="list-style-type: none"> <li>1. Practical</li> <li>2. Observant</li> <li>3. Physically active</li> <li>4. Step-by-step thinker</li> <li>5. Coordinated</li> </ol>	<p><b>School subjects that I like:</b></p> <ol style="list-style-type: none"> <li>1. Math-Geometry</li> <li>2. Chemistry</li> <li>3. Trade and Industry courses</li> <li>4. Physics</li> <li>5. Language Arts</li> </ol>	<p><b>Total number circled in Box 13</b></p> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>
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<b>BOX 14</b>	<p><b>Activities that describe what I like to do:</b></p> <ol style="list-style-type: none"> <li>1. Shop and go to the mall.</li> <li>2. Be in charge.</li> <li>3. Make displays and promote ideas.</li> <li>4. Give presentations and enjoy public speaking.</li> <li>5. Persuade people to buy products or to participate in activities.</li> <li>6. Communicate my ideas to other people.</li> <li>7. Take advantage of opportunities to make extra money.</li> </ol>	<p><b>Personal qualities that describe me:</b></p> <ol style="list-style-type: none"> <li>1. Enthusiastic</li> <li>2. Competitive</li> <li>3. Creative</li> <li>4. Self-motivated</li> <li>5. Persuasive</li> </ol>	<p><b>School subjects that I like:</b></p> <ol style="list-style-type: none"> <li>1. Language Arts</li> <li>2. Math</li> <li>3. Business Education/Marketing</li> <li>4. Economics</li> <li>5. Computer Applications</li> </ol>	<p><b>Total number circled in Box 14</b></p> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>
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<b>BOX 15</b>	<p><b>Activities that describe what I like to do:</b></p> <ol style="list-style-type: none"> <li>1. Interpret formulas.</li> <li>2. Find the answers to questions.</li> <li>3. Work in a laboratory.</li> <li>4. Figure out how things work and investigate new things.</li> <li>5. Explore new technology.</li> <li>6. Experiment to find the best way to do something.</li> <li>7. Pay attention to details and help things be precise.</li> </ol>	<p><b>Personal qualities that describe me:</b></p> <ol style="list-style-type: none"> <li>1. Detail-oriented</li> <li>2. Inquisitive</li> <li>3. Objective</li> <li>4. Methodical</li> <li>5. Mechanically inclined</li> </ol>	<p><b>School subjects that I like:</b></p> <ol style="list-style-type: none"> <li>1. Math</li> <li>2. Science</li> <li>3. Drafting/Computer-Aided Drafting</li> <li>4. Electronics/Computer Networking</li> <li>5. Technical Classes/Technology Education</li> </ol>	<p><b>Total number circled in Box 15</b></p> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>
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<b>BOX 16</b>	<p><b>Activities that describe what I like to do:</b></p> <ol style="list-style-type: none"> <li>1. Travel.</li> <li>2. See well and have quick reflexes.</li> <li>3. Solve mechanical problems.</li> <li>4. Design efficient processes.</li> <li>5. Anticipate needs and prepare to meet them.</li> <li>6. Drive or ride.</li> <li>7. Move things from one place to another.</li> </ol>	<p><b>Personal qualities that describe me:</b></p> <ol style="list-style-type: none"> <li>1. Realistic</li> <li>2. Mechanical</li> <li>3. Coordinated</li> <li>4. Observant</li> <li>5. Planner</li> </ol>	<p><b>School subjects that I like:</b></p> <ol style="list-style-type: none"> <li>1. Math</li> <li>2. Trade and Industry courses</li> <li>3. Physical Sciences</li> <li>4. Economics</li> <li>5. Foreign Language</li> </ol>	<p><b>Total number circled in Box 16</b></p> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>
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**Disclaimer:** Your interests may change over time. These survey results are intended to assist you with informal career exploration. Consider more formal assessments and other resources or services to help you plan your career. This survey does not make any claims of statistical reliability.



## The Sixteen Career Clusters

<p><b>1</b></p> <p><i>Agriculture, Food &amp; Natural Resources</i></p>	<p>The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.</p>
<p><b>2</b></p> <p><i>Architecture &amp; Construction</i></p>	<p>Careers in designing, planning, managing, building, and maintaining the built environment.</p>
<p><b>3</b></p> <p><i>Arts, A/V Technology &amp; Communications</i></p>	<p>Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</p>
<p><b>4</b></p> <p><i>Business Management &amp; Administration</i></p>	<p>Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.</p>
<p><b>5</b></p> <p><i>Education &amp; Training</i></p>	<p>Planning, managing, and providing education and training services, and related learning support services.</p>
<p><b>6</b></p> <p><i>Finance</i></p>	<p>Planning, services for financial and investment planning, banking, insurance, and business financial management.</p>
<p><b>7</b></p> <p><i>Government &amp; Public Administration</i></p>	<p>Executing governmental functions to include governance; national security; foreign service; planning; revenue and taxation; regulation; and management and administration at the local, state, and federal levels.</p>
<p><b>8</b></p> <p><i>Health Science</i></p>	<p>Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.</p>
<p><b>9</b></p> <p><i>Hospitality &amp; Tourism</i></p>	<p>Hospitality and Tourism encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions and recreation events, and travel-related services.</p>

# Agriculture, Food, and Natural Resources

## Career Cluster Interest Survey Box 1

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

### Career Pathways

- |  |  |
|--|--|
| <input type="checkbox"/> Plant Systems* <sup>1</sup>                 | <input type="checkbox"/> Agribusiness Systems                  |
| <input type="checkbox"/> Animal Systems* <sup>2</sup>                | <input type="checkbox"/> Food Products and Processing Systems  |
| <input type="checkbox"/> Natural Resource Systems* <sup>3</sup>      | <input type="checkbox"/> Power, Structural & Technical Systems |
| <input type="checkbox"/> Environmental Service Systems* <sup>4</sup> |  |

### Occupations

Bee Keeper	Crop &/or Animal	Technician	Food Scientist
Crop Sprayer	Farmer	Waste Water	Forester
Farm Worker	Environmental	Technician	Game Warden
Fisherman	Technician	Agricultural	Geneticist
Landscape Laborer	Furrier	Commodities Broker	Greenhouse Operator
Logger	Fish & Game Officer	Agricultural Economist	Landscape Architect
Nursery Worker	Forestry Technician	Agricultural Educator	Marine Biologist
Pet Groomer	Genetic Technologist	Agricultural Engineer	Plant Pathologist
Pet Shop Worker	Golf Course Manager	Agricultural Sales &	Soil Geologist
Stable Worker	Greenhouse Manager	Communications	Soil Scientist
Vet Hospital Worker	Horticulturist	Agriculture Banker	Toxicologist
Arborist	Landscape Designer	Animal Psychologist	USDA Inspector
Animal Control Officer	Quality Food Control	Animal Scientist	Veterinarian
Animal Nutritionist	Specialist	Biochemist	Wildlife Biologist
Bio-Tech Lab Technician	Turf Manager	Botanist	Zoologist
Cheese Maker	Veterinary	Entomologist	

### Knowledge and Skills

Academic Foundations, Communications, Problem Solving & Critical Thinking, Information Technology Systems, Safety-Health- Environment, Leadership & Teamwork, Ethics & Legal Responsibilities, Employability & Career Development, Technical Skills

### Related Courses

Ag Survey <sup>1234</sup>	Internship <sup>12</sup>	Org/Inorganic Chem	Sociology <sup>1234</sup>
PEAS <sup>1243</sup>	AutoCAD Principles	Physical Chem	Economics <sup>1234</sup>
Alter. Energy Overview	English 9 <sup>1234</sup>	Meteorology and	APS <sup>1234</sup>
Animal Science <sup>234</sup>	English 10	Oceanography	Courses in Business
Vet Science <sup>23</sup>	Oral Communication	Genetics	Education: Computer
Fish & Wildlife <sup>234</sup>	Latino Literature	Microbiology and	Apps. and Business
Botany <sup>134</sup>	Cultural Literature	Ecology	Mgmt. <sup>1234</sup>
Biotech <sup>1234</sup>	Speech <sup>1234</sup>	Geology	Courses in Technology
Youth Apprenticeship <sup>124</sup>	Algebra I <sup>1234</sup>	AP Biology <sup>1234</sup>	and Engineering
Leadership <sup>1234</sup>	Geometry	AP Chemistry <sup>1234</sup>	Courses in World
Computer Apps. <sup>1</sup>	Algebra II <sup>1234</sup>	Anat. and Phys. <sup>23</sup>	Languages <sup>1234</sup>
Landscape Design <sup>1</sup>	Functions & Trig <sup>1234</sup>	World Geo. <sup>1234</sup>	Courses in Art: Sculpture
Greenhouse Man. <sup>14</sup>	AP Statistics <sup>1234</sup>	US History <sup>1234</sup>	and 2D Drawing <sup>1234</sup>
Medical Term. (MATC) <sup>2</sup>	Biology <sup>1234</sup>	Euro. History <sup>1234</sup>	
Envir. Science <sup>1234</sup>	Chemistry <sup>1234</sup>	Psychology <sup>1234</sup>	

### Activities

FFA	Supervised Agricultural Experience(SAE)	AP Environmental Science Exam
Career Development Events	Service Learning	FBLA

# Architecture and Construction

## Career Cluster Interest Survey Box 2

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

### Career Pathways

- Construction\*<sup>1</sup>       Design/Pre-Construction  
 Maintenance/Operations

### Occupations

Construction Laborer	Heavy Equipment Operator	Glazier	Building Contractor
Construction Worker Helper	Groundskeeper and Gardener	Pipefitter	C.A.D. Designer
Fence Builder	HVAC Technician	Plasterer	Civil Engineer
Highway Maintenance Worker	Architectural Drafter	Plumber	Cost Estimator
Roofer	Bricklayer	Tile Setter	Electrical Engineer
Tile Setter	Carpenter	Civil Engineering Technician	Grounds Supervisor
Grading & Leveling Machine Operator	Cement Mason Drywall Installer Electrician	Electrical Engineering Technician Architect	Interior Design Landscape Architect

### Knowledge and Skills

Academics, Communications, Problem Solving & Critical Thinking, Information Technology Applications Systems, Safety-Health-Environmental, Leadership & Teamwork, Ethics & Legal Responsibilities, Employability & Career Development, Technical Skills

### Related Courses

General Woods	English 10	Chemistry
Machine Woods <sup>1</sup>	Oral Communication	Geology
Cabinetry Construction <sup>1</sup>	Speech	Physics <sup>1</sup>
Building Construction <sup>1</sup>	English Electives <sup>1</sup>	World Geography <sup>1</sup>
Intro. To Engineering Design <sup>1</sup>	Algebra	US History <sup>1</sup>
Civil Engineering/Arch. <sup>1</sup>	Geometry <sup>1</sup>	Economics <sup>1</sup>
AutoCAD Principles	Algebra II <sup>1</sup>	Psychology <sup>1</sup>
Metals Processing <sup>1</sup>	Functions and Trig <sup>1</sup>	APS <sup>1</sup>
Electronics AC/DC <sup>1</sup>	Calculus <sup>1</sup>	Courses in World Languages
Business Concepts <sup>1</sup>	Physical Science	
English 9 <sup>1</sup>	Biology <sup>1</sup>	

### Activities

Community Service  
Work-based Learning

# Arts, A/V Technology and Communications

## Career Cluster Interest Survey Box 3

**Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.**

### Career Pathways

- |  |  |
|--|--|
| <input type="checkbox"/> Audio and Video Technology and Film | <input type="checkbox"/> Performing Arts             |
| <input type="checkbox"/> Printing Technology                 | <input type="checkbox"/> Journalism and Broadcasting |
| <input type="checkbox"/> Visual Arts                         | <input type="checkbox"/> Telecommunications          |

### Occupations

Floral Designer	Communications Line	Recording Technician	Art Teacher
Food Stylist	Maintainers	Artist	Art Professor
Musician	Craft Artist	Cinematographer	Art Therapist
Proofreader	Prepress Technician	Composer	Graphic Designer
Sign Designer/Painter	Printing Press Operator	Copy Editor	Videographer
Stained Glass	Recording Technician	Dancer	Journalist
Mural Painter	Taxidermist	Photographer	Musician
Photographer	Public Relations	Potter	Music Teacher
Pre-Press	Manager	Set Designers Reporter	Music Therapist
Animator	Sign Painter	Illustrator	Composer
Bookbinder	Potter	Jeweler	Recording Engineer
Broadcast Technician	Graphic Designer	Architect	Music Repair
Caption Writer	Music Repair Technician	Interior Decorator	

### Knowledge and Skills

Academic Foundations, Communications, Problem Solving & Critical Thinking, Information Technology Applications, Systems, Safety-Health-Environmental, Leadership & Teamwork, Ethics & Legal Responsibilities, Employability & Career Development, Technical Skills

### Related Courses

Please talk to your school counselor if you are interested in learning more about any pathways, including those that do not have a DDHS Program of Study.

Also, you can visit: [www.careerclusters.org](http://www.careerclusters.org)

### Activities

Art Club  
Photo Club  
Video Club  
Yearbook

# Business Management and Administration

## Career Cluster Interest Survey Box 4

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

### Career Pathways

- General Management\*<sup>1</sup>
- Administrative Support\*<sup>2</sup>
- Human Resources Management
- Business Information Management
- Operations Management

### Occupations

Bank Teller	Administrative Assistant	Business and Industry
Caterer	Computer Operator	Consultant
File Clerk	Court Reporter	Health Care Administrator
Mail Clerk	Kennel Owner	Human Resource Manager
Meter Reader	Small Business Owner	Instrument Sales/Manufacturing
Receptionist	Stenographer	Marketing Manager
Sales Clerk	Tax Preparer	Marketing Music Jingle Writer
Telephone Operator	Funeral Director	Sales Representative
Typist	Management Trainee	Theater Manager
Human Resource Clerk	Word Processor	Travel Agency Manager
Hotel Clerk	Retail Sales Supervisor	Musician's Agent
Billing, Cost & Rate Clerk	Industrial Clerk	Event Planning
Hospital Admitting Clerk	Accountant-CPA	
Data Entry Clerk	Advertising Manager	
Accountant	Art Director	

### Knowledge and Skills

Academic Foundations, Communications, Problem Solving & Critical Thinking, Information Technology Applications Systems, Safety-Health-Environmental, Leadership & Teamwork, Ethics & Legal Responsibilities, Employability & Career Development, Technical Skills

### Related Courses

Business Concepts <sup>12</sup>	English 9 <sup>12</sup>	Physical Science <sup>12</sup>	Agriculture:
Keyboarding <sup>12</sup>	English 10 <sup>12</sup>	Biology <sup>12</sup>	Leadership <sup>12</sup> ,
Computer Apps. <sup>12</sup>	Speech or Oral	Chemistry	Greenhouse
Desktop Publishing <sup>2</sup>	Comm. <sup>12</sup>	Anat. & Phys. <sup>2</sup>	Management <sup>12</sup> ,
Internet Exploration <sup>2</sup>	Cultural Literature	Physics <sup>2</sup>	Environmental Science
Web Page Design <sup>2</sup>	AP Prep Composition	World Geography <sup>12</sup>	World Languages:
Accounting I <sup>12</sup>	Writing Workshop	US History <sup>12</sup>	Spanish or French <sup>12</sup>
Consumer Law <sup>12</sup>	Algebra <sup>12</sup>	Euro History <sup>12</sup>	Medical Terminology <sup>2</sup>
Bus. & Pers. Finance <sup>1</sup>	Geometry <sup>12</sup>	Economics <sup>12</sup>	
Business Management <sup>1</sup>	Algebra II <sup>12</sup>	AP Psychology <sup>2</sup>	
Bus. Procedures I	Trigonometry <sup>1</sup>	APS <sup>12</sup>	
Bus. Procedures II	AP Statistics		

### Activities

FBLA

# Education and Training

## Career Cluster Interest Survey Box 5

**Planning, managing, and providing education and training services, and related learning support services.**

### Career Pathways

- Teaching/Training\*<sup>1</sup>
- Administration & Administrative Support
- Professional Support Services

### Occupations

Aerobic Instructor	Sign Language	Kindergarten Teacher	Speech-Language Pathologist
Child Care Assistant	Interpreter	Music Teacher	School Counselor
Dance Teacher	Teacher Assistant	Music Therapist	University Professor
Library Assistant	Apprenticeship	School Psychologist	Training Program Manager
Self Enrichment Teacher	Consultant	Secondary School Teacher	Elementary School Teacher
Computer Installation & Demonstration	Bilingual Educator	Teacher of the Blind	Special Education Teacher
Preschool Teacher	Educational Administrator	Vocational Education Teacher	Adult Literacy Teacher
Library Technician	Instructional Coordinator	Librarian	

### Knowledge and Skills

Academic Foundations, Communications, Problem Solving & Critical Thinking, Information Technology Applications Systems, Safety-Health-Environmental, Leadership & Teamwork, Ethics & Legal Responsibilities, Employability & Career Development, Technical Skills

### Related Courses

Computer Applications <sup>1</sup>	Cultural Literature	AP Calculus <sup>1</sup>	US History <sup>1</sup>
Internet Exploration <sup>1</sup>	Algebra <sup>1</sup>	Physical Science <sup>1</sup>	Euro. History <sup>1</sup>
Desktop Publishing <sup>1</sup>	Geometry <sup>1</sup>	Biology	American Diversity <sup>1</sup>
Leadership <sup>1</sup>	Algebra II <sup>1</sup>	Physics	Psychology <sup>1</sup>
English 9 <sup>1</sup>	Functions and	Anat. and Phys. <sup>1</sup>	Sociology <sup>1</sup>
English 10 <sup>1</sup>	Trigonometry <sup>1</sup>	AP Biology <sup>1</sup>	APS <sup>1</sup>
Speech <sup>1</sup>	AP Statistics <sup>1</sup>	Chemistry	World Languages
English electives	Calculus <sup>1</sup>	World Geography <sup>1</sup>	Career Connections

*\*Students interested in education should take as many relevant courses in the area in which they wish to teach. For example, if you are interested in teaching music, take a wide variety of music courses.*

### Activities

- Forensics
- FFA
- Student Council
- Community Service
- Career Development Events

# Finance

## Career Cluster Interest Survey Box 6

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

### Career Pathways

- |  |   |
|--|---|
| <input type="checkbox"/> Accounting* <sup>1</sup>        | <input type="checkbox"/> Banking & Related Services |
| <input type="checkbox"/> Financial & Investment Planning | <input type="checkbox"/> Insurance Service          |
| <input type="checkbox"/> Business Financial Management   |   |

### Occupations

Bill & Account Collector	Insurance Agent	Brokerage Clerk	Investment Advisor
Brokerage Clerk	Investigator & Adjustor	Business & Industry	Music Store Accountant
Cashier	Loan Officer	Consultant	School District Business
Accountant	Personal Property	Controller	Manager
Brokerage Clerk	Appraiser	Credit Analyst	Economist
Claim Adjuster	Accountant, CPA	Credit Card Operations	Financial Advisor
Financial Institution	Actuary	Manager	Stockbroker
Manager	Auditor	Insurance Underwriter	Real Estate Appraiser

### Knowledge and Skills

Academic Foundations, Communications, Problem Solving & Critical Thinking, Information Technology Applications Systems, Safety-Health-Environmental, Leadership & Teamwork, Ethics & Legal Responsibilities, Employability & Career Development, Technical Skills

### Related Courses

Business Concepts <sup>1</sup>	English 10 <sup>1</sup>	Physical Science <sup>1</sup>	APS <sup>1</sup>
Keyboarding <sup>1</sup>	Speech or Oral Comm. <sup>1</sup>	Biology <sup>1</sup>	<b>Agriculture:</b> Leadership,
Computer Applications <sup>1</sup>	Cultural Literature	Chemistry	Marketing
Accounting 1 <sup>1</sup>	Latino Literature	Earth Science <sup>1</sup>	Commodities,
Bus. & Pers. Finance <sup>1</sup>	Algebra <sup>1</sup>	World Geography <sup>1</sup>	Environmental
Payroll and Income Tax	Geometry <sup>1</sup>	US History <sup>1</sup>	Conservation <sup>1</sup>
Accounting	Algebra II <sup>1</sup>	Euro History <sup>1</sup>	<b>World Languages:</b>
Business Management <sup>1</sup>	Trigonometry <sup>1</sup>	Economics Psychology <sup>1</sup>	Spanish or French <sup>1</sup>
English 9 <sup>1</sup>	AP Statistics or Calculus <sup>1</sup>	Sociology <sup>1</sup>	

### Activities

FBLA

# Government

## Career Cluster Interest Survey Box 7

**Executing governmental functions to include governance; national security; foreign service; planning; revenue and taxation; regulation; and management and administration at the local, state, and federal levels.**

### Career Pathways

- Governance
- National Security
- Foreign Service
- Planning
- Revenue and Taxation
- Regulation
- Public Management

### Occupations

- |                                |                              |                              |                                 |
|--------------------------------|------------------------------|------------------------------|---------------------------------|
| Mail Carrier                   | Association Executive        | Dean of Students             | Urban Planner                   |
| Postal Clerk                   | Postmaster                   | Emergency Mgmt. Specialist   | Public Utilities Mgr.           |
| Drivers License Examiner       | Transportation Inspector     | Equal Opportunity Specialist | Occ. Health & Safety Specialist |
| Mail Handling Machine Operator | Infantry Forces              | Infantry Officer             | Peace Corps Volunteer           |
| License Clerk                  | Special Forces               | Lawyer                       | Social Services Administrator   |
| Infantry Forces                | Accountant                   | Legislator                   | Translator/Interpreter          |
| Coroner                        | Apprenticeship Consultant    | Music Administrator          |                                 |
| City Planning Aid              | Aviation Security Specialist | Political Scientist          |                                 |
| Building Inspector             | City Manager                 | Special Operations Officer   |                                 |
| Title Examiner                 |                              |                              |                                 |
| Accountant                     |                              |                              |                                 |

### Knowledge and Skills

Academic Foundations, Communications, Problem Solving & Critical Thinking, Information Technology, Systems Safety-Health-Environment, Leadership & Teamwork, Ethics & Legal Responsibilities, Employability & Career Development, Technical Skills, Fiscal Responsibilities

### Related Courses

Please talk to your school counselor if you are interested in learning more about any pathways, including those that do not have a DDHS Program of Study.

Also, you can visit: [www.careerclusters.org](http://www.careerclusters.org) for a general program of study.

### Activities

Student Council



# Hospitality and Tourism

## Career Cluster Interest Survey Box 9

**Hospitality and Tourism encompasses the management, marketing and operations of restaurants and other food service, lodging, attractions, and recreation events and travel-related services.**

### Career Pathways

- Restaurant and Food/Beverage Services\*1
- Lodging\*2
- Travel & Tourism
- Recreation, Amusements & Attractions

### Occupations

Baggage Porter & Bellhop	Wardrobe & Dressing Room Attendant	Household Manager	Conservation Technician
Cake Decorator	Janitor	Motel & Hotel Manager	Curator
Concierge	Hotel Clerk	Recreation Director	Historian
Day Worker	Waiter/Waitress	Restaurant Manager	Musicians Agent
Food Attendant	Short Order Cook	Taxidermist	Park Ranger
Furniture Refinisher	Restaurant Host/Hostess	Translator (Interpreter)	Recreation Director
Gaming Change Person & Booth Cashier	Hotel/Motel Cleaner	Caterer	Resort Manager
Guide	Club Manager	Concierge	Theatre Manager
Usher	Conference Planner	Restaurant Cook/Chef	Translator/Interpreter
	Food Service Supervisor	Archivist	Zookeeper
		Coach	

### Knowledge and Skills

Academic Foundations, Communications, Problem Solving & Critical Thinking, Information Technology Applications Systems, Safety-Health -Environmental, Leadership & Teamwork, Ethics & Legal Responsibilities, Employability & Career Development, Technical Skills

### Related Courses

Business Concepts <sup>12</sup>	Cultural Literature	Physics <sup>12</sup>	Environmental Sci. <sup>1</sup>
Internet Exploration <sup>2</sup>	Latino Literature	Anat. & Phys. <sup>1</sup>	Landscape Man. <sup>1</sup>
Webpage Design <sup>2</sup>	Speech <sup>12</sup>	World Geography <sup>12</sup>	Electronics - AC/DC <sup>1</sup>
Accounting <sup>12</sup>	Algebra	US History <sup>12</sup>	AutoCAD Principles
Consumer Law <sup>1</sup>	Geometry	Euro. History <sup>12</sup>	Art Foundations <sup>1</sup>
Bus. Procedures I <sup>1</sup>	Algebra II <sup>12</sup>	APS <sup>12</sup>	Environmental Science
Leadership <sup>12</sup>	Algebraic Func. <sup>12</sup>	Psychology <sup>1</sup>	Psychology <sup>2</sup>
Computer Apps. <sup>12</sup>	Trigonometry <sup>12</sup>	Sociology <sup>1</sup>	American Diversity <sup>2</sup>
Bus. Management <sup>12</sup>	AP Statistics	Current Events <sup>1</sup>	Economics <sup>2</sup>
Bus. Procedures II <sup>1</sup>	Calculus <sup>1</sup>	American Diversity <sup>1</sup>	Consumer Law <sup>2</sup>
English 9 <sup>12</sup>	AP Calculus <sup>1</sup>	Economics <sup>1</sup>	Biotechnology <sup>1</sup>
English 10 <sup>12</sup>	Physical Science <sup>12</sup>	Botany <sup>1</sup>	Youth Options <sup>1</sup>
Writers Workshop	Biology	Prin. of Engineering <sup>1</sup>	
Oral Communication <sup>12</sup>	Chemistry	World Languages <sup>12</sup>	

Youth Options courses may be utilized to fulfill upper level coursework in these areas.

### Activities

- Job Shadowing
- Employability Skills
- Career Connections
- FBLA

# Human Services

## Career Cluster Interest Survey Box 10

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

### Career Pathways

- |   |   |
|---|---|
| <input type="checkbox"/> Early Childhood Development & Services | <input type="checkbox"/> Personal Care Services |
| <input type="checkbox"/> Counseling & Mental Health Services    | <input type="checkbox"/> Consumer Services      |
| <input type="checkbox"/> Family & Community Services            |   |

### Occupations

Aerobic Instructor	Nail Technician	Liturgical Minister	Vocational Rehab Counselor
Crossing Guard	Preschool Teacher	Clergy	Alcohol & Drug Abuse Counselor
Household Cook	Shoe Repairer	Music Therapy	Career Counselor
Nanny	Skin Care Specialist	Placement Counselor	Financial Counselor
Community Organization Worker	Embalmer	Psychiatrist	Personal Counselor
Cosmetologist	Child Care Assistant	Psychologist	Religious Worker
Funeral Director	Preschool Teacher	School Counselor	
Institutional Cook	Dietician	Sociologist	
	Investment Advisor	Social Worker	

### Knowledge and Skills

Academic Foundations, Communications, Problem Solving & Critical Thinking, Information Technology Applications Systems, Safety-Health-Environmental, Leadership & Teamwork, Ethics & Legal Responsibilities, Employability & Career Development, Technical Skills

### Related Courses

Please talk to your school counselor if you are interested in learning more about any pathways, including those that do not have a DDHS Program of Study.

Also, you can visit: [www.careerclusters.org](http://www.careerclusters.org) for a general program of study.

# Information Technology

## Career Cluster Interest Survey Box 11

**Building linkages in IT occupations framework for entry-level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services.**

### Career Pathways

- Web and Digital Communications\*<sup>1</sup>
- Network Systems
- Information Support & Services
- Programming and Software Development

### Occupations

Computer Support Specialist	Computer Network Coordinator	Computer Systems Analyst
Computer Systems Analyst	Database Administrator	Medical & Scientific
Recording Engineer	Illustrator	Illustrator
Sound Manager	Scientific & Engineering	Computer Programmer
Tool Programmer	Programmer	Computer Security
Webmaster	Software Engineer	Specialist
Animator	Webmaster	Information Scientist
Computer Engineer	Video Game Designer	

Careers in this field require more than minimal experience or on-the-job training.

### Knowledge and Skills

Academic Foundations, Communications, Problem Solving & Critical Thinking, Information Technology Applications Systems, Safety-Health-Environmental, Leadership & Teamwork, Ethics & Legal Responsibilities, Employability & Career Development, Technical Skills

### Related Courses

Computer App <sup>1</sup>	English 9 <sup>1</sup>	Algebra II <sup>1</sup>	European History <sup>1</sup>
Keyboarding <sup>1</sup>	English 10 <sup>1</sup>	Physical Science <sup>1</sup>	Current events <sup>1</sup>
Internet Exploration <sup>1</sup>	Speech <sup>1</sup>	Biology <sup>1</sup>	AP Psychology <sup>1</sup>
Web Page Design <sup>1</sup>	Oral Inter. Comm. <sup>1</sup>	Chemistry I <sup>1</sup>	Sociology <sup>1</sup>
Desktop Publishing <sup>1</sup>	Writing Workshop	Physics	APS <sup>1</sup>
Bus. & Per. Finance <sup>1</sup>	Creative Writing	AP Physics	Leadership <sup>1</sup>
Bus. Management	Algebra <sup>1</sup>	World Geography <sup>1</sup>	Principles of Eng. <sup>1</sup>
IT Essentials	Geometry <sup>1</sup>	US History <sup>1</sup>	Spanish or French <sup>1</sup>

Youth Options courses may be utilized to fulfill upper level coursework in these areas

### Activities

FBLA

# Law, Public Safety, Corrections, and Security

## Career Cluster Interest Survey Box 12

**Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.**

### Career Pathways

- |   |   |
|---|---|
| <input type="checkbox"/> Law Enforcement Services* <sup>1</sup> | <input type="checkbox"/> Security & Protective Services |
| <input type="checkbox"/> Correction Services                    | <input type="checkbox"/> Legal Services                 |
| <input type="checkbox"/> Emergency & Fire Management Services   |   |

### Occupations

Correctional Officer	Firefighter	Forensic Science Technician	Emergency Management Specialist
Crossing Guard	Legal Secretary	Judge	Private Detective
Dispatcher	Musician Law	Judicial Law Clerk	State Patrol Officer
Parking Enforcement Officer	Paralegal Assistant	Lawyer	Police Officer
Security Guard	Park Ranger	Park Ranger	Conservation Warden
Bailiff	Police Officer	Probation and Parole Officer	Forensic Science Technician
Copyright Law	Fire Inspector	Fingerprint Examiner	
Court Reporter	Police Canine Trainer	Correctional Officer Supervisor	
Emergency Medical Technician	Adjudicator		
	Arbitrator		
	FBI Agent		

### Knowledge and Skills

Academic Foundations, Communications, Problem Solving & Critical Thinking, Information Technology Applications Systems, Safety-Health-Environmental, Leadership & Teamwork, Ethics & Legal Responsibilities, Employability & Career Development, Technical Skills

### Related Courses

Computer Apps. <sup>1</sup>	English 10 <sup>1</sup>	Trigonometry <sup>1</sup>	Psychology <sup>1</sup>
Spanish I <sup>1</sup>	Writing Workshop	AP Statistics <sup>1</sup>	APS <sup>1</sup>
Consumer Law <sup>1</sup>	Cultural Literature	Physical Science <sup>1</sup>	AP Psychology <sup>1</sup>
Spanish II <sup>1</sup>	Latino Literature	Biology	American Diversity <sup>1</sup>
Fish/Wildlife Cons. <sup>1</sup>	Speech <sup>1</sup>	Chemistry	Env. Conservation
Law (DL) <sup>1</sup>	Oral Communications <sup>1</sup>	Forensic Science <sup>1</sup>	Env. Science <sup>1</sup>
Sociology <sup>1</sup>	Algebra	Physics <sup>1</sup>	Internet Exploration
Leadership <sup>1</sup>	Geometry	World Geography <sup>1</sup>	Spanish III, IV, V
Youth Options <sup>1</sup>	Algebra II <sup>1</sup>	US History <sup>1</sup>	
English 9 <sup>1</sup>	Algebraic Functions <sup>1</sup>	European History <sup>1</sup>	

Youth Options courses may be utilized to fulfill upper level coursework in these areas.

### Activities

Employability Skills  
Job Shadow  
Athletics

# Manufacturing

## Career Cluster Interest Survey Box 13

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

### Career Pathways

- Production
- Manufacturing Production Process Development
- Maintenance, Installation & Repair
- Quality Assurance
- Logistics & Inventory Control
- Health, Safety & Environmental Assurance

### Occupations

Apparel & Home Furnishings Dyer	Apparel Pattern Maker Combination Welder Computer Technician Electrical Appliance Servicer Electric Motor Technician Locksmith Musical Instrument Repairer Quality Control Technician	Tool and Die Maker Machinist Electronic Engineering Technician Electrical Engineer Industrial Engineering Technician Communications Operations Mgr Electrical Engineer Electronic Engineer Engineering Manager Environmental Engineer	Industrial Engineer Mechanical Engineer Musical Instrument Design Occupational Health & Safety Inspector Production Supervisor Stage & Sound Equipment Mfg.
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### Knowledge and Skills

Academic Foundations, Communications, Problem Solving & Critical Thinking, Information Technology Applications Systems, Safety-Health-Environmental, Leadership & Teamwork, Ethics & Legal Responsibilities, Employability & Career Development, Technical Skills

### Related Courses

Intro to Eng Design Electronics AC/DC Digital Electronics AutoCAD Principles	Inventor Principles Metals Processing Advanced Metals General Woods	Cabinet Construction Building Construction Principles of Engineering Civil Eng/Architecture	Computer Int Manuf Geology Physics AP Physics
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Also, you can visit: [www.careerclusters.org](http://www.careerclusters.org) for a general program of study.

# Marketing

## Career Cluster Interest Survey Box 14 Planning, managing, and performing marketing activities to reach organizational objectives.

### Career Pathways

- |   |  |
|---|--|
| <input type="checkbox"/> Marketing Communications | <input type="checkbox"/> Merchandising     |
| <input type="checkbox"/> Marketing Management     | <input type="checkbox"/> Professional Sale |
| <input type="checkbox"/> Market Research          |  |

### Occupations

Antique/Collectible Dealer	Telemarketer	Instrument Sales	Purchasing Agent
Cashier	Wedding Planner	Real Estate Agent	Research Analyst
Classified Ad Clerk	Advertising Layout Designer	Advertising Account Executive	Public Relations Practitioner
Counter Clerk	Advertising Sales Representative	Advertising Manager	Insurance Agent
Customer Service Representative	Auctioneer	Business Agent	Purchasing Manager
News Vendor	Auto Salesperson	Marketing Manager	Market Research Analyst
Street Vendor	Buyer	Public Relations Manager	Real Estate Broker

### Knowledge and Skills

Academic Foundations, Communications, Problem Solving & Critical Thinking, Information Technology Applications Systems, Safety-Health-Environmental, Leadership & Teamwork, Ethics & Legal Responsibilities, Employability & Career Development, Technical Skills

### Related Courses

Please talk to your school counselor if you are interested in learning more about any pathways, including those that do not have a DDHS Program of Study, yet.

Also, you can visit: [www.careerclusters.org](http://www.careerclusters.org) for a general program of study.

# Science, Technology, Engineering, Mathematics

## 'Career Cluster Interest Survey Box 15

**Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering), including laboratory and testing services, and research and development services.**

### Career Pathways

☐ Engineering & Technology\*<sup>1</sup>

☐ Science & Math\*

### Occupations

Statistical Clerk

Biological Technician

Chemical Technician

Civil Engineering

Technician

Environmental

Technician

Mathematical

Technician

Industrial Engineering  
Technician

Veterinary Technician

Mechanical

Engineering

Technician

Nuclear Technician

Petroleum Technician

Electronics Engineering

Technician

Aerospace Engineer

Anthropologist

Archaeologist

Astronomer

Biomedical Engineer

Chemical Engineer

Civil Engineer

Computer Engineer

Electrical Engineer

Geologist

Industrial Engineer

Mathematician

Mechanical Engineer

Metallurgist

Mining Engineer

Nuclear Engineer

Physicist

Solar Engineer

Statistician

### Knowledge and Skills

Academic Foundations, Communications, Problem Solving & Critical Thinking, Information Technology Applications Systems, Safety-Health-Environmental, Leadership & Teamwork, Ethics & Legal Responsibilities, Employability & Career Development, Technical Skills

### Related Courses

Intro. to Engineering  
and Design<sup>12</sup>

Electronics AC/DC<sup>1</sup>

Digital Electronics<sup>12</sup>

AutoCAD Principles

Inventor Principles

Principles of

Engineering<sup>12</sup>

Civil Engineering and

Architecture<sup>12</sup>

Computer Integrated

Manufacturing<sup>1</sup>

Computer Apps.<sup>2</sup>

Animal Science<sup>2</sup>

Info. Processing I<sup>2</sup>

Botany<sup>2</sup>

Info. Processing II<sup>2</sup>

Business Concepts

IT Essentials

Vet. Science<sup>2</sup>

Web Page Design<sup>2</sup>

Consumer Law

Biotech.<sup>2</sup>

English 9<sup>12</sup>

English 10

Writing Workshop

Oral Communication

Speech<sup>12</sup>

Algebra

Geometry <sup>12</sup>

Algebra II<sup>12</sup>

Algebraic Functions<sup>12</sup>

Trigonometry<sup>12</sup>

Calculus<sup>12</sup>

AP Calculus<sup>2</sup>

AP Statistics<sup>2</sup>

Physical Science<sup>12</sup>

Biology I<sup>12</sup>

Chemistry

Forensic Science

Meteorology and Ocean.

Physical Chemistry

Organic/Inorganic Chem

Chemistry II<sup>12</sup>

Physics<sup>12</sup>

Anat. & Phys.<sup>2</sup>

AP Biology<sup>2</sup>

AP Chemistry

Physics

AP Physics

Genetics

Astronomy

Microbiology and Ecology

World Geography<sup>1</sup>

US History<sup>1</sup>

AP US History<sup>2</sup>

Euro. History<sup>1</sup>

AP Euro. History<sup>2</sup>

Psychology<sup>2</sup>

Economics<sup>2</sup>

APS<sup>12</sup>

AP Gov. & Politics<sup>2</sup>

APS<sup>1</sup>

General Woodworking<sup>1</sup>

Machine Woods<sup>1</sup>

Cabinetry Construction<sup>1</sup>

Building Construction<sup>12</sup>

Metal Processing<sup>12</sup>

Machine Processing<sup>1</sup>

Manufacturing<sup>1</sup>

Welding<sup>1</sup>

Power Technology<sup>1</sup>

PEAS<sup>12</sup>

Environmental Sci.<sup>12</sup>

Biotechnology<sup>1</sup>

Leadership<sup>12</sup>

Landscape Design<sup>1</sup>

Fish & Wildlife Cons.<sup>1</sup>

Internship <sup>1</sup>

Teaching Assistant<sup>1</sup>

Employment<sup>1</sup>

Youth Apprenticeships<sup>1</sup>

Psychology<sup>1</sup>

Economics<sup>1</sup>

Sociology<sup>1</sup>

Current Events<sup>1</sup>

Art Foundations<sup>1</sup>

Intro to Draw. & Paint.<sup>1</sup>

Youth Options<sup>2</sup>

French or Spanish<sup>2</sup>

Youth Options courses may be utilized to fulfill upper level coursework in these areas.

# Transportation, Distribution and Logistics

## Career Cluster Interest Survey Box 16

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

### Career Pathways

- Transportation Operations
- Logistics Planning & Management Services
- Warehousing & Distribution Center Operations
- Facility & Mobile Equipment Maintenance
- Transportation Systems/Infrastructure Planning, Management & Regulation
- Sales & Service
- Health, Safety & Environmental Management

### Occupations

Bus Driver	Shipping and Receiving Clerk	Cartographic Technician	Air Traffic Controller
Deckhand	Traffic Clerk	Diesel Technician	Astronaut
Delivery Driver	Taxicab Driver	Motorcycle Technician	Environmentalist
Highway Maintenance Worker	Light Truck Driver	Railroad Conductor	Locomotive Engineer
Reservation and Ticket Clerk	Aircraft Mechanic	Security Consultant	Mechanical Engineer
Service Station Attendant	Auto Body Technician	Travel Agent	Mining Manager
	Automobile Painter	Flight Attendant	Public Health Sanitarian
		Airline Pilot	Travel Agency Manager

### Knowledge and Skills

Academic Foundations, Communications, Problem Solving & Critical Thinking, Information Technology Applications Systems, Safety-Health-Environmental, Leadership & Teamwork, Ethics & Legal Responsibilities, Employability & Career Development, Technical Skills

### Related Courses

Please talk to your school counselor if you are interested in learning more about any pathways, including those that do not have a DDHS Program of Study, yet.

Also, you can visit: [www.careerclusters.org](http://www.careerclusters.org) for a general program of study.

# Agri-Science

Course #	Title	Grades	Prerequisites/ Recommendations	Length of Course/ Credits Earned	Articulated Credit	Semesters Offered
AG110	Agricultural Survey	9-10-11-12	None	Semester/.5	No	First
AG270	Veterinary Science	10-11-12	None	Semester/.5	No	Both
AG151	Biological Science/Animal Science	9-10-11-12	None	Semester/.5	No	First
AG162	Biological Science/Botany	9-10-11-12	None	Semester/.5	Transcripted credit pending; Gateway Plant Biology 001-107; taken with PEAS is articulated with Advanced Standing Soil and Plant Nutrition 001-141	First
AG511	Fish and Wildlife Conservation	9-10-11-12	None	Semester/.5	No	First
AG251	Physical, Earth and Agricultural Science	9-10-11-12	None	Semester/.5	Transcripted credit pending; Gateway Soil and Plant Nutrition 001-107	Second
AG531	Biotechnology	10-11-12	None	Semester/.5	No	First
AG550	Leadership	10-11-12	None	Semester/.5	No	Second
AG421	Landscape Design	9-10-11-12	None	Semester/.5	Gateway Intro to Landscape Design 001-140	First
AG651	Environmental Science	9-10-11-12	None	Semester/.5	No	First
AG633	Alternative Energy Overview	9-10-11-12	None	Semester/.5	Mid-States articulation	Second
AG350	Greenhouse Management	9-10-11-12	None	Semester/.5	Gateway Greenhouse Crops 001-151	Second

## Agri-Science Pathways

Environmental Service Systems	Animal Systems	Natural Resources System	Plant Systems
Agricultural Survey <b>Physical, Earth, and Ag Science (PEAS)</b>	Agricultural Survey <b>Physical, Earth, and Ag Science (PEAS)</b>	Agricultural Survey <b>Physical, Earth, and Ag Science (PEAS)</b>	Agricultural Survey <b>Biological Science/Botany</b>
<b>Environmental Science</b> <b>Biological Science/Animal Science</b> <b>Biological Science/Botany</b>	<b>Biological Science/Animal Science</b> Vet Science Fish and Wildlife Conservation <b>Environmental Science</b>	<b>Biological Science/Animal Science</b> <b>Biological Science/Botany</b> <b>Environmental Science</b>	<b>Physical, Earth, and Ag Science (PEAS)</b> Environmental Science
Alternative Energy Overview Fish and Wildlife Conservation Youth Apprenticeship Soil of Plant Systems	<b>Environmental Science</b> Fish and Wildlife Conservation <b>Biotechnology</b> Youth Apprenticeship Dairy and Livestock Production	Alternative Energy Overview Fish and Wildlife Conservation Vet Science	Landscape Design Greenhouse Management Youth Apprenticeship Soil and Plants Alternative Energy Overview
Youth Apprenticeship Soil or Plant Systems <b>Biotechnology</b> <b>Leadership</b> <b>Landscape Design</b>	Youth Apprenticeship Dairy and Livestock Production Leadership Medical Terminology	Leadership <b>Biotechnology</b> Landscape Design	<b>Biotechnology</b> Leadership Youth Apprenticeship Soil and Plant Internship Greenhouse

*Courses listed above in **BOLD** are designated for Science credit and are taught in the Agri-Science Department.*

### Agricultural Survey

Designed for students to explore what the diverse areas of agriculture have to offer. We will cover the areas of Animal Science, Plant Science, Natural Resources, Dairy Products, Economics, and the FFA. The units will include hands-on and eyes-on activities with plants, animals and food.

### Veterinary Science

This class will introduce students to basic veterinary practices used in animal industries. Terminology and disease prevention will be discussed. Students will have the chance to take temperatures, perform fecal culture for parasites, and examine sperm motility. Students will also practice administering shots to oranges and grapefruits. The students will also study the birth, lactation, and growth of litters of baby pigs born in the large animal lab. This class can be applied to as a 1/2 Biological Science equivalency in order to fulfill the graduation requirement.

### Biological Science/Animal Science

This class will provide students with biological science in the large animal species. All farm production animal species will be discussed including cattle, pigs, and horses to turkey, rabbits, cats, dogs and bees. The reproductive systems as well as digestive systems, genetics and the physiology of udder function will be highlighted. This class can be applied as a 1/2 Biological Science equivalency in order to fulfill the graduation requirement.

### Fish and Wildlife Conservation

Explore the great outdoors! Students will study fish and wildlife management, hunting and fishing regulations and habitats of wild animals. National and state wildlife refuges as well as animal migratory habitats will be studied. Careers in the Department of Natural Resources will be discussed. Learn what it takes to get a job in the great outdoors!

### Biological Science/Botany

This class will introduce the student to the plant from germination to growth and flowering. The various life cycles will be studied as well as biotechnological techniques that are prevalent. Students will utilize the greenhouse for enhanced laboratory experiences. Get your gardening gloves out and prepare to discover one phenomenon after another. This class can be applied as a 1/2 Biological Science equivalency in order to fulfill the graduation requirement.

## **Physical, Earth and Agricultural Science [PEAS]**

From the soil to the food we eat, students will study the science involved in these areas. We start with the wonder of the soil and its ability to support life on this planet and move to the basic science of many of our foods. There will be many labs and activities in this class. If you don't mind getting your hands dirty and then washing up for supper, come on in! This class is offered every other year alternating with the Environmental Science class. This class can be applied as a 1/2 credit Physical Science equivalency in order to fulfill the graduation requirement.

## **Biotechnology**

In this class students will explore applications of biotechnology after studying cells and DNA. Applications in the world of animals, plants and the environment will be learned. Students will spool their own DNA, perform a crime scene investigation and study one of the fastest growing career fields today. This class can be applied as a 1/2 Biological Science equivalency in order to fulfill the graduation requirement.

## **Leadership**

Do you know what it takes to be an effective leader? This class will explore the elements of successful leadership. Citizenship and individual personalities will be studied and applied. Students will have the opportunity to exercise leadership roles and to run effective meetings using parliamentary procedures. Everyone is born with leadership potential. This class will help students unlock and develop those leadership skills. Leadership will be needed in all career areas.

## **Landscape Design**

In this class students will be introduced to the elements of home and commercial landscaping. After learning basic techniques, students will make use of a CAD based design program used in the industry today. Students will also utilize digital cameras to take pictures of their home and develop a landscape plan. Students will gain knowledge of shrubs and trees commonly used in landscapes. Anyone interested in landscaping, drafting or designing their own landscape will benefit from this class.

## **Environmental Science**

Students will learn the science behind one of the fastest growing career areas in the world. The history of pollution will be studied as well as pollution of the atmosphere, the water, and solid wastes. Students will study the impact of pollutants. This class is offered every other year alternating with the Earth and Agricultural Science class. This class can be applied as a 1/2 credit Physical Science equivalency in order to fulfill the graduation requirement.

## **Greenhouse Management**

It's a jungle out in our greenhouse. Students will learn the basics of plant production in a greenhouse setting. Students will spend the majority of their time in the greenhouse learning planting and germination techniques, management skills, and operation of a computer-controlled greenhouse. Over fifty types of annuals are grown, managed and sold through this class. Students will also learn identification of plants, pest-management, and marketing.

## **Alternative Energy Overview**

In this course, students will investigate the need for renewable energy systems and emerging careers in renewable energy. Students will examine the basic design, function, cost, and other considerations associated with various "green" energy systems, including solar photovoltaic, solar thermal, wind, geothermal, and biomass. Students will also explore the production and use of alternative transportation fuels.

# Art

Course #	Title	Grades	Pre-requisites/ Recommendations	Length of Course/ Credits Earned	Articulated Credit	Semesters offered
AR120	Art Foundations	9-10-11-12	none	Semester/.5	No	Both
AR201 AR202	Exploring Art	9-10-11-12	Art Foundations	Semester/.5	No	Both
AR110	Basic Photography	9-10-11-12	None	Semester/.5	No	Both
AR351	Painting Studio	10-11-12	Exploring Art	Semester/.5	No	First
AR324	Drawing and Printmaking Studio	10-11-12	Exploring Art or Intro to Drawing and Painting	Semester/.5	No	First
AR344	Ceramics Studio	10-11-12	Exploring Art or Intro to Sculpture	Semester/.5	No	Second
AR346	Sculpture and Art Metals Studio	10-11-12	Exploring Art	Semester/.5	No	Second
AR272	Introduction to Digital Arts	9-10-11-12	none	Semester/.5	No	Both
AR362	Photography Studio	10-11-12	Basic Photo	Semester/.5	No	First
AR382	Graphic Design Studio	9-10-11-12	Intro to Digital Arts	Semester/.5	No	Second
AR372	Videography Studio	9-10-11-12	Intro to Digital Arts	Semester/.5	No	Both
AR710	Combined Media <i>Accelerated course</i>	11-12	Two studio level courses in media arts	Year/1.0	No	Full-year
AR750	AP Studio Art: Drawing/ 3D Design <i>Accelerated course</i>	12	Two studio level courses	Year/1.0	No	Full-year

## Art Foundations

This course is designed to give students a strong foundation in art media and techniques. Students will learn the fundamental skills necessary to be successful in higher level art courses in the high school art curriculum. Students will use a variety of media including pencil, charcoal, acrylic paint, watercolor, block printing, plaster and clay throughout the semester. Students will focus on strengthening drawing skills, color theory, basic design, and sculptural techniques.

## **Exploring Art**

This course will continue to build the concepts and skills initiated in Art Foundations. Students will continue to develop fundamental skills and techniques while moving forward with guided self expression. The first quarter of the semester will focus on two-dimensional skills and materials and the second quarter will be primarily three-dimensional. Students will be introduced to a variety of new media and techniques including charcoal, chalk pastels, oil pastels, pen and ink. Students will be using a variety of new sculptural media and techniques including wire, cardboard, clay, plaster, and jewelry.

## **Basic Photography**

In this introductory course, students will learn the historical, technical, artistic, and practical nature of photography. The history of photography and photographic techniques will be learned through readings, discussions, and the study of images. Photographs will be taken using manual 35mm SLR cameras. Basic black and white chemical developing techniques will be explored. Enlarging and mounting will be learned for proper photo presentation. Students will need a 3-ring binder.

## **Introduction to Digital Arts**

In this introductory course, students will learn a variety of digital art-making processes that include digital photography, graphics programs such as Adobe Photoshop and Illustrator, and digital video and editing software. Students will learn about historical and contemporary practices involving art and technology, and will create their own works in these forms. Students will be able to use digital SLR still-cameras and mini DV video cameras for producing personal and creative works of art. The different technologies explored in this class will build on one another; students may be using still photography, video and graphics work in the same projects. The class serves as a prerequisite for Videography Studio and Graphic Design Studio. Students will need a 3-ring binder.

## **Ceramics Studio**

This course will build on students' prior experience working with clay, focusing on both hand built and wheel-thrown techniques. In this class, students will learn several different techniques including: hand sculpting, hard and soft slab construction, wheel throwing, decorative ceramic techniques, and assisting in firing a kiln. Students will be able to promote and share their ideas through class discussion and group critiques. Students will need a sketchbook.

## **Painting Studio**

This course will build on techniques learned in Introduction to Drawing and Painting. Students will focus on more advanced painting media and techniques. Students will explore acrylic, watercolor, oil, and encaustic painting. Creations will involve developing a personal style of painting while working with real life, abstraction, and imaginary images. Students will be able to promote and share their ideas through class discussion and group techniques. Students must have a sketchbook and are strongly advised to purchase a set of paintbrushes.

## **Sculpture and Art Metals Studio**

The purpose of this class is to introduce students to advanced sculpture techniques including jewelry and metal-smithing. The first half of this course will be dedicated to learning art metals techniques focusing on the creation of small jewelry pieces. Students will learn sawing, forging, soldering, enameling and stone setting. During the second half of the semester, students will explore their own ideas in sculpture. Students will be able to promote and share their ideas through class discussion and group critiques. Students will need a sketchbook.

## **Drawing and Printmaking Studio**

This course will focus on advanced drawing skills and techniques as well as many printmaking techniques that will enhance these drawing skills. The course begins with a focus on representational drawing and will move toward less realistic drawing and more creative self-expression. Emphasis will be placed on mark making and the development of a personal style. In this class, students will use pencil, pen, charcoal, chalk and oil pastels,

as well as learning monoprinting, etching, block printing and lithography techniques. Students will be able to promote and share their ideas through class discussion and group techniques.

### **Photography Studio**

This course builds on skills learned in Basic Photography. This course will allow students to make connections with photography-related careers and to produce quality images that communicate the photographer's ideas. Students will work with both digital and manual 35mm SLR cameras. Emphasis will be placed on producing quality photographs using the manual functions of both cameras. Students will explore the historical and contemporary components of photography through the study of individual photographers along with photography movements, techniques and genres. Students will work in the dark room utilizing advanced chemical processing techniques. Additionally, students will work on computers using Photoshop to manipulate their images and produce quality digital prints. Students will need a 3-ring binder.

### **Videography Studio**

Today's teenager can be safely labeled "The Digital Generation." These students receive far more cues about the world they live in through images by electronic media than anywhere else. Using video technology will allow them to further increase their scope of communicative tools. This is a course intended to teach students the fundamentals of video production. The following will be explored: expressive and utilitarian aspects of video in today's society, how to plan and write for the screen, methods of production with various technologies, different presentation formats, and the creation, planning, and execution of independent films. Students will need a 3-ring binder.

### **Graphic Design Studio**

This course builds on skills learned in Introduction to Digital Arts. Emphasis will be placed on processes and techniques used by graphic designers and design firms. This course will focus on creatively solving real-world print and product design problems, and providing a more in-depth understanding of graphic design and other design related fields. The use of drawing skills and materials are important to the development and execution of solutions to each problem. Students will complete their final products using Illustrator, Photoshop,, and InDesign on PC computers. Students will refine their visual and verbal vocabulary in graphic design. Students will promote their projects and share their ideas through class discussion and group critiques. Students will need a 3-ring binder.

### **Combined Media [AP option available]**

This course is geared towards students interested in pursuing the rigor of AP Studio Art in the mediums of graphic design, photography, video or some combination of digital media. This course is for the serious art students interested in pursuing their artistic vision. Students will have the option of submitting portfolio work in photography or graphic design for review by the College Board for potential college credit. Students will also have the opportunity to explore in-depth mediums like animation and videography that are not recognized by the College Board. No matter the medium, students will strive to show mastery of design in concept, composition/production, and execution. Students will need a sketchbook.

### **Advanced Placement Studio Art: Drawing/3D Design**

This course is geared toward for the serious art student who is considering a post-secondary degree in the visual arts, a career as a fine artist, an art educator, or who wants the challenge of a rigorous art program that allows the student to pursue their individual artistic vision. This course offers students the potential to receive college credit by submitting a portfolio for review by the College Board. If the student chooses not to submit a portfolio they will still receive advanced credit. The course will address three major concerns that are constants in art production:

1. a sense of quality in student work;
2. student concentration on a particular visual interest or problem;
3. student need for breadth of experience in formal, technical, and expressive means

Students signing up for this course are expected to take the AP examination. Students will need a sketchbook.

# Business Education

Course #	Title	Grades	Pre-requisites/ Recommendations	Length of Course/ Credits Earned	Articulated Credit	Semesters offered
BE110	Business Concepts	9-10-11-12	None	Year/1.0	Gateway Intro to Business 102-137	Full-year
BE120	Keyboarding Applications	9-10-11-12	None	Semester/.5	Gateway Keyboarding 106-126, Keyboarding Applications 106-137	Both
BE240	Internet Exploration	9-10-11-12	None	Semester/.5	No	Both
BE220	Computer Applications	9-10-11-12	None	Semester/.5	Gateway Microsoft PowerPoint 103-110, Microsoft PowerPoint II 103-111, Microsoft Access 103-105, Microsoft Excel 103-102, Microsoft Excel II 103-103	Both
BE602	Desktop Publishing	9-10-11-12	None	Semester/.5	No	Both
BE335	Information Processing	9-10-11-12	Keyboarding Applications	Semester/.5	No	Both
BE330	Consumer Law	10-11-12	None	Semester/.5	No	Both
BE400	Accounting I	10-11-12	None	Year/1.0	Gateway Accounting Principles 101-114	Full-year
BE610	Web Page Design	9-10-11-12	Internet Exploration	Semester/.5	Gateway Web Pages for the Office 106-199	Both
BE611	Business Procedures I	11-12	None	Semester/.5	No	First
BE612	Business Procedures II	11-12	Business Procedures I	Semester/.5	No	Second
BE630	Business and Personal Finance <i>Online course</i>	11-12	Accounting is recommended	Semester/.5	Gateway Personal Financial Planning 114-101	Both
BE620	Business Management	11-12	None	Semester/.5	No	Both
BE440	Payroll and Income Tax Accounting	11-12	Accounting I	Year/1.0	No	Full-year
BE500	IT Essentials: PC Hardware and Software	10-11-12	None	Semester/.5	No	Both
BE430	College Accounting	11-12	Accounting I	Year/1.0	No	Both

## **Business Concepts**

This course will inform students what a business is, does, and how it impacts everyday living. Students will develop characteristics, habits and practices that will make effective and forceful workers. The class is broken into two phases: basic economics and personal economics [taxes, careers, marketing, and budgeting]. Basic economics is a study of economic systems, the various ways that nations produce goods and services to meet the wants and needs of people. Economic problems that face all nations will be reviewed, including inflation, recession, depression, and international trade. Personal economics is a study of economic problems faced in the enterprise systems. Topics include: careers, budgeting, good buying, how to use and maintain a checking account, types of taxes, and simple investments.

## **Keyboarding Applications**

A strong keyboarding skill is critical for the jobs of the future. The student will develop accurate "touch" keyboarding skills and work at increasing their typing speed throughout the first semester. During the second half of the course, the student will learn skills that include producing unbound reports with page numbers, quotations, numbered lists, references, and title pages. In addition, students will produce business letters and learn basic word processing functions.

## **Internet Exploration**

This course prepares students for the IC3 (internet and Computing Core Certification) - Computing Fundamentals and Living Online module. Students will demonstrate knowledge in computer hardware, software, and the operating system. Students will learn the most effective ways to search the web, research cyberspace careers, create an e-resume, evaluate area Internet Search Providers, set up an email account, and compose and send email messages with attachments. Students will examine different computer systems, including the popularity of the smartphone and learn about online safety. Students will also evaluate websites, identify the elements of a quality web page, and develop their own web pages using HTML tags and Dreamweaver.

## **Computer Applications**

This course will prepare students for the Microsoft Office Specialist certification and the IC3 certification-Key Application module. This course provides students the opportunity to learn the Microsoft Office 2007. This is a valuable class for the college-bound students as well as the student interested in the business field. The Word unit will include use of spellchecker, format painter, styles, columns, bulleted and numbered lists, tables, clip art, auto shapes, page formatting, templates, macros, and table of contents. Students will use a scanner, digital camera, word art, and clip art in completing the projects in this unit. The Excel unit will focus on designing and creating spreadsheets using formulas and functions to solve business problems and project future trends through charting. The PowerPoint unit will allow students to prepare quality presentations using animation, clip art and movie clips. Microsoft Moviemaker will be introduced briefly and students will put together and present a video about themselves.

## **Desktop Publishing**

Learn how to produce quality business applications and documents using Adobe InDesign, scanners, digital cameras, photo editing software, clip art, and draw/paint software. Students will produce "real world" documents that communicate effectively and that are visually appealing. Students may be required to do additional lab work outside the class.

## **Information Processing**

This course will prepare students for the Microsoft Specialist certification. Students will review and expand word processing and business document formatting concepts acquired in Information Processing I using Microsoft Word. Students will further develop accurate "touch" keyboarding ability of the alphanumeric keys and heighten the ability to think, compose, and make decisions at the computer. Advanced word processing functions are introduced. Students apply their keyboarding skill and word processing knowledge to format display documents, enumerated lists, tables (open and ruled), multiple-page personal business letters, multiple-page business letters, envelopes, simplified letters, memorandums, simplified memorandums, and newsletter. Students may be required to do additional lab work outside the class period.

## **Consumer Law**

This course provides students with an understanding of the laws that affect citizens, consumers, and employees. Information on the juvenile court system and some of the most common crimes and lawsuits committed by young adults is presented in the unit on Knowing More About the Law. Other topics studied include: entering into contracts; types of insurance; credit; and consumer protection.

## **Accounting I**

Students will develop an understanding of basic accounting principles and procedures; prepare to handle the daily recording and financial activities of the typical small or medium-sized business; develop an appreciation and understanding of the work flow in a modern business system; and acquaint students with the procedures and practices used in business and with developments in business data processing.

## **Web Page Design**

This course is designed for students to continue with the concepts of web page development. Students will be able to design, produce and post visually appealing web pages that are appropriate and useful; apply appropriate layout and web design techniques to various projects; design and produce effective web pages for individuals, classrooms, schools, and the community; and understand and demonstrate ethics when using the internet. Students will increase their knowledge of Dreamweaver. Students will learn how to edit their images using Fireworks. Students will create animation using Flash and use Javascript with their images and forms.

## **Business Procedures I**

The world of work is constantly changing because of technological advances. Students must be made aware not only of the procedures being utilized in today's office, but they also must be made aware that these procedures will change during their working years. Successful business operations depend upon competent employees using correct procedures. The student will demonstrate proficiency in: records management (filing); ten-key electronic calculator usage; telephone communications; and oral/written communications.

## **Business Procedures II**

This course will allow students to develop the skills and knowledge needed to prepare for successful transition from high school to entry-level employment or continuing education in a business-related field. The student's career emphasis - accounting, word processing, administrative assistant or business management - will determine the units to be completed by the student. The students will be provided a review of basic English skills, personality development, human relations, attitudes, and other problems encountered by entry-level employees. A model business office simulation may be utilized to help the student learn the importance of good attendance, cooperation, responsibility, and productivity as it relates to business employment. Students may be required to do additional lab work outside the class period.

## **Business and Personal Finance**

The course has five main themes: Planning Personal Finances, Banking and Credit, Investing Financial Resources, Protecting Your Finances, and Business Finance Basics. Students will create a personal budget and learn how to use it. Students will learn how to file a 1040EZ tax form. Students will compare advantages and disadvantages of renting vs. buying a house. Students will compare the advantages and disadvantages of leasing vs. buying an automobile. Students will learn about home, automobile, health, disability, and life insurance. Students will evaluate savings and investment options to meet short-and long-term goals. Students will analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit. Business Finance will include the following: explain how to calculate selling price, identify variable and fixed costs, and discuss effective pricing.

## **Business Management**

Students will be provided with opportunities to design and develop a business from scratch. This course is designed for students who wish to concentrate on strategies for career development through ownership/management of their own business. Emphasis will be placed on planning, organizing, developing, and managing the daily operations of a business. Specifically, students will develop competencies in decision-making, long-range planning, effective communication, accountability, and responsibility. Although individual

skills are emphasized, the focus of the course is on development of a business plan, including the following: determination of the type of business enterprise, legal considerations, location selection, financing, steps in getting the enterprise started, marketing strategy, and interaction with successful entrepreneurs.

### **Payroll and Income Tax Accounting**

Students will acquire basic knowledge in processing payroll and preparing income tax returns. Students will be working with tax tables and forms and learn how to determine gross and net earnings of an employee. Deductions for social security, Medicare, federal and state income taxes will be computed. Students will also be able to determine the employer's liability for payroll taxes including unemployment and workers' compensation premiums. Electronic software will be utilized to input and run a company's payroll for one quarter along with manual preparation of federal tax forms. Students will prepare personal and state income tax returns and have the opportunity to complete income tax returns for the public and gain community service hours through a VITA site.

### **IT Essentials: PC Hardware and Software**

IT Essentials: PC Hardware and Software is a hands-on, career-oriented e-learning solution course with an emphasis on practical experience to help students develop fundamental computer skills and essential career skills. The course provides a comprehensive introduction to the IT industry and interactive, hands-on exposure to personal computers, hardware, software, and operating systems. Students will develop a working knowledge of how computers operate, how to assemble computers, and how to troubleshoot hardware and software issues. Hands-on labs and virtual learning tools will assist students to develop critical thinking and complex-problem solving skills.

### **College Accounting**

College Accounting uses an integrated approach to teach accounting. Students first learn how businesses plan for and evaluate their operating, financing and investing decisions and study how accounting systems gather and provide data to internal and external decision makers. This year-long course will include all of the learning targets of a traditional college level financial accounting course, plus those from a managerial accounting course. Topics include an introduction to accounting, accounting information systems, time value of money, and accounting for merchandising firms, sales and receivables, fixed assets, debt and equity. Other topics include statement of cash flows, financial ratios, cost-volume profit analysis and variance analysis.



# Career Connections

Course #	Title	Grades	Pre-requisites/ Recommendations	Length of Course/ Credits Earned	Articulated Credit	Semesters Offered
CC451-452	Internship	11-12	Minimum 9 credits or administrative approval. Students must have a minimum cumulative GPA of 2.5 and not have received any failures or incompletes for the previous semester.	Semester/.5	No	Both
CC421-422	Teacher Assistant	10-11-12	Minimum 9 credits or administrative approval. Students must have a minimum cumulative GPA of 2.5 and not have received any failures or incompletes for the previous semester. Maximum of 1 credit per year allowed.	Semester/.5	No	Both
CC431-432	Employment	11-12	Completion of 12 credits, completed application packet, a minimum cumulative GPA of 2.0 and have not received any failures or incompletes for the period year.	Semester/1.0	No	Both
CC650-651	Youth Apprenticeship	11-12	Minimum 12 credits, completed application packet, a minimum cumulative GPA of 2.0 and have not received any failures or incompletes for the previous semester	Year/2.0	No	Full-year

**Please note: Students must complete the required application process prior to acceptance into Career Connections. No student shall be released for a work experience program after the semester has begun unless there is administrative approval.**

## Internship

This work-based program is designed for students to learn more about an occupation they may be considering as a future career. Students may qualify for an **Employability Skills Certificate** issued by the State of Wisconsin by completing a minimum of 180 documented hours. It is a non-paid position for school credit. The school works in a field related to their career goal. Time sheets with hours logged must be signed by the worksite supervisor and turned in to the Career Connections Coordinator weekly. This activity is assessed on a Pass/Fail basis.

## Teacher Assistant

To explore possible career opportunities in or related to the field of education, students may work with a teacher as a Teacher Assistant. Students may qualify for an **Employability Skills Certificate** issued by the State of Wisconsin by completing a minimum of 180 hours. It is a non-paid position for school credit. The teacher's assistant (TA) position will allow students to work with and for a teacher. Duties of the TA will be determined by

the supervising teacher and the TA to best suit the needs of the individuals involved. Applications to be a TA will be limited to the first two weeks of each semester and will be submitted by the supervising teacher. A copy of the student's official schedule must be attached to the application form when submitting to the Principal's office for approval. This activity is assessed on a Pass/Fail basis.

## Employment

This work-based program is for students interested in pursuing a career plan prior to graduation. The intent and purpose of work placements is to provide students with work experience that is related to their career goals. Students may qualify for an *Employability Skills Certificate* issued by the State of Wisconsin by completing a minimum of 180 hours. Students must be enrolled in the minimum 6 credits for the school year. Student's work-site experience is supervised on the job by employers in conjunction with the appropriate faculty member. It is a paid experience for school credit. The student is employed in a field related to his/her goal. It requires that the student has completed a sequence of courses in the field related to his/her career goal. This partnership between business, industry and the school provides students with authentic experience in the world of work based upon their individual career goals. Time sheets with hours worked/wages received must be signed by the supervisor and turned in to the Career Connections Coordinator weekly. School credit will not be awarded without validation of hours worked. Students will be evaluated by their supervisors on a quarterly basis with the final evaluation being the Wisconsin Skills Standards Certificate from the Wisconsin Department of Public Instruction. This class is assessed on a pass/fail basis. A completed application form must be submitted to the Career Connections Coordinator during the course registration time period.

## Youth Apprenticeship

Wisconsin's Youth Apprenticeship program is a foundational part of a statewide School-to-Work initiative that has earned Wisconsin national recognition as a leader in education reform. It is designed for high school students who want to experience hands-on learning at the worksite in conjunction with classroom instruction. This rigorous two year elective combines academic and technical instruction with mentored on-the-job learning that makes a real world connection for the student. Students are responsible for gaining employment by June 30th in a related, relevant job. This will allow students to work as few as 11 hours per week by the end of the next school year and still successfully complete their program. Seniors must complete their hours prior to graduation. Employment sites must agree to pay Youth Apprentices at least minimum wage via company payroll, which includes worker compensation and payroll taxes. Additional hours may be worked. Upon successful completion of a Youth Apprenticeship program, students will receive, in addition to high school credit, advanced standing towards an Associate Degree if they enroll in a Wisconsin Technical College System program. Students will also receive a Certificate of Occupational Proficiency from the Wisconsin Department of Workforce Development for completion of a Level 2 program and a Certificate for Level 1 completion. The following areas are currently available:

- Automotive Technician
- Building Trades Academy I
- Health Services
- Lodging Management
- Production Ag: Dairy and Livestock
- Production Ag: Crops
- Welding

# Distance Learning

## **What is Distance Learning?**

Distance Learning is the participation in classes that are not necessarily taught in our own school building. Classes are presented over an interactive television network (ITV) through the Southern Wisconsin Instructional Network Group known as VANGUARD. This program allows students from different schools to take classes together while remaining in their own school buildings.

## **Can Distance Learning classes be taken for credit?**

Yes. Unless otherwise stated in the course description, each course is offered for credit. Some classes may only run for a short period of time and are intended only for enrichment purposes.

## **Who can register for Distance Learning classes?**

Any student that meets the grade level requirement and prerequisites for each individual course may register.

## **How do I register for a Distance Learning class?**

You may register for an ITV class at the same time you register for your next year classes.

## **Will you be guaranteed to get the class you select?**

No. ITV classes must follow the schedule of the originating school. This may make it difficult to schedule these classes with our schedule. Class size may also be limited by the host school. The DDHS ITV lab will accommodate a maximum of 12 students. A lottery system will be used to decide who will be scheduled in a class if more students register than can be accommodated.

## **Medical Terminology**

This course is part of an Associate Degree program and an in-depth study of Medical Terminology conducted by a body system approach. Prefixes, suffixes, and root words are studied. This course also provides an overview of the human anatomy. This course will provide students with an introduction to concepts and terms used in a variety of healthcare professions. This course will fulfill the Medical Terminology I requirement in the Medical Assistant Program at Gateway Technical College.

## **Introduction to Law**

This course is intended to introduce students to the field of jurisprudence. The student will be introduced to both the theory and the application of the law and will equip students with knowledge of their legal rights.

## **Accounting II**

For a more in-depth study of accounting theory and principles, this course will place an emphasis on accounting records, accounting for partnerships and corporations, depreciation, taxes, cost accounting, payroll, and budgeting. This class is recommended for students who are looking for entry level office positions or plan to major in business in college.

## **American Sign Language I**

This is an introductory course for the individual who has no previous experience with sign language. The course emphasis is on basic signing skills.

## **American Sign Language II**

Students will learn intermediate level sign language.

# English

Four credits in English are required to graduate from Delavan-Darien High School. These courses include English 9 or English 9 Honors, English 10 or English 10 Honors, English 11, and English 12, plus two elective courses during the junior and/or senior year.

Course #	Title Essential Question	Grades	Pre-requisites/ Recommendations	Length of Course/ Credits Earned	Articulated Credit
LA103	English 9	9	none	Year/1.0	No
LA114	English 9 Honors	9	none	Year/1.0	No
LA203	English 10	10	English 9	Semester/.5	No
LA670	Speech	10	English 9 Honors	Semester/.5	No
LA671	Oral Interpersonal Communication	10	English 9	Semester/.5	Gateway Oral Interpersonal Communication 801-196
LA215	English 10 Honors	10	English 9	Semester/.5	No
LA185	English 11	11	English 10	Semester/.5	No
LA187	English 12	12	English 11	Semester/.5	No
LA401	AP Prep Literature <i>Accelerated course</i>	11	English 10	Semester/.5	No
LA402	AP Prep Composition <i>Accelerated course</i>	11	English 10	Semester/.5	No
LA403	Contemporary Literature	11-12	English 10	Semester/.5	No
LA680	Creative Writing	11-12	English 10	Semester/.5	No
LA678	Writing Workshop	11-12	English 10	Semester/.5	No
LA410	Persuasion in Literature and Film	11-12	English 10	Semester/.5	No
LA751	Philosophy	11-12	English 10	Semester/.5	No
LA404	Realms of Possibility through Fiction and Nonfiction	11-12	English 10	Semester/.5	No
LA405	Latino Literature	11-12	English 10	Semester/.5	No
LA672	Cultural Literature	11-12	English 10	Semester/.5	No
LA770	AP English 12 <i>Accelerated course</i>	12	Students and parents are informed of the rigor and expectations of this course.	Year/1.0	No

*Please note: Students who will be sophomores in the 2011-2012 school year and successfully completed Elevated English 9 may take junior and senior electives as a sophomore.*

## **English 9**

The focus of English 9 is to improve and expand each student's language arts skills (reading, writing, listening, speaking, and thinking) through literary analysis, units of grammar study, vocabulary exercises, and essay writing. Units of study will include an analysis of media, short stories, plays, poems, and novels in an effort to focus on an over-reaching, guiding topic. English usage, grammar, vocabulary, sentence structure, paragraph development, and 5-paragraph essay writing techniques will be incorporated as needed. Course will include a Reading Workshop component as well.

## **English 9 Honors**

The focus of English 9 Honors is to challenge students who have demonstrated and want to continue demonstrating exceptional work in the area of English. The course will improve and expand language arts skills (reading, writing, listening, speaking, and thinking) and their critical/analytical skills through an introduction to literary terms, literary analysis essay, and research writing. Units of study will include an analysis of media, short stories, plays, poems, and novels in an effort to focus on an over-reaching, guiding topic. Course will include a Reading Workshop component as well.

## **English 10**

This yearlong course will include a semester of literary development and a semester of oral skill development. One semester of this course continues the development of language arts skills. Units of study will include an analysis of media, short stories, plays, poems, and novels. Students will also review English usage, grammar, vocabulary, and composition techniques in an effort to focus on an over-reaching, guiding topic. Students will learn to conduct research and incorporate the research into an essay. Course will include a Reading Workshop component as well. One semester of this course focuses on improving listening, speaking, researching and organizational skills; developing group work habits and practicing delivery techniques. Units of study include the communication process, nonverbal communication, intra- and interpersonal communication, listening skills, person to group communication, and group problem solving. Students will construct and present speeches, will participate in group discussions, and will present group activities and other projects related to communication.

## **English 10 Honors**

This yearlong course will include of English 10 Honors semester of advanced literary development and a semester of Speech. Units of study will include an analysis of media, short stories, plays, poems, and novels in an effort to focus on an over-reaching, guiding topic. Students will also review English usage, grammar, vocabulary, and composition techniques. Course will include a Reading Workshop component as well. Additionally, this course focuses on speech and improving listening, speaking, researching, and organizational skills. Students will interpret and present evidence; improve group work habits; practice delivery techniques; develop self-assessment techniques. Units of study include speech organization, development of proofs, and inductive and deductive reasoning. Students will construct and present speeches to inform and persuade and will gain helpful knowledge through peer evaluation. This course includes an extensive, independent research component.

## **English 11**

This course is a continuance of promotion of literary development in a wide range of areas. Students will develop an understanding of the literary process focusing on analysis and critical thinking. The course will also include practice in writing and focusing on essay development. Units include short stories, novels, non-fiction, and poetry, with an emphasis on British literature.

## **English 12**

This course is a continuance of promotion of literary development in a wide range of areas. Students will develop an understanding of the literary process focusing on explicit instruction in critical reading and writing. This course will offer students the opportunity to read significant literary works while providing the tools necessary

to analyze and evaluate various literary genres, along with further development of essay writing primarily focusing on literary analysis.

### **Creative Writing**

Creative Writing seeks to improve and expand students' creative writing skills by writing poetry, short stories, and plays. A focus of the course is the publication of a school literary magazine. Various texts will be used in the classroom as models and guides for writing.

### **Persuasion in Literature and Film**

This challenging course will study literature and film as a form of literature. Through thematic and genre approaches, students will read and view multiple pieces selected for their value as art, as well as their impact on the reading and film audience. Students will study the history, style, and techniques of making motion pictures and writing literature. The major thrust of this course will be to help students to understand the historical and persuasive nature of literature and film on society. This will be done through reading, viewing, discussion, and expository and analytic writing.

### **Writing Workshop**

This course seeks to improve writing skills in order to prepare students for the real world, whether that is work or college. Units of study will include resume writing, business and friendly letter writing, college application letter, five paragraph essays, and research skills.

### **AP Prep Composition**

Develop the ability to think and write logically, and learn various ways of researching, organizing, and presenting ideas for a variety of purposes, audiences, and occasions. Types of writing may include exposition, persuasion, critical analysis, and research. Vocabulary component is also required. Writing skills are improved by an in-depth analysis of individual student writing. Individual materials are used to address individual writing problems. Students will analyze a college-level novel for a research paper. This course will prepare students for AP English or college English.

### **AP Prep Literature**

Build on previously learned language arts skills and introduce new and more complex literary terms for the purpose of reading, interpreting, and critically analyzing literature. Expose students to a variety of international literature. Readings will include selected novels, selected short stories, and selected poetry that will prepare students for AP English or college English.

### **Advanced Placement English**

Provides an in-depth study in literature, and provides a first-year college English course at the secondary level. Emphasis is placed on critical literary analysis, explication of works of literary merit, the application of literary terms, and composition. Students should plan to take the advanced placement exam at the completion of the year's work. Materials selected for in-depth study are deemed works of literary merit by The College Board. Summer homework is required.

### **Contemporary Literature**

This course focuses on highly accessible and contemporary genres. Units will include, but are not limited to 20<sup>th</sup> century fiction and non-fiction, drama, sports literature, science fiction, and mystery and suspense. Students will also expand upon their abilities in reading, writing, speaking and critical thinking. Course will include a Reading Workshop component as well.

### **Cultural Literature**

This course will introduce students to the effects that a changing world has on storytelling and the importance of story within diverse cultures. Students will study literature that reflects various cultural perspectives that have evolved. Focuses will be on developing literary analysis skills, focusing on elements of literature and critical thinking. This is a discussion-based course where students are expected to generate questions and demonstrate

analysis, synthesis, and evaluation independently. This course will expose students to a variety of international literatures, including selected novels, short stories, and poetry.

### **Latino Literature**

Students will learn more about the Latino culture through literature, including novels, short stories, poetry, and political essays. Students will understand the social, historical, economic, and personal values of Latino cultures in order to develop a sense of appreciation and respect for diversity.

### **Philosophy**

Introduce, research, and discuss the evolution of western philosophy through various aspects of social, theological, political, and contemporary philosophies. Explore the relationship between history, literature and philosophy, through reading, analyzing, and discussing such works as Plato's *Republic*, St. Thomas Aquinas' *Summa Theological*, and Justin Guarder's *Sophie's World*. Learn and apply skills necessary for success in college including note taking, listening, primary source reading, and research techniques. Help students develop critical research techniques. Students will study and research the ideas of various philosophers, primarily from western culture, from Socrates to the present, with a corollary emphasis on developing those skills that are prerequisite for success in college.

### **Realms of Possibility through Fiction and Non-fiction**

Students will study how writers use fiction and non-fiction to comment on the consequences of human behavior, technology, and social/political structures. The course will include literature dealing with dystopian societies, allegorical fiction, political essays, biography, and autobiography. Students will examine the human condition and how we relate to and challenge an ever-changing world. Students will also expand upon their abilities in reading, writing, speaking and critical thinking.



# Health and Physical Education

In order to graduate from Delavan-Darien High School, a minimum of 1 and ½ credits over 4 years in Physical Education are required; students must take Physical Education in 9<sup>th</sup> and 10<sup>th</sup> grades. In addition, 1/2 credit of Health must be completed in grades 9 through 12.

Course #	Title	Grades	Pre-requisites/ Recommendations	Length of Course/ Credits Earned	Articulated Credit
PE501 PE502	Physical Education 9-10	9-10	None	Semester/.5	No
PE155	Health and Wellness	9	None	Semester/.5	No
PE610	Trends in Physical Fitness	11-12	None	Semester/.5	No
PE612	Strength Training	11-12	None	Semester/.5	No
PE614	Team Activities	11-12	None	Semester/.5	No
PE616	Individual Activities	11-12	None	Semester/.5	No
PE618	Adventure, Leadership, and Outdoor Pursuits	11-12	None	Semester/.5	No
PE250	Healthy Lifestyles	11-12	None	Semester/.25	No

## Physical Education 9-10

The purpose of Physical Education courses is to create an active learning environment that emphasizes wellness, physical fitness, physical activity, social and emotional growth, and that encourages students to lead physically active lives. Students will participate in a wide variety of lifetime activities, develop working knowledge of sports and skills, and be able to apply rules and skills to actual game situations. Physical education also provides time for exercise/physical activity in a student's school day. This allows for the burning of calories, relief of stress, and enjoy some "fun" during the school day. Physical Education 9-10 is a structured program in which students are given a limited amount of choices. Major emphasis is placed on developing positive attitudes toward being physically active. All students begin with a fitness portfolio in grade 9 which is used to monitor improvement/lack of improvement in the following areas: cardiovascular fitness; body fat percentile; fat free mass, and weight and blood pressure.

## Health and Wellness

Students will learn the importance of living a healthy lifestyle and ways to reduce their risks of disease. During this course students will understand the importance of becoming health literate individuals. Without health education, no other life goal can be successfully achieved. Therefore, it is recommended that all students study health, learning about the body, how it changes over the life cycle, what nourishes it and diminishes it, and how a healthy body contributes to emotional well being. Units of study include nutrition, wellness, communicable and non-communicable diseases, drugs and alcohol, HIV/AIDS, and sex education.

## Physical Education 11-12 Course Offerings

The purpose of Physical Education courses is to develop a learning environment that emphasizes personal wellness, physical fitness, physical activity, nutrition, and social and emotional wellness. The courses offered will encourage students to lead physically active lives through a variety of lifetime activities. The following courses are designed to provide the students with the advanced health concepts through the different courses that

are offered. The following courses will focus on the concepts essential to the body's well-being. These concepts are fitness, nutrition, adventure education, physical skill development, and game strategy. The students will continue to use their personal portfolios to monitor their physical well-being through these courses.

### **Trends in Physical Education**

The Trends course is designed to provide physical activities and ideas related to fitness concepts and total body strength training. Trends in physical fitness are a popular exercise program offered in many fitness centers or clubs. The course will train the cardio-vascular system and body strength through the following activities: Yoga, Pilates, Strength Training, Core Body Workouts, Kick boxing, Taebo, and Zumba.

### **Strength Training**

The Strength Training course is designed to provide physical workouts that focus on strength training. The course will also include cardio-vascular concepts, power and explosive training, lateral quickness, and flexibility. The students will learn to train their body and design a fitness plan that is reflective of the activities they are interested in. The course will be focused around the fitness center and the weight room.

### **Team Activities**

The Team Activities course is designed to provide cardio-vascular exercise through a focus on team sports. Students will learn the fitness concepts through competition of the team experience. This course will be a competitive class. Activities that are included in the course include: Floor hockey, Speedball, Flag Football, Basketball, Volleyball, Battle Ball, Ultimate Frisbee, and Mat Ball.

### **Individual Activities**

The Individual Activities course is designed to provide students with necessary skills to live a healthy lifestyle. The fitness components will be the focus of the course. Students will participate in activities that will offer experience in the various aspects of personal fitness. This course will allow students to compete through individual sport. The course will include the following activities: Tennis, Badminton, Pickle ball, and Racquetball.

### **Adventure, Leadership, and Outdoor Pursuits**

The Adventure, Leadership, and Outdoor Pursuits course is designed to progress students through an experientially based education program that focuses on individual growth and interpersonal relationships. The course will focus on risk taking, leadership, community building, winter recreation, life long personal fitness, aquatic activities, archery, and experiences with high elements including rock climbing and high ropes courses. Do to the nature of the course and the aquatics aspect of kayaking and canoeing, students must be confident swimmers in deep water and be able to minimally swim 200 consecutive yards. The course will emphasize individual development, group activities, interest in new experiences, and having students achieve higher levels of leadership and responsibility.

Note: Students will often be off campus for various educational experiences. Parent/Guardian permission will be required.

### **Healthy Lifestyles (.25 credit)**

The Healthy Lifestyles course will provide students with a variety of elements essential to living a healthy lifestyle. The course will focus on the students understanding the importance of being a self motivated health advocate. The students will learn how decisions that are made at a young age can develop a lifestyle, both positively and negatively. The course offers an American Heart Association CPR and First Aid certification, nutrition unit, stress management unit, risks associated with alcohol and drug use, and a healthy relationships unit.

# Mathematics

Two credits of Mathematics are required for graduation. Students planning to enroll in more than one mathematics course in a given year must meet with the current math instructor to discuss this decision. Students who plan to take more than two years of mathematics are encouraged to purchase a TI-83 calculator for the third and fourth years of mathematics courses.

Course #	Title	Grades	Pre-requisites/ Recommendations	Length of Course/ Credits Earned	Articulated Credit
MA100	Pre-Algebra	9	8 <sup>th</sup> grade teacher	Year/1.0	No
MA110	Algebra	9-10	Pre-Algebra or successful completion of 8 <sup>th</sup> grade mathematics	Year/1.0	No
MA200	Geometry	9-10-11	Algebra	Year/1.0	No
MA300	Algebra II	10-11-12	Geometry	Year/1.0	Gateway College Technical Math 1A 804-113
MA411	Algebraic Functions and Graphs	11-12	Algebra 2	Semester/.5	Gateway College Technical Math 1B when completed with Trig 804-114
MA412	Trigonometry	11-12	Algebraic Functions and Graphs	Semester/.5	Gateway College Technical Math when completed with Algebraic Functions 804-114
MA400	Calculus <i>Accelerated course</i>	12	Algebraic Functions and Trigonometry	Year/1.0	No
MA700	AP Calculus <i>Accelerated course</i>	12	Algebraic Functions and Trigonometry and teacher recommendation	Year/1.0	No
MA710	AP Statistics <i>Accelerated course</i>	11-12	Algebra II	Year/1.0	No

## Pre-Algebra

This course will provide students the opportunity to acquire skills needed for successful completion of Algebra.

## Algebra

Provide students with a basis for advanced mathematics and aid them in solving mathematical problems. The course uses modern terminology as it applies to Algebra. The unknown are represented by letters. The student learns to add, subtract, multiply and divide using unknown and signed numbers. Topics covered are:

rational numbers, equations, inequalities, polynomials, factoring, functions and graphs, graphing linear equations and solving systems of equations.

## Geometry

The purpose of this course is to develop logic, measurement and problem solving skills necessary for continued study of mathematics. Students will develop the ability to find connections between physical shapes and algebra. An emphasis of this course is on Euclidean geometry, logic skills of problem solving, and applications of algebra.

## Algebra II

This course is designed to build on math concepts introduced in Algebra and Geometry and to prepare students for advanced mathematics. This course covers problems more complex than those of Algebra I. Students are introduced to the study of equations and inequalities, linear relations and functions, systems of equations and inequalities, matrices and operations, simplifying and factoring polynomials, simplifying radicals, an introduction to complex numbers, solving quadratic equations, and exploring the conics, and logarithms.

## Algebraic Functions and Graphs

This course will explore functions and their behavior and to prepare students for advanced study in mathematics. This course will explore Linear, Polynomial, Rational, Exponential, and Logarithmic Functions. The graphs of these functions will be studied and graphing calculators will be used to further develop an understanding of these functions and graphs. Systems of equations and inequalities will also be studied. **A TI-83 or TI-84 graphing calculator is required for this course.**

## Trigonometry

This course will prepare students for advanced study in mathematics science and other fields. Trigonometry begins with an extensive study of trigonometric functions, their graphs, and their inverses. It also includes the study of trigonometric identities, and polar equations.

## Calculus

Calculus prepares students for more advanced study in mathematics, science and other fields. The course begins with an extensive study of limits and uses this concept to develop differentiation and integration of polynomial, trigonometric, and logarithmic functions. A study is conducted in the application areas of science and economics using differentiation and integration. This course will cover most topics found in first semester college course, but at a slower pace and not as in depth as Advanced Placement Calculus. Students are required to have a TI 83 or comparable calculator.

## Advanced Placement Calculus

*AP Calculus* prepares students for more advanced study in mathematics, science and other fields. The course begins with an extensive study of limits and uses this concept to develop differentiation and integration of polynomial, trigonometric, and logarithmic functions. An extensive study is conducted in the application areas of science and economics using differentiation and integration. This course will cover the equivalent of the first semester college course. Students enrolling in this course are required to take the Advanced Placement Test for Calculus AB in May. Students are required to have a TI 83 or comparable calculator.

## Advanced Placement Statistics

AP Statistics will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The main topics will include exploring data, planning a study, anticipating patterns, and statistical inference. All topics will be studied extensively with the use of graphing calculators and computer software. Students are expected to take the Advanced Placement exam in May. Ample time will be provided to review exam topics prior to AP Exam. **A TI-83 or TI-84 graphing calculator is required for this course.**

# Music

Course #	Title	Grades	Pre-requisites/ Recommendations	Length of Course/ Credits Earned	Articulated Credit	Semesters offered
MU101 MU102	ACapella Choir	9-10-11-12	None	Semester/.5	No	Both
MU111 MU112	Treble Choir	9-10-11-12	Audition	Semester/.5	No	Both
MU501 MU502	Chamber Choir	10-11-12	Audition	Semester/.5	No	Both
<u>MU590</u> MU600	Lydian Choir Accelerated Lydian Choir	10-11-12	Audition	Year/1.0	No	Both
MU531 MU532	Concert Band	9-10-11-12	Prior band experience or teacher approval	Semester/.5	No	Both
<u>MU630</u> MU700	Symphonic Winds Accelerated Symphonic Winds	10-11-12	Audition	Year/1.0	No	Both
MU541 MU542	Jazz Lab	9-10-11-12	Prior band experience or teacher approval AND member of a Band, Choir, or Orchestra	Semester/.5	No	Both
<u>MU640</u> MU740	Jazz Ensemble Accelerated Jazz Ensemble	10-11-12	Audition AND member of a Band, Choir, or Orchestra	Year/1.0	No	Both
MU401 MU402	African Drumming	9-10-11-12	None	Semester/.5	No	Both
<u>MU550</u> MU 750	Orchestra Accelerated Orchestra	9-10-11-12	Prior string experience or teacher approval	Year/1.0	No	Both
MU563	Instrumental Music History	10-11-12	Member of Band or Orchestra or teacher approval	Year/1.0	No	Both
MU790	AP Music Theory Accelerated course	10-11-12	Teacher approval	Year/1.0	No	Both

## Choral Music

### A Cappella Choir

A Cappella Choir is a beginning level choir that focuses on basic vocal production and music reading skills. This choir helps to build character, self-confidence and problem solving skills. This course changes every semester,

but tries to include sacred and secular music from various periods and styles. This class may be taken semester one, semester two, or both semesters.

### **Treble Choir**

This choral ensemble is an intermediate women's chorus that focuses on basic vocal production and music reading skills. It also helps build character, self-confidence and problem solving skills. This course changes every semester, but tries to include sacred and secular music from various periods and styles. This class may be taken semester one, semester two, or both semesters.

### **Chamber Choir**

Chamber Choir is a high level mixed chorus of dedicated singers who have had previous music experience. Chamber Choir focuses on vocal production and music reading skills and also helps build character, self-confidence and problem solving skills. This choir may tour. This course changes every semester, but works to include sacred and secular music from various periods and styles. This class can be taken semester one, semester two, or both semesters, but both semesters is preferred.

### **Lydian Choir [regular]**

### **Lydian Choir [accelerated]**

Lydian Choir is a mixed chorus of the most dedicated singers who have had previous music experience. This choir tours with the Chamber Choir every four years. This class will focus on Madrigals and Vocal Jazz. This choir will require additional out of class work and in-class leadership. This choir performs both secular and sacred music. This class must be taken both semesters.

## *Instrumental Music*

### **African Drumming**

This course is a performance class which is "hands on" in nature, but students will also complete written work, listening exercises, and reading as part of the course. African Drumming is open to all students regardless of musical background or previous experience with percussion instruments. Students in our other ensembles (Band, Orchestra, or one of the Choirs) may participate, but students who have never taken part in a musical ensemble can join as well. Students will learn about the music of Africa, the Caribbean, Latin America, Asia, and other parts of the world through the medium of drum circles, and "found percussion" ensembles. Students will learn how to play drums and other percussion and melody instruments in the "oral tradition," while also having music reading and writing skills taught and reinforced. Composition and the creative process will also be taught.

### **Concert Band**

The Concert Band is comprised mostly of freshmen, sophomore, and junior band members. Members study and perform intermediate band literature, and this group is an integral part of the school environment and local community. Students are involved in a comprehensive, balanced band program that includes marching, concert, solo-ensemble, and pep band performances. In addition to scheduled class time, each student attends band lessons on a regular basis as part of their grade. Students attend these from their study hall, before/after school, or on a limited rotating basis out of other classes; these are scheduled jointly with the student and director. By the nature of this class, students are expected to attend and perform at selected concerts and events outside of the school day; a master calendar of these required events is provided at the beginning of the school year for student planning purposes. Students are expected to attend the six-day Band Camp each August as part of this class. Band varsity letters may be earned by accumulating points for performing at activities outside of the school day. Major highlights of the year include: Marching Band field show at home football games, Cornfest and Memorial Day Parades, Winter Holiday Concert, Spring Awards Banquet and Concert, and solo-ensemble. The band also takes extended tours on a regular basis to national venues for performing. This class can be taken semester one, semester two, or both semesters, however it is recommended that the class be taken for both semesters.

**Symphonic Winds [regular]****Symphonic Winds [accelerated]**

The Symphonic Winds is comprised mostly of juniors, seniors, and some sophomores. It performs advanced band literature, and is an integral part of the school environment and local community. Students are involved in a comprehensive, balanced band program that includes marching, concert, solo-ensemble, and pep band performances. In addition to scheduled class time, each student attends a small-group band lesson on a regular basis as part of their grade. Students attend these from their study hall, before/after school, or on a limited rotating basis out of other classes; these are scheduled jointly with the student and director. By the nature of this class, students are expected to attend and perform at selected concerts and events outside of the school day; a master calendar of these required events is provided at the beginning of the school year for student planning purposes. Students are expected to attend the six-day Band Camp each August as part of this class. Band varsity letters may be earned by accumulating points for performing at activities outside of the school day. Major highlights of the year include: Homecoming field show, Memorial Day Parade, Christmas Concert, Spring Awards Banquet and Concert, and solo-ensemble. The band also takes extended tours on a regular basis to national venues for performing. This class must be taken during semester one and semester two.

**Jazz Lab**

The purpose of Jazz Lab is to develop and encourage students to participate in the Jazz Ensemble. This is a performance, "hands on" class. This group is for students who are interested in exploring the world of jazz regardless of ability or instrument. Students will study and learn about jazz, jazz history, jazz musicians, style, and vocabulary. Students will learn how to improvise and play jazz in a safe learning environment. In addition to the performance aspect of the class, students will complete written work, listening exercises, and reading for the course. Jazz Lab will perform three concerts during the school year. In addition, the ensemble performs at WSMA Solo-Ensemble Contest in the spring. Travel to jazz ensemble festivals and competition is possible. Attendance at these concerts/festivals is required. This class may be taken during semester one, semester two, or both semesters, however it is recommended that the class be taken for both semesters. Students enrolled in this course must also be a member of the DDHS Band, Orchestra, or one of the Choirs.

**Jazz Ensemble [regular]****Jazz Ensemble [accelerated]**

This is primarily a performance, "hands on" class. Students will study and learn about jazz, jazz history, musicians, style, and vocabulary. The ability to improvise, and a desire to learn how to improvise, is essential to participation in this course. Students will learn how to improvise and play jazz in a safe learning environment. Besides the performance aspect of the class, students will complete written work, listening exercises, and reading for the course. Jazz Ensemble will perform numerous concerts during the school year. In addition, the ensemble performs at the WSMA District Solo-Ensemble Contest in the spring, as well as possible travel to other jazz ensembles and competitions. Attendance at these concerts/festivals is required. Additional opportunities to perform in the community may occur as well. This class must be taken both semester one and semester two. Students wishing to take part in Jazz Ensemble must also be a member of the DDHS Band, Orchestra, or one of the Choirs.

**Orchestra [regular]****Orchestra [accelerated]**

Orchestra introduces students to string ensemble and orchestral literature of different composers, periods and styles. Music from the Renaissance to the present will be studied. Students are required to attend individual or small group lessons unless they receive professional private lessons. Attendance at scheduled concerts is required. Students will also prepare solo and ensembles for performance in the Spring.

**Instrumental Music History**

Students will study the historical development of the Orchestra through music literature, theory, and performance. Material covered will include orchestral and small ensemble literature from the medieval period to the contemporary. Students will complete written work, listening exercise, reading, use their instruments and MIDI stations in their studies.

## *Music Theory*

### **Advanced Placement Music Theory**

The purpose of AP Music Theory is to give serious music students a sound foundation in music fundamentals. This course is intended for preparation for the Advanced Placement test in Music Theory. Students receive training in melodic and harmonic dictation, harmonization, basic piano skills, music history and transposition. Students will experience working with midi-technology using computers. Students are expected to take the AP exam in May.



# Science

Course #	Title	Grades	Pre-requisites/ Recommendations	Length of Course/ Credits Earned	Articulated Credit	Semesters offered
SC303	Physical Science	9	none	Year/1.0	No	Full-year
SC400	Biology	9-10	none	Year/1.0	No	Full-year
SC500	Chemistry	10-11-12	Biology Algebra	Year/1.0	No	Full-year
SC614	Physical Chemistry <i>Accelerated course</i>	11-12	Chemistry Algebra II	Semester/.5	No	First
SC615	Organic and Inorganic Chemistry <i>Accelerated course</i>	11-12	Chemistry	Semester/.5	No	Second
SC347	Genetics <i>Accelerated course</i>	11-12	Biology Chemistry	Semester/.5	No	First
SC348	Microbiology and Ecology <i>Accelerated course</i>	11-12	Biology Chemistry	Semester/.5	No	Second
SC551 SC552	Astronomy	11-12	Biology Algebra	Semester/.5	No	Both
SC553 SC554	Geology	10-11-12	Biology Algebra	Semester/.5	No	Both
SC557 SC558	Meteorology and Oceanography	10-12	Biology	Semester/.5	No	Both
SC351 SC352	Forensic Science	11-12	Physical Science Biology	Semester/.5	No	Both
SC630	Anatomy and Physiology <i>Accelerated course</i>	11-12	Chemistry Biology	Year/1.0	No	Full-year
SC650	Physics	11-12	Biology Geometry	Year/1.0	No	Full-year
SC450	Principles of Engineering	10-11-12	Geometry	Year/1.0	Gateway 605-183 Future Trends in Electronics	Full-year
SC700	AP Biology <i>Accelerated course</i>	11-12	Biology Chemistry	Year/1.0	Gateway 806-114 General Chemistry	Full-year
SC710	AP Chemistry <i>Accelerated course</i>	12	Biology Chemistry Physical Chemistry	Year/1.0	Gateway 806-134 General Chemistry	Full-year

Course #	Title	Grades	Pre-requisites/ Recommendations	Length of Course/ Credits Earned	Articulated Credit	Semesters offered
SC720	AP Physics <i>Accelerated course</i>	12	Physics or Algebraic Functions/Trig	Year/1.0	No	Full-year

## Physical Science

Physical Science will allow students to gain a fundamental understanding of the physical sciences. This course will fulfill the physical science credit required for graduation. Physical Science is a laboratory course which will introduce and examine the nature of matter and energy interactions in chemistry, physics, geology, and astronomy. This course is only open to freshmen.

## Biology

Students of Biology will gain a fundamental understanding of the life processes and how the wide range of living things perform these processes. This course will fulfill the life science credit for graduation. Nature and scope of science/biology; chemical make-up of living things; cells as units of structure and function; the processes of inheritance; structure and function of viruses, micro-organisms, plant and animals; and ecology will be studied.

## Chemistry

Chemistry provides the background and skills necessary for the student to interpret and predict physical and chemical behavior at the molecular level. This course will fulfill the physical science credit for graduation. Chemistry is a lab-oriented course designed to introduce the student to the systematic study of matter and energy and its changes. The course emphasizes the measurement of matter and energy, the tools used and the units of expressing such measurements.

## Physical Chemistry

This class will build on topics studied in Chemistry. The major topics include equilibrium, acids and bases, thermodynamics and chemical kinetics.

## Organic and Inorganic Chemistry

This class will build on material presented in Chemistry. Major topics will include solutions, organic chemistry, and qualitative analysis.

## Genetics

This course will explore the underlying mechanisms of biological inheritance, heredity, genetic disorders, and how biological change takes place. This lab based course details an examination of how the hereditary material is passed from generation to generation; the different principles that govern the inheritance of certain traits; the molecular basis for the expression of inherited traits and some of the mutations that occur; mechanisms by which change in species occurs and the implications of these changes.

## Microbiology and Ecology

The purpose of this course is to explore the nature of microorganisms; how those microorganisms interact with the environment; and to provide in-depth study of ecological systems and population changes. This lab based course details an examination of different kinds of microorganisms (bacteria and viruses) and the fundamentals ecological systems including communities, biomes, population dynamics and the effect on global issues.

## Astronomy

Astronomy is a semester class offered to juniors and seniors. This course will fulfill half the physical science credit for graduation. In astronomy students will explore the solar system, planets, stars, galaxies, the universe, black holes and dark matter, space travel, and the possibility of life on distant planets. Focus will be placed on

modern advances, including technology, in the field of astronomy. Students who have always been interested in space will enjoy this course. Astronomy is a semester class offered to juniors and seniors. This course will fulfill half the physical science credit for graduation. In astronomy students will explore the solar system, planets, stars, galaxies, the universe, black holes and dark matter, space travel, and the possibility of life on distant planets. Focus will be placed on modern advances, including technology, in the field of astronomy. Students who have always been interested in space will enjoy this course.

### **Geology**

Geology is a semester class offered to sophomores, juniors and seniors. This course will fulfill half the physical science credit for graduation. Geology is the study of the earth, including its structure, composition, and processes that act upon it. In this course students will learn about minerals, gems & precious stones, the rock cycle, plate tectonics, volcanoes, earthquakes, rivers, glaciers and geologic time. Students who are interested in the earth and enjoy hands on lab activities that involve the outdoors would be encouraged to take geology.

### **Meteorology and Oceanography**

Meteorology and Oceanography is a semester class offered to any student who has taken biology. This course will fulfill half the physical science credit for graduation. Meteorology & Oceanography is the study of the earth's atmosphere, weather and oceans. Students will learn what factors in the atmosphere affect weather, the different types of clouds, how thunderstorms, tornadoes and hurricanes occur, the affect of ocean currents on weather, what causes ocean tides and what landforms are found on the ocean floor. Students who are interested in predicting the weather and learning about earth's oceans are encouraged to take meteorology & oceanography.

### **Forensic Science**

This course will provide the student with an introductory experience in the laboratory work involved in different fields of forensic science. This lab based course is focused on inquiry and problem-solving practices in the fields of biology, chemistry, and physical sciences and how they relate to the solving of crimes and use in the criminal justice system.

### **Anatomy and Physiology**

This course is designed to give in-depth coverage of the structure and function of human beings with an examination of the major biological structures and functions of body systems. This class involves a comparative anatomy (dissection) of the domestic cat to further enhance student understanding between form and function.

### **Physics**

Physics provide a thorough examination of basic physical concepts that will give the student an insight into the relevance of physics in our modern, technological world. This is an algebra based physics course that provides the prerequisite knowledge of the subject recommended for university admission. This course covers classical mechanics, acoustics, wave analysis, and optics. Students pursuing medical, sports or arts related fields post high school are strongly encouraged to take Physics.

### **Principles of Engineering**

This course offers a project-based, high rigor/high relevance curriculum, which will help involved students reach higher standards in mathematics, science, and language arts. In this course, students will explore technology

systems and engineering processes to find out how math, science, and technology help people. Special emphasis will be placed on various engineering systems with focus on statistics and strength of materials, and materials testing in engineering. Engineering for reliability and introduction to Dynamics and Kinematics will also be explored.

### **Advanced Placement Biology**

AP Biology provides students the opportunity to earn college credit for their work in high school biology. The class will build off from material presented in Biology, Genetics, Microbiology and Ecology. The major topics

covered included Molecules and Cells, Heredity and Evolution, and Organisms and Populations. This will be done utilizing eight major themes that will be stressed throughout the course. A framework for this course is science as a process: Evolution, Energy Transfer, Continuity and Change, Relationship of Structure to Function, Regulation, Interdependence in Nature and Science, Technology and Society. In this course you will complete the required 12 AP Biology labs in preparation for the essay portion of the AP Biology exam. Students signing up for an Advanced Placement course will be expected to take the AP Exam in May.

### **Advanced Placement Chemistry**

AP Chemistry provides students the opportunity to earn college credit for their work in high school chemistry. The class will build off of material presented in Chemistry and Physical Chemistry. This class is designed to prepare students for taking the AP Chemistry exam. Course work and test prep materials are from college level texts. The content is primarily a comprehensive review of Chemistry and Physical Chemistry. Students signing up for an Advanced Placement course will be expected to take the AP Exam in May.

### **Advanced Placement Physics**

AP Physics provides students the opportunity to earn college credit for their work in high school physics. This class will build from material presented in Physics. This class is designed to prepare students for taking the AP Physics exam. The major topics will include: classical mechanical physics, optics, acoustics, and wave motion. A thorough covering of electricity, magnetic fields, electromagnetism, electrostatics, atomic physics, and nuclear physics will also be studied. Students signing up for an Advanced Placement course will be expected to take the AP Exam in May.



# Social Studies

Delavan-Darien High School requires 3 credits in Social Studies as follows:

- World Geography - 1 credit
- United States History - 1 credit
- European History to 1500 or Modern European History to Present (1/2 credit) or Advanced Placement European History (1 credit) or World Events (1/2 credit)
- American Political Systems (1/2 credit) or Advanced Placement Government and Politics (1 credit)

Course #	Title	Grades	Pre-requisites/ Recommendations	Length of Course/ Credits Earned	Articulated Credit	Semesters offered
SS103	World Geography	9	none	Year/1.0	No	Full-year
SS203	United States History	10	none	Year/1.0	No	Full-year
SS720	AP United States History <i>Accelerated course</i>	10-11-12	none	Year/1.0	No	Full-year
SS301	European History to 1500	11-12	none	Semester/.5	No	First
SS302	Modern European History 1500 to Present	11-12	none	Semester/.5	No	Second
SS400	American Political Systems	12	none	Semester/.5	No	Both
SS602	American Diversity	11-12	none	Semester/.5	No	Both
SS612	Economics	11-12	none	Semester/.5	No	Both
SS500	World Events	11-12	World Geography US History	Semester/.5	No	Both
SS632	Sociology	11-12	none	Semester/.5	No	Both
SS661	Psychology	11-12	none	Semester/.5	No	Both
SS700	AP Government and Politics <i>Accelerated course</i>	11-12	US History	Year/1.0	No	Full-year
SS710	AP European History <i>Accelerated course</i>	11-12	US History	Year/1.0	No	Full-year
SS730	AP Psychology <i>Accelerated course</i>	11-12	US History	Year/1.0	No	Full-year

## World Geography

Students will learn to identify basic geographic elements and apply this knowledge to the study of different world regions. Students will use the five themes of geography to analyze the impact of geography on the economy, political, and cultural world regions.

## **United States History**

Students will learn about the U.S. growth and conflict from its European beginnings through current domestic and foreign affairs. Units include basic geography, the colonial era, the American revolution, foundations of our early national growth, sectionalism and civil war, industrialism, World War I, Great Depression, World War II, domestic issues 1945-90 and foreign affairs 1945-2000.

## **European History to 1500**

Students will be challenged to discover the foundations of Western Civilizations. Units of study will include Greek/Roman Civilizations, rise of nation states, and the impact of religion on society.

## **Modern European History 1500 to Present**

Students will explore the development of European society and investigate and analyze the effect European expansion had on the world. Units will include the age of exploration, world colonization, industrialization, development of modern European ideology, and global conflict.

## **American Political Systems**

Students will acquire knowledge of the interrelationship and the functions of local, state, and national government.

This course will emphasize the structure and operation of our national, state, and local governments. The federal bureaucracy and the role of special interest groups will be analyzed to determine their role in the way our system works. There will also be units in which the rights and responsibilities of the citizen in a democracy will be studied.

## **American Diversity**

The purpose of this course is to better understand oneself and recognize how feelings, ideas, and beliefs interact with the ideas and beliefs of other individuals and groups. The course will examine the many aspects of American society including, but not limited to culture, ethnicity, race, religion, and gender issues. The exploration of the interrelationship of these issues will help create a more accurate picture of modern America.

## **Economics**

Students will be able to describe the mixed economy, identify economic goals and problems, and identify the roles played in the American economic system. The course is organized to improve the students' understanding of the economic process as it affects their daily lives. Units of study are: the laws of supply and demand, the corporate structure, the economic cycles, different business forms and the effects of size, the consumer in our economy, labor's contribution and public investment in the market place. We explore at the broad scope of government, business, labor and consumer interaction in the market economy.

## **World Events**

Students will acquire knowledge and understanding of local, national, and international events in today's world. This course will analyze major news events by looking at geographical, economic, social, and political functions. Students will use various forms of mass media to obtain information on these events. Discussions, reporting, and analysis of news will help in the development of critical thinking skills.

## **Sociology**

This course provides an introduction to the basic principles and theories of sociology and their relationship to groups in societies of our world. Students will examine theories related to sociology, sociological research, social structures, societies of the world, deviance, social inequality, social institutions, and social change.

## **Psychology**

The purpose of this course is to introduce and explore the basic principles and theories of psychology. Units will include history/research in psychology, brain structure/function, sensation/perception, memory, motivation/emotion, learning, cognition, language, intelligence, individual differences, social/cultural behavior, personality, personality assessment, psychological disorders, treatment of psychological disorders, states of consciousness, sleep/dreams, and developmental psychology.

### **Advanced Placement Government and Politics**

Students will acquire an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret United States politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute United States politics. This course has been designed to help students successfully complete the National College Board Advanced Placement Government and Politics exam (administered in May) which may allow students to earn college credit. Students signing up for an Advanced Placement course will be expected to take the AP Exam in May.

### **Advanced Placement European History**

The students will analyze basic themes of Modern European Society including intellectual, cultural, political, diplomatic, social and economic history. The AP outline will be used as a guide for the course. Units deal with the philosophy and the growth of religious, political, economic, and social institutions in European society. Students are expected to take the Advanced Placement exam in the spring.

### **Advanced Placement United States History**

This course emphasizes analytical skills, critical thinking, reading, and writing when dealing with the factual knowledge necessary to critically analyze the issues within U.S. History. The A.P. outline will be used as a guide for the course. Units include Colonial History, the Revolution and Early Republic, Nationalism and Sectionalism, Civil War and Reconstruction, Growth of Industrialization and Urbanization, World War I and America's emergence as a world power, Depression and New Deal, World War II, Cold War America, and the Modern U.S. This course is designed to facilitate successful completion of the A.P.U.S. History exam in the spring for potential earning of college credit. Students signing up for an Advanced Placement course will be expected to take the AP Exam in May.

### **Advanced Placement Psychology**

AP Psychology provides a college level introduction to psychology at the secondary level. This course stresses critical thinking, reading, and writing within the context of scientific methodology and questioning. Students are introduced to the major topical areas of psychology by studying core concepts and theories and by learning the basic skills of psychological research. This course has been designed to help students successfully complete the National College Board Advanced Placement Psychology exam, administered in May, which may allow students to earn college credit. The course outline compiled by the College Board will be used as a guide for the units taught in class. This course will examine research methods, human psychological and biological development, sensation/perception, states of consciousness, learning, memory, thinking and language, intelligence, motivation, emotion, developmental psychology, personality, abnormal psychology, treatment of psychological disorders, stress, and social psychology. **Students signing up for an Advanced Placement course will be expected to take the AP Exam in May.**



# Technology and Engineering

Course #	Title	Grades	Pre-requisites/ Recommendations	Length of Course/ Credits Earned	Articulated Credit	Semesters offered
<b>Construction Pathway</b>						
TE100	General Woods	9-10-11-12	None	Semester/.5	No	Both
TE150	Machine Woods	9-10-11-12	General Woods	Semester/.5	No	Both
TE200	Cabinetry Construction	11-12	General Woods and Machine Woods	Semester/.5	No	Both
TE300	Building Construction	11-12	Machine Woods and/or Cabinetry Construction	Year/1.0	No	Full-year
<b>Engineering and Technology Pathway: Project Lead the Way [PLTW]</b>						
TE160	Introduction to Engineering Design	9-10-11-12	None	Year/1.0	Gateway Intro to Mechanical Engineering Technology 606-149 or Introduction to AutoCAD Inventor 606-139	Full-year
TE370	Digital Electronics	10-11-12	Electronics AC/DC	Year/1.0	Gateway Digital Electronics 605-130	Full-year
SC450	Principles of Engineering	10-11-12	Geometry or concurrent enrollment in Algebra II	Year/1.0	Gateway Future Trends in Electronics 605-183	Full-year
TE400	Civil Engineering and Architecture	10-11-12	Introduction to Engineering Design and/or Principles of Engineering	Year/1.0	Gateway Intro to Civil Engineering and Architectural Technology 607-103	Full-year
TE490	Computer Integrated Manufacturing	11-12		Year/1.0	No	Full-year
<b>Manufacturing Pathway</b>						
TE340	AutoCAD Principles	9-10-11-12	None	Semester/.5	No	First
TE350	Inventor Principles	9-10-11-12	None	Semester/.5	No	Second

Course #	Title	Grades	Pre-requisites/ Recommendations	Length of Course/ Credits Earned	Articulated Credit	Semesters offered
TE261 TE262	Electronics AC/DC	9-10-11-12	None	Semester/.5	No	Both
TE120	Metal Processing	9-10-11-12	None	Semester/.5	No	Both
TE700	Advanced Metals	10-11-12	Metal Processing	Semester/.5	No	Both
<b>Other Course Offerings</b>						
TE681	Consumer Auto	12	None	Semester/.5	No	Both

## *Construction Pathway*

### **General Woods**

This course provides students with an understanding of wood related construction. Students will learn the safe and proper use of tools and machines used in the woodworking industry. Students will demonstrate the safe and proper use of hand tools and machines through the construction of various required projects, safety test, and machine demonstrations.

### **Machine Woods**

The course incorporates machines to provide students with the techniques they need for Cabinetry.

The course is offered to provide students with a skill needed to perform operations on woodworking machines safely and proficiently. Students will be involved in activities to learn the techniques use to produce projects involving all machines in the woodworking shop. These learned skills will advance students to a level needed to work independently at the next level, Cabinetry and Building Construction.

### **Cabinetry Construction**

To provide students with the design skills needed to create and draw cabinets, furniture and various projects including an understanding of the construction of cabinets and furniture. To develop the skills and the knowledge needed to plan, design, and construct basic wooden cabinetry, along with the advanced use of woodworking tools and machines. This course provides a comprehensive overview of all the techniques used in building cabinetry. This program covers safe and proper use of tools and machines, and the advanced use of each. It explains the planning phase of individual project design and the materials best suited for various applications. It provides an opportunity for students to experience the creation of a product and to build furniture for personal use. Various carpentry career connections will be explored.

### **Building Construction**

The Building Construction course provides students with an understanding of building construction. Students will develop the skills and knowledge needed to plan, design, select, and construct basic to complex structures. Career information and an opportunity to meet with area construction occupations will be included. This course provides a comprehensive overview of the many aspects involved in building construction. This program covers construction from the planning phase, project design and site selection, to the construction of the structure. It will include the selection and cost analysis of building materials, the safe use and function of various tools, and an understanding of local building codes. Various construction career connections will be explored.

## *Engineering and Technology Pathway: Project Lead The Way (PLTW)*

The PLTW program centers on developing better problem solving skills by immersing students in real-world engineering problems. Each of the courses uses project-based, hands-on experiences to teach students the key elements and skills of engineering and technology-based careers. PLTW has developed a set of courses which, when combined with college preparatory mathematics and science courses in high school, introduces students to the scope, rigor and discipline of engineering and engineering technology prior to entering

college. Students participating in PLTW courses are better prepared for college engineering programs and more likely to be successful in that engineering program. Some engineering schools give advanced standing for completion of PLTW coursework. PLTW is key to students who are on a Course of Study within the Science, Technology, Engineering and Mathematics Career Pathway.

### **Introduction to Engineering Design**

This is the introductory course in the PLTW Program and is being offered to attract students to Engineering and Technology. This course will introduce students to engineering and technology, and will teach students how to work in a team oriented environment. In this course, students will use modeling software as they are introduced to the design process. Students will solve design problems as they develop, create, and analyze product models. Students will develop an engineering problem portfolio, utilize sketching and visualization techniques, and learn geometric relationships and modeling techniques through the use of AUTOCAD and Inventor software computer programs.

### **Digital Electronics**

Students will greatly increase their knowledge in electronics as it pertains to digital circuitry design and construction. This course is a must for students seeking a career pathway in the highly recruited field of electronics and computer technology. Students will apply math principles to solve digital circuitry problems in design. Students will learn about logic gates, clocks, counters, flip-flops, multiplexers, segment displays, and programmable GALS, while designing digital circuitry. Lab work will consist of designing circuits using MultiSim electronic circuit simulation and electronic digital breadboarding.

### **Principles of Engineering**

This course offers a project-based, high rigor/high relevance curriculum, which will help involved students reach higher standards in mathematics, science, and language arts. In this course, students will explore technology systems and engineering processes to find out how math, science, and technology help people. Special will continue to enhance their knowledge of the design process. Special emphasis will be placed on various engineering systems with focus on statistics and strength of materials, and materials testing in engineering. Engineering for reliability and introduction to Dynamics and Kinematics will also be explored.

### **Civil Engineering and Architecture**

This course is designed to give students an opportunity to gain knowledge and understanding in the field architectural drafting, design, graphics, land development and project planning. This course will place teams of students together to develop and plan projects for specific community site. They will be involved with analysis of a building site, the legal description of such a site, surveying this site, soil testing, and developing a structure to fit the purpose of this site. They will also be involved with the structural analysis of the building materials to erect this structure. Students projects will be interlocked with the Building Construction Class.

### **Computer Integrated Manufacturing**

This course will offer students the opportunity to learn concepts of robotics and automated manufacturing by creating three-dimensional designs with modeling software and producing models of their designs.

## *Manufacturing Pathway*

### **AutoCAD Principles**

This is a highly recommended course for students taking classes in Construction, Manufacturing, and Engineering and Technology pathways. Students will learn how to construct 2-D and 3-D computer-aided drawings using the AutoCAD software program. Students will also learn how to draw 3-view orthographic projections to generate working drawings. AutoCAD is the base software program used in construction, electronics, materials processing, computer animation, and engineering careers.

### **Inventor**

This is a highly recommended course for students taking classes in Construction, Manufacturing, and Engineering and Technology pathways. Students will learn how to construct 3-D computer-aided drawings using the Inventor software program. Students will also learn how to generate Part files, Drawing files, Assembly files, and Presentation files as it applies to the Inventor software program. Inventor is a parametric modeling

software program used in construction, electronics, materials processing, computer animation, and engineering careers. A great class with real-life math application!

### **Electronics AC/DC**

Students enrolled in Electronics AC/DC will develop knowledge and skills basic to electricity and electronic through extensive lab activities and projects. This course will open the eyes of students to a world full of career opportunities leading to secure employment. The theory and application of AC/DC electronics is learned through "hands-on" activities. Students will develop knowledge and skills needed to technically solve electronic circuitry problems. Students will learn about resistors, potentiometers, photocells, diodes, SCR's, transistors, Ohm's Law, and digital meters. Students will also assemble an AM/FM Superhet radio kit and will learn how to use frequency generators and oscilloscopes.

### **Metal Processing**

This course is designed to give students their first experience in welding, sheet metal, and machining processes. Emphasis is placed on "hands on" activities in all areas. It is a great introductory course to let students decide if they wish to continue in courses in the metals area. Students will spend approximately six weeks in each of the three areas of manufacturing. In welding, students will be given an overview through the experience of gas welding and brazing. Sheet metal will consist of the basic principles, processes, and theories involved in this trade. Machining will introduce the students metal working with lathes, drill press, and mills. All of these processes will be learned through a series of lab and classroom activities. This "hands on" class is an exploratory class in manufacturing/metals technology.

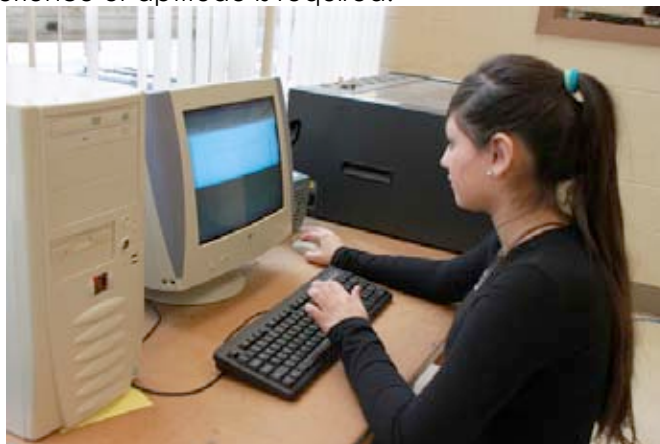
### **Advanced Metals**

This course is designed to give students insight and practical knowledge of the machining industry. Shop experience will include the study of the major machining areas. A wide range of machining applications will be used to produce a bench vise. Activities in CNC programming and machining will also be introduced to the students. Students will also have the opportunity to develop skills in the areas of oxy-acetylene, arc, M.I.G. and T.I.G. welding. The student will become proficient in welding mild steel, cast iron, aluminum, brass, and stainless steel. A welding project will be designed and fabricated by each student involved in this class.

### *Other Course Offerings*

#### **Consumer Auto**

The Consumer Auto helps students to become more knowledgeable consumers of automobiles and automotive products. Instruction will be given on buying, selling, insuring and maintaining automobiles. Some time will be spent in the auto shop performing simple hands-on maintenance activities. The course combines classroom work and a multitude of lab work that will enable the student to select, maintain, and lightly service an automobile. Instructional units include basic engine operation, auto components, preventative maintenance, emergency repairs, buying a car and insurance. Lab activities include maintenance processes, exterior/interior detailing, and emergency mechanical service. All areas of instruction are consumer oriented and no prior mechanical experience or aptitude is required.



# World Languages

Course #	Title	Grades	Pre-requisites/ Recommendations	Length of Course/ Credits Earned	Articulated Credit	Semesters offered
FL150	French I	9-10-11-12	None	Year/1.0	No	Full-Year
FL250	French II	9-10-11-12	French I	Year/1.0	No	Full-Year
FL350	French III	10-11-12	French II	Year/1.0	No	Full-Year
FL450	French IV <i>Accelerated course</i>	11-12	French III	Year/1.0	No	Full-Year
FL773	Advanced Placement French V <i>Accelerated course</i>	12	French IV	Year/1.0	No	Full-Year
FL100	Spanish I	9-10-11-12	None	Year/1.0	Gateway Spanish I 802-111	Full-Year
FL200	Spanish II	9-10-11-12	Spanish I	Year/1.0	Gateway Spanish II 802-112	Full-Year
FL300	Spanish III	10-11-12	Spanish II	Year/1.0	Gateway Spanish II 802-112	Full-Year
FL400	Spanish IV <i>Accelerated course</i>	11-12	Spanish III	Year/1.0	No	Full-Year
FL210	Spanish for Native Speakers/Español II para los nativos	10-11-12	Recommended for students whose home language is Spanish	Year/1.0	No	Full-Year
FL310	Spanish for Native Speakers/Español III para los nativos	10-11-12	Spanish for Native Speakers II	Year/1.0	No	Full-Year
FL703	Advanced Placement Spanish V <i>Accelerated course</i>	12	Spanish IV	Year/1.0	No	Full-year

## French I

French I provides students with a fundamental basis in four skills of communication: listening, speaking, reading, and writing. Emphasis will be on building a vocabulary base and upon linguistic survival in the classroom. Training in the fundamentals is provided through the use of a basic text, conversations, structure drills, CDs, and pair work. An introduction to the French-speaking world and to the people and culture of France is offered.

**French II**

French II allows students to increase communication skills in French through conversation, structure drills, reading and writing exercises. French culture is taught through the medium of films, readings and individual projects. Emphasis is placed upon survival skills in the target culture. French II students continue to learn and review the basic structure of the language and begin to use French extensively in the classroom. CDs, movies, songs, and readings are used to supplement the basic text.

**French III**

Further development of communication skills, both oral and written, will occur in French III. Students will increase familiarity with the culture and geography of France and of other French-speaking countries. Using the basic text and supplemental materials, students continue their study of basic French grammar and expand vocabulary. They begin to apply skills in directed composition and role-play situations. Francophone cultures are studied through poems, readings, films, and songs. In addition, literature and French films are studied and enjoyed.

**French IV**

Students will continue to grow in their knowledge of the French language and people, and will have opportunities to practice speaking, listening, reading, and writing in French. French IV includes a review and continuation of grammar and vocabulary, and readings from contemporary literature. In addition, films, poems, and short stories may be studied and enjoyed throughout the year.

**Advanced Placement French V**

French will be used almost exclusively in the classroom. The class work will include compositions and readings in French and a systematic review of grammar in order to better prepare students for college placement examinations. Readings include short stories, poems and readings about contemporary francophone countries. Films, songs, and authentic audio recordings will be used to sharpen the student's "ear" for French.

**Spanish I**

Learn the basics of communication in Spanish through listening, reading, writing, and most importantly, speaking. Emphasis is on linguistic survival in the classroom. The first year course trains students in the fundamentals of Spanish. Grammar and vocabulary are presented by the teacher and are reinforced by the course textbook, listening activities, songs, and games that practice the language. Culture is presented with teacher-prepared materials, movies, and videos. Students with a general interest in learning to speak Spanish will profit from this course.

**Spanish II**

An extension of basic communication skills in Spanish is developed through listening, speaking, reading and writing activities. A goal of the course is to familiarize students with the richness of the Hispanic culture to discourage stereotypes. Emphasis is on communication skills with the goal being the ability to make his/her basic needs known. The second year course reviews the fundamentals with continuation of grammar and vocabulary to include irregular verbs in the present and the preterite (past) tense. Listening activities, songs, videos, and visuals are used to reinforce vocabulary. Individual projects and dialogues are also used to personalize language study in Spanish II.

**Spanish III**

Spanish III will acquaint students with more advanced materials in Spanish and reinforce basic communication skills. Spanish and Latin American cultures are emphasized. This course reviews the fundamentals and extends grammatical study to include more irregular verbs, as well as the preterite and imperfect tenses, the future, and the conditional. Each unit reviews oral skills and teaches new grammar and thematic vocabulary. This is accomplished through the use of short readings, writing assignments, partner practices, videos, songs, and poetry. Spanish is the primary language used by teacher and students.

**Spanish IV**

A goal of Spanish IV is to master basic communication skills. Students will extend reading skills to the short story, and broaden writing skills to letter writing and compositions. The class is taught entirely in Spanish, and students

are expected to use only Spanish in class. This course stresses conversational practice in Spanish and includes a review and continuation of grammar, which will include the compound tenses and the subjunctive. Reading components will include articles, poetry, short stories, and other realia, and political reality in Central and South America is studied through stories, songs, and analysis of the films *Romero* and *La Historia Oficial*. Additional cultural units may include the art of Goya, Velazquez, El Greco, Kahlo, Rivera, Posada, and Picasso, as well as *Día de los Muertos*.

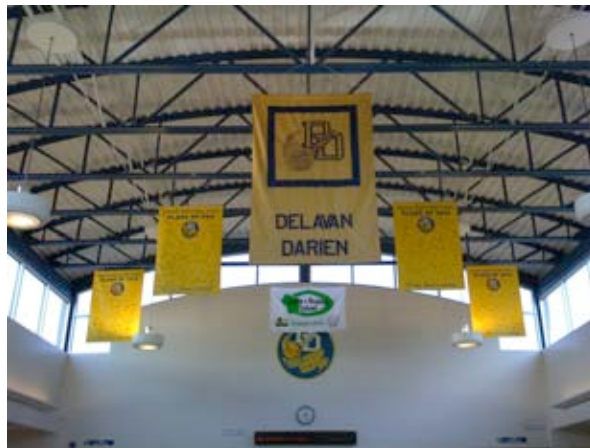
### **Spanish for Native Speakers/Español II para los nativos** **Spanish for Native Speakers/Español III para los nativos**

Descripción para los dos niveles: Español para los nativos está designado para los estudiantes que hablan español, quienes tienen generalmente buena conversación, escritura y entendimiento perfecto del lenguaje. Las actividades en esta clase llenarán diferentes aspectos del lenguaje: lecturas con análisis oral y escrito, dictados de palabras, oraciones, y párrafos. Nosotros complementaremos nuestro lenguaje con prácticas de gramática, la cual es muy importante en el uso del lenguaje escrito. Nosotros exploraremos diferentes autores hispanos. En esta clase utilizamos el texto *Nuevas Vistas*, otros ensayos, y prácticas de gramática, y estaremos leyendo *La casa en Mango Street*. (Español II usa el curso avanzado I y Español III continúa con el curso avanzado II.)

Spanish II and Spanish III for the native speaker courses are designed for students that speak Spanish fluently, have excellent conversational skills, good writing skills, and perfect understanding of the language. The activities of the class will fulfill different aspects of the language: readings with oral and written analysis, dictation, sentence and paragraph work, and essays. Language will be complemented with grammatical practices, especially for written language. Different Hispanic authors will be explored. The class will use the *Nuevas Vistas* textbook series, other essays, and grammar practices. We will also read *The House on Mango Street*. (Spanish II will use the first level book, and Spanish III will continue with the second level in the series.)

### **Advanced Placement Spanish V**

AP Spanish Language is intended for students who wish to develop their proficiency in all four language skills: listening, speaking, reading, and writing. Students who enroll should already have a basic knowledge of the language and culture of Spanish-speaking peoples and should have attained a reasonable proficiency in listening comprehension, speaking, reading, and writing. This class requires extra time and effort to be successful on the AP Exam. The course is taught entirely in Spanish, following the suggested Advanced Placement curriculum and the *Abriendo Paso* series. Conversational skills and vocabulary are developed and increased, and the students are expected to use only Spanish in class. All tenses and basic grammar points are reviewed, and there is a study and practice of the subjunctive. Reading and composition activities are based upon selected short stories from Spain and Latin America, including Borges, Cortazar, Gabriel Garcia Marquez, Quiroga, Cisneros, Esquivel, Franco, Unamuno, and selected short novels. Students will develop conversational skills through oral presentations both formal and informal presentations. Students will be expected to take the AP Exam in May.



# Youth Options

**Deadlines:** The enrollment deadline for fall courses is **March 1**; the enrollment deadline for spring courses is **October 1**. See your counselor in Student Services for additional information and an application. Students are limited to a maximum of 18 college credits under the Youth Options program. Juniors and seniors may apply.

Youth Options is a State of Wisconsin program which allows juniors and seniors to take courses NOT offered by the school district at a state university, technical college, or a participating state private college or university. The Youth Options program allows students who do not have a history of disciplinary problems and are in good academic standing and meet course entry requirements to take one or more courses that count toward high school graduation at a post-secondary institution.

This program opens the door to greater learning opportunities for students who are considering a technical career, wishing to start college early, or are desiring courses for self-enrichment. Before being able to enroll in a Youth Options course, the student must have exhausted all the courses offered in that area of study and the course being taken must not have 80 percent or more in common with the curriculum offered at the high school. Written approval of parent/guardian is necessary. With School Board approval, the school district pays the cost of tuition for courses not comparable to those available at the high school. Transportation for this option is the responsibility of the students and his/her parents.

Programs currently offered through D-DHS include:

- Certified Nursing Assistant [CNA]
- Fire Protection Tech
- Firefighting Principles I
- Health and Wellness for Firefighters
- Principles of Emergency Service
- Lodging Management
- Lodging Management I
- Lodging Management II

More information is available in the Student Services office.

# Exceptional Education

IDEA (Individuals with Disabilities Education Act) and ADA (Americans with Disabilities Act) guarantee all children the right to a free, appropriate public education. A child with a disability is a child with an exceptional need who requires special education to reach his/her full potential. Two things are considered when evaluating a child for a disability - diversity of specific state defined characteristics and a need for specially designed instruction. It is equally important to focus on each student's abilities. This is actually part of the IEP process - strengths.

Delavan-Darien High School provides a number of special programs for students with exceptional educational needs. If parents suspect that their child might have an exceptional educational need, they should contact their child's counselor or the district Director of Pupil Services. Likewise, teachers are strongly encouraged to refer students for special education if the teacher believes that specific state designed characteristics may be present and a need may exist for specially designed instruction. An IEP is a legal document that must be followed.

## Other Services

Speech and language services are available to students who have difficulty in oral and written expression. Academic performance is dependent upon language skill. Errors in the production of sounds, non-fluency, and extreme differences in voice quality are considered in the area of speech. Parents, teachers, or students may make referrals inquiring in the Student Offices office.

# Public Notification of Nondiscrimination Policy

It is policy of the School District of Delavan-Darien that no person may be denied admission at any public school in this district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil service, recreational, or other program or activity because of the person's sex, race, color, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability or handicap as required by s. 118.13, Wisconsin Statutes. This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race and national origin) and Section 504 of the Rehabilitation Act of 1973.

This district encourages informal resolution of complaints under this policy. A formal complaint resolution procedure is available, however, to address allegations of violation of the policy in the Delavan-Darien School District.

Any questions concerning s.118.13, Wisconsin Statutes, or Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex, should be directed to:

Kori Pehkonen  
District Title IX Coordinator  
Wileman Elementary School  
1001 Geneva Street  
Delavan, WI 53115  
(262) 728-2642 (ext – 4127)

Inquiries related to Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap should be directed to:

Susan Probst  
Section 504 Coordinator  
School Administration Center  
324 Beloit Street  
Delavan, WI 53115  
(262) 728-2642 (ext – 4807)

El Distrito Escolar de Delavan-Darien no discrimina a los estudiantes debido a su raza, sexo, origen, nacional, ascendencia, creencia, embarazo, estado marital o paternal, orientación sexual, o incapacidad física, mental, emocional o inhabilidad de aprendizaje en sus programas educativos o actividades. La ley federal prohíbe discriminación en el empleo debido a la edad, raza, credo, color, origen nacional, sexo o inhabilidad física.

Según el reglamento escolar, al distrito le gustaria que las quejas se resolvieran de una manera informal. Si alguna persona cree que el Distrito Escolar de Delavan-Darien o cualquier parte de la organización escolar no ha cumplido con seguir la ley y las reglas de s. 118.13, de los Estatutos de Wisconsin, o en alguna manera discrimina a los estudiantes debido a las características ya mencionadas, él/ella pueden presentar o enviar la queja que se refiere a discriminación debido al sexo a:

Kori Pehkonen  
District Title IX Coordinator  
Wileman Elementary School  
1001 Geneva Street  
Delavan, WI 53115  
(262) 728-2642 (ext – 4127)

Preguntas relacionadas a la sección 504 del Acto de Rehabilitación de 1973, que prohíbe discriminación debido a inhabilidad física se deben dirigir a:

Susan Probst  
Section 504 Coordinator  
School Administration Center  
324 Beloit Street  
Delavan, WI 53115  
(262) 728-2642 (ext – 4807)