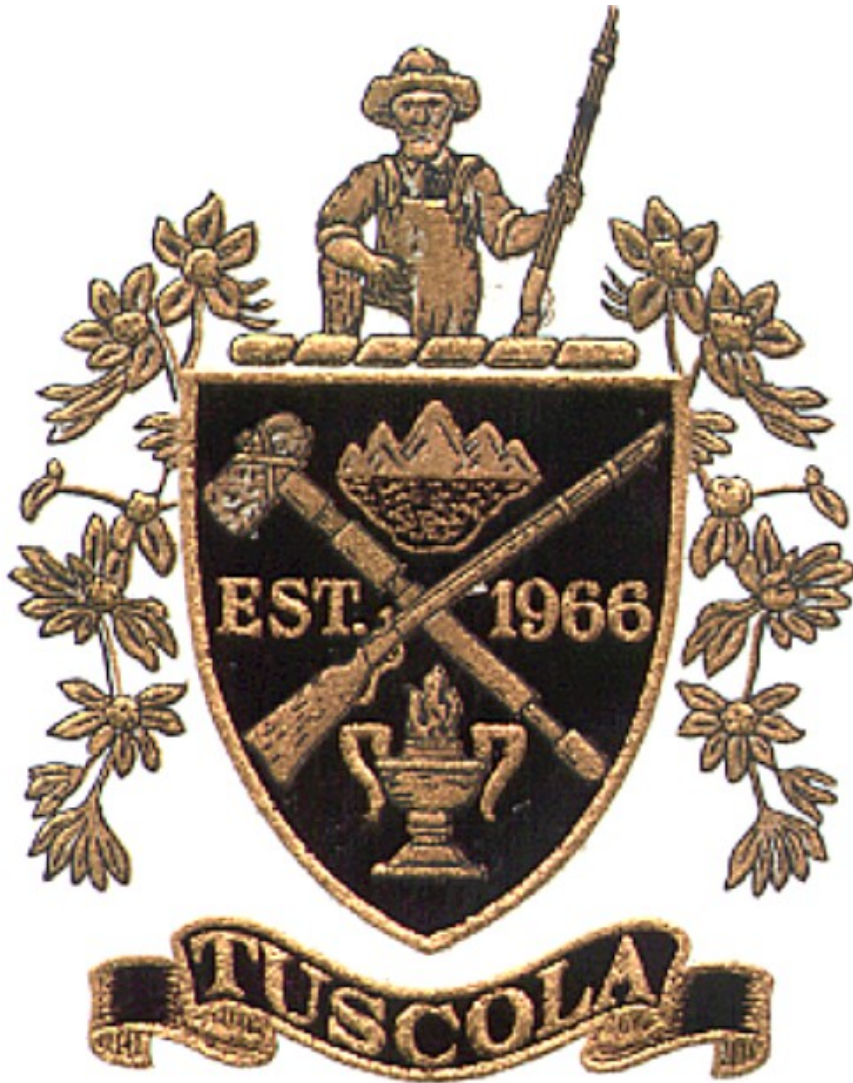
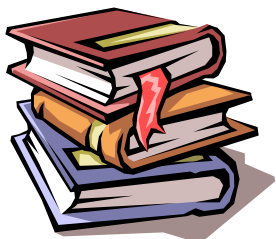


# Tuscola High School



**Freshman  
2014-2015  
Course of Studies**



# TUSCOLA HIGH SCHOOL

564 Tuscola School Road  
Waynesville, NC 28786  
(828) 456-2408  
(828) 456-2434 FAX



## Counselors:

**Kari Francoeur**

Last Names A-G

**Eric Pitts**

Last Names H-O

**Julia Plott**

Last Names P-Z

**Policy Statement:** It is the policy of this high school not to discriminate on the basis of sex, race, color, religion, or national origin.

### Introduction

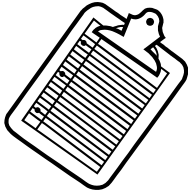
The purpose of this guide is to help you and your parents make better decisions concerning your course selections for the coming year. Each class that a student chooses should be a part of an overall plan. Perhaps a student has a certain career in mind; perhaps he/she is exploring different fields to help in selecting a vocation. He/She may be preparing for college or developing interest in one of the fine arts areas or other creative activities. A student should select courses that best suit his/her abilities and interests.

A student's participation in a particular subject area should be based on a combination of logical and sequential courses of study, which lead to the desired objectives.

Read this guide carefully and discuss your plans with your parents. It is essential that a student think seriously about a particular subject before scheduling it. Students and their parents assume full responsibility for courses scheduled. **Though school personnel will** attempt to locate and correct any errors, it is the students' and their parents' responsibility to select the courses, keep copies of records and plan their schedule to meet all requirements for graduation. (A student will not be allowed to shuttle between teachers and courses once he/she has been placed).

Because the administration must plan for the next school year based on the subjects selected now, students cannot change selections after registration is complete unless one of the following criterion is met:

- 1) incorrect placement
- 2) meeting graduation requirements
- 3) balancing of classes and protection of the integrity of the master schedule



# **Tuscola's Attendance**

**ATTENDANCE-** According to Haywood County School Board Policy A-5 a student must be in attendance for at least one-half day in order to be counted present. One-half of the school day is equal to four (4) full class periods. Attendance will also be taken by class periods. A student with more than eighteen (18) absences in a class during a year will not receive credit for the class unless the student attends make up sessions, for the thirteenth through eighteenth (13-18). Students with more than nineteen (19) absences must file a formal appeal to the Attendance Appeals Committee to request course credit (see APPEAL PROCEDURES). According to NC's School Attendance & Student Accounting Manual, the following absences will be excused: Personal Sickness (Illness or injury), quarantine, death in immediate family, medical or dental appointments, religious observance, educational opportunity, Local School Board Policy, Court or administrative proceedings.

## **ATTENDANCE PROCEDURES**

**Absences:** When a student is absent the parent will be notified through an automated phone call. Parents are encouraged to utilize the Power School Parent Portal to monitor their students attendance.

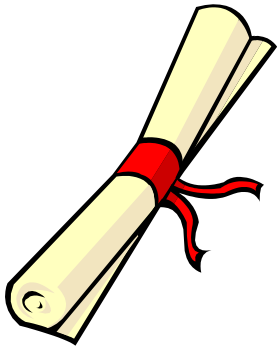
**Student Make-up:** When a student misses days, 13 - 18, the student must make up the 50-minute class period(s) with the classroom teachers or during a scheduled Attendance Makeup Session. Documentation of students who make up time will be kept by the individual classroom teachers and should be made available to administration when requested. Announcements for the scheduled Attendance Makeup Sessions will be posted and encouraged for students who cannot make up time with individual teachers..

**Nineteen or More Days:** When a student misses 19 days in any class period the student is required to complete an **EXCESSIVE ABSENCE APPEAL FORM**. The appeal form and proper documentation should be submitted to the office by the appropriate deadline. An Attendance Committee will evaluate each student's appeal individually and determine whether the student will receive course credit. Students granted an appeal will receive the grade earned in the class if they have made up time for absences 13 - 18. Appeals, which are denied, will receive a grade of 55 for the year. Students who do not make up absences 13 - 18 will also receive a grade of 55 for the year. If a student is failing a class, in which they have 19+ absences they cannot appeal for course credit.

**CHECKINS / CHECKOUTS:** Students must check in with the office when arriving to school after the first bell. Failure to do so will result in an unexcused absence for the day and detention. Students who leave school early must check out through the office. Failure to do so will result in truancy. When entering school late or leaving school early for an appointment, students must provide documentation of why they are late or leaving early.

**MISSED ASSIGNMENTS:** A student is expected to make up work for all absences. Students shall have two (2) school days per absence to complete missed assignments. A maximum of ten (10) days will be allowed for students to complete all missed work. Long-term assignments are exempt from the make-up consideration and are due as assigned. Students who are absent from school can request their work through the office.

**SCHOOL RELATED ABSENCES:** Field trips and approved school functions will not be counted as an absence. Seniors may take two Code 6 days; Juniors may take one Code 6 day during the school year for a college day. Verification of College Campus visit is required. All school work missed due to a Code 6 absence must be made up within two (2) days following the absence per school guidelines. Students have the option of obtaining the work prior to the absence.



## **Future Ready Course of Study**

The Future Ready Course of Study has specific requirements that must be met in order to graduate. Please be aware of the credits needed and plan your years in high school accordingly.

**4 credits of English**

**4 credits of Mathematics** (Math1, Math 2, Math 3, & an Advanced Math)

**4 credits of Social Studies** (World History, American History 1 and 2 , and Civics **OR** World History, Turning Points, AP US History, and Civics)

**3 credits of Science** (Earth & Environmental Science, Biology, Chemistry or Physical Science)

**1 credit of Health/Physical Education**

**2 Elective Credits** from any combination of:

- CTE (Career & Technical Education)
- Arts Education
- World Languages

**4 Elective Credits:** Four Course Concentration is strongly recommended in one of the following:

- 1) CTE (Career & Technical Education)
- 2) Arts Education
- 3) JROTC
- 4) Any Other Subject Area (Mathematics, Science, Social Studies, English, etc.) \*\*\*\* in addition to core courses

## **Grade Point Average and Class Rank**

To encourage students to take challenging courses, which prepare them for college, technical schools, and the demands of the work place, Haywood County Schools provide weighted courses. Course grades are reported in two ways: unweighted based on equal points for every class and weighted based on an extra point for selected rigorous courses. According to policy, weighted grades are used in determining class rank and, therefore, for Junior Marshall and Honors Graduate status. Weighted courses include Honors, Advanced, and Advanced Placement (AP) courses, which are taught at an advanced level. Students and parents should understand that considerable work and study are required, that high grades are more difficult to achieve, and that the level of the course cannot be modified for students lacking skills or preparation. The following scale applies to unweighted /weighted courses:

### **Unweighted Courses Honors/Advanced Advanced Placement**

A=4 points	A=5 points	A=6 points
B=3 points	B=4 points	B=5 points
C=2 points	C=3 points	C=4 points
D=1 point	D=2 points	D=3 points
F=0 points	F=0 points	F=0 points

Advanced Placement (AP) courses are taught at a college level; students in AP courses will take the AP exam in May.

## **Classes Which Carry Extra Points**

### **5 Point Classes**

English I, II, III, IV Honors	Advanced Math (Pre-Calculus)	Honors Calculus
Math II, III Honors	Biology II Honors	Advanced Physics
Chemistry II Honors	Biology Honors	Honors Discrete Math
Spanish III, IV, V Honors	French III, IV Honors	NCVPS Online Courses
Visual Arts III Honors	Visual Arts (Advanced)	
Band (Proficient)	Band (Advanced)	
Turning Points In American History		
Special Social Studies (Formerly—U.S. & World Affairs Since WW II)		

### **6 Point Classes**

AP English III, IV	AP Environmental Science	AP Statistics
AP Calculus	AP U.S. History	AP Biology
AP Spanish	NCVPS AP Courses	



## **North Carolina Academic Scholars**

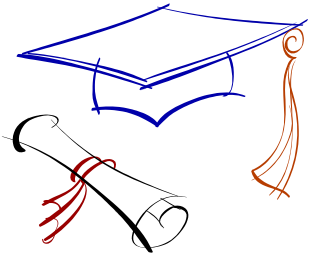
The North Carolina Academic Scholars Program is an effort to recognize those students who have excelled in academics.

The students who meet this criteria will be recognized in the graduation program and will receive a gold seal on their diploma.

### **GPA: 3.5 Unweighted**

<b>CRED-ITS</b>	<b>The following designated number of credits per subject area listed below <u>must</u> be taken in grades 9-12.</b>
4	English I, II, III, IV
4	Mathematics (Math1, Math 2, Math 3 and a higher level math course with Math 3 as a prerequisite)
3	Science ( Earth/Environmental Science , Biology, Chemistry or Physical Science)
4	Social Studies (World History, American History I & II, Civics/Economics <u>or</u> World History, Turning Points, AP US History, Civics/ Economics)
1	Health and Physical Education
2	Second Language—Two (2) elective credits in a second language required for the UNC System.
4	Elective Credits—Four (4) elective credits constituting a concentration recommended from one of the following: Career and Technical Education (CTE), JROTC, Arts Education, any other subject area.
3	Higher level courses taken during junior and/or senior years which carry 5 or 6 quality points such as: -AP -IB -Dual or college equivalent course - Advanced CTE/CTE credentialing courses -On-line courses -Other honors or above designated courses
<b>25</b>	<b>Credits Total</b>

## EXIT DOCUMENTS



**Diploma** – For students who satisfy all state and local graduation requirements.

**Merit Diploma** – Granted to students who satisfy all state and local graduation requirements, whose rank is in the top ten percent of the graduating class and have a score on the SAT or the ACT which is higher than the “national average” for the previous year.

## What is required to enter the next grade level?

To enter the **10th grade**, a student must have earned a minimum of five units of credit, one of which must have been earned in English 1.

To enter the **11th grade**, a student must have earned a minimum of ten units of credit. Two of these credits must be English 1 and 2.

To enter the **12th grade**, a student must have earned a minimum of seventeen units of credit. Two of these units must be in English 1 and 2, **and it must be possible for all other graduation requirements to be met during the upcoming year.**



## DRIVER'S LICENSE REQUIREMENTS

**DRIVING PERMIT/DRIVING LICENSE.** Students under the age of 18 must have a Driving Eligibility Certificate in order to receive a North Carolina Driver's permit or license. A student must take the Driver's Education Certificate to the office to ask for a Driver's Eligibility Certificate. To receive this certificate, the student must be enrolled in school and have adequate academic progress, which will be evaluated at the end of each semester. **Academic progress is defined as passing 5 of 7 classes per semester.** Students who fail to make academic progress or who drop out of school will be reported to the Division of Motor Vehicles and have their permit/license revoked.

SENATE BILL 769. A student's driving permit or license shall be revoked if the student is suspended out of school and/or assigned to an alternative educational setting for more than ten days as a result of one of the following:

1. The possession or sale of an alcoholic beverage or an illegal substance on school property.
2. The possession or use on school property of a weapon or firearm that resulted in disciplinary action or that could have resulted in disciplinary action if the conduct had occurred in a public school.

\*A written consent form must be signed by the student's parent/guardian, which allows the school to notify the Department of Motor Vehicles if the student does not meet all the requirements of the two laws. Parents who do not give written consent will not be issued a Driving Eligibility Certificate for their child.

# **COURSE SELECTIONS**

## **ENGLISH**

### **ENGLISH I**

This course provides a foundational study of literary genres including novels, short stories, poetry, drama (including one Shakespeare play), and nonfiction (including influential U.S. documents). Goals include those required on the Common Core Curriculum Standards with a strong emphasis on reading, writing, research, speaking and presentation of information, utilization of technology to research and presentation, cooperative problem solving, career/college readiness skills, and reading texts of appropriate complexity levels to enhance learning.

### **ENGLISH I HONORS**

***Prerequisites: Application Course (Please See Application)***

#### **Summer Reading Required**

This course provides a foundational study of literary genres including novels, short stories, poetry, drama, and nonfiction. Students will read a variety of increasingly complex texts including influential U.S. documents and a Shakespeare play. Literary analysis and use of rhetorical devices are emphasized as well as the development of arguments, informative / explanatory texts, and narratives with emphasis on the conventions of Standard English grammar. Students will use technology effectively for a variety of tasks including research and presentations. Weekly vocabulary study will include college level words. Emphasis will be placed on career / college readiness, development of competent speaking and writing styles, and collaboration with others to problem solve and enhance learning opportunities to fulfill the guidelines listed in the Common Core Curriculum Standards.

### **ENGLISH II**

***Prerequisites: English I***

#### ***EOC Course***

English II focuses on literary global perspectives and concepts using literature from Africa, Asia, Oceania, Eastern Europe, the Middle East, and the Americas. Goals include those required in the Common Core standards with a strong emphasis on reading, writing, research, speaking and presentation of information, for utilization of technology research and presentation, cooperative problem solving, career/college readiness skills, and reading texts of appropriate complexity levels to enhance learning. In addition to the variety of global texts, students will read a Shakespeare play and examine influential U.S. documents.

### **ENGLISH II HONORS**

***Prerequisites: English I, Application Course (Please See Application)***

#### **Summer Reading Required**

Honors English II is an intensive study of literary global perspectives and concepts focusing on literature from Africa, Asia, Oceania, Eastern Europe, the Middle East, and the Americas. Students will read a variety of increasingly complex texts including influential U.S. documents and a Shakespeare play. Literary analysis and use of rhetorical devices are emphasized as well as the development of arguments, informative/explanatory texts, and narratives with emphasis on the conventions of Standard English grammar. Students will use technology effectively for a variety of tasks including research and presentations. Emphasis will be placed on career/college readiness, development of competent speaking and writing styles, and collaboration with others to problem solve and enhance learning opportunities to fulfill the guidelines listed in the Common Core standards.



## **MATH**

### **FOUNDATIONS OF MATH I / MATH I BLOCK**

#### ***Prerequisite: Recommendation of Math Placement Committee***

Foundations of Math I / Math I Block provides students the opportunity to study concepts of algebra, geometry, functions, number and operations, statistics and modeling throughout the course. These concepts include expressions in the real number system, creating and reasoning with equations and inequalities, interpreting and building simple functions, expressing geometric properties and interpreting categorical and quantitative data.

### **MATH I**

Math I provides students the opportunity to study concepts of algebra, geometry, functions, number and operations, statistics and modeling throughout the course. These concepts include expressions in the real number system, creating and reasoning with equations and inequalities, interpreting and building simple functions, expressing geometric properties and interpreting categorical and quantitative data.

### **MATH II**

#### ***Prerequisite: Completion of Math I***

Math II continues a progression of the standards established in Math I. In addition to these standards, Math II includes: polynomials, congruence and similarity of figures, trigonometry with triangles, modeling with geometry, probability, making inferences and justifying conclusions.

### **MATH II HONORS**

#### ***Prerequisites: Math I, Application Course for Rising 9th Grade (Please See Application)***

Math II Honors provides students a comprehensive, in-depth study of logical reasoning as related to geometric concepts. Basic principles of algebra will be used extensively. Students will study supplementary topics, participate in seminars, and develop projects that involve real world applications. A more rigorous pacing is required, as is a very strong background in Math I.

## **SCIENCE**

### **EARTH/ENVIRONMENTAL SCIENCE**

This course is a study of the function of the earth's systems and place in the universe. Emphasis is placed on matter, energy and cycles that circulate energy and matter through earth system. Major themes include awareness of limited natural resources, importance of biodiversity, and potential human impacts on various natural systems.

### **EARTH AND ENVIRONMENTAL SCIENCE HONORS**

#### ***Prerequisite: Application Course (Please See Application)***

Honors Earth/Environmental Science offers students serious about science a more research-based, in-depth approach to earth's natural processes, including natural resources, importance of biodiversity, and potential human impacts on various natural systems. Students are encouraged to develop research skills useful for honors biology and more advanced courses. Weekly summaries of current environmental issues are required.

## **SOCIAL STUDIES**

Graduation requirements have changed for the Class of 2016 and after. They are required to have 4 social studies credits (World History, American History I, American History II, and Civics and Economics) to graduate. Students who wish to take AP US History as juniors should apply for the Turning Points in American History class as sophomores. If accepted, their four social studies credits would be World History, Turning Points, AP US History, and Civics and Economics.

### **WORLD HISTORY**

#### **Class Availability: 9th Grade**

This course examines the world through time, focusing on the historical development of phenomena, and the rise and fall of civilizations, and their unique contributions to humanity. This class is predominantly for 9th graders. It meets the NC requirement for World Studies.

## **HEALTH/PHYSICAL EDUCATION**

### **HEALTH/PE**

#### **Class Availability: 9th Grade**

#### ***Required Fee: \$20.00***

The purpose of health and physical education is to provide appropriate instruction for building a healthy body, mind, and character in each student. Dress out is required. Health and P.E. alternate weeks.

### **HEALTH/WEIGHTS – BOYS**

#### ***Teacher recommendation required***

#### ***Required Fee: \$20.00***

#### **Class Availability: 9th Grade**

## **WORLD LANGUAGES**

### **SPANISH I**

#### ***Prerequisites: 9th graders must have a B or better in 8th grade English***

Students will learn the basic skill of the Spanish language: vocabulary, tenses, expressions, and conversation. They will be introduced to phonetics and develop skills. They will also be introduced to the Hispanic culture and an understanding of the benefits of learning a second language.

### **SPANISH II / ACCELERATED SPANISH II**

#### ***Prerequisites: Spanish I with a high "B" average or better, and Teacher Recommendation required***

The material covered will be the same as regular Spanish II but will be presented more in depth and at a faster pace. There is more emphasis on speaking, individual development and performance. Students taking this course generally continue on to Spanish III.

### **FRENCH I**

#### ***Prerequisite: 9th graders must have a B or better in 8th grade English***

First year students begin to develop listening and speaking skills and to create a vocabulary and grammar base for their cultural studies. Reading and writing will be gradually increased throughout the year. Students will become familiar with the culture of the Francophone world.

## MUSIC

### **BAND (Beginning)**

*Prerequisite: Recommendation of Placement Committee*

*Required Fee: \$20.00*

Performance oriented class consisting of concerts throughout the school year. The focus will be on developing group and individual fundamentals of music. ***Marching Band is not required but highly encouraged.***

### **BAND (Intermediate)**

*Prerequisite: Recommendation of Placement Committee*

*Required Fee: \$20.00*

Performance oriented class consisting of concerts throughout the school year. The focus will be on developing group and individual fundamentals of music. ***Marching Band is not required but highly encouraged.***

### **MUSIC SPECIALIZATION**

Class Availability: 9th, 10th, 11th, & 12th Grade

For Students who are not interested in singing or being in a performing ensemble but wish to take a music class. This course covers a variety of musical topics including a brief overview of music history, how to read music notation, jazz, and the popular music of today.

### **MUSIC SPECIALIZATION (Chorus)**

Class Availability: 9th, 10th, 11th, & 12th Grade

This class is for students who are interested in learning to read music, learn rhythms, and develop the skills needed for proper vocal production. It is designed for students who have not been a part of an organized choral group in the past. The class participates in the choral department's annual Christmas concert and a spring concert. Students are required to attend two other concerts during the year to critique other performances.

### **VOCAL MUSIC BEGINNING (WOMEN'S CHORALE)**

*Prerequisite: Written recommendation from previous choral director or approval from Miss Setzer*

Class Availability: 9th -12th Grade Females

*Required Fee: \$25.00*

This class is a non-auditioned group of 9th, 10th, 11th, and 12th Grade girls and is performance-oriented, doing a Christmas and Spring concert as well as attending the Brevard Choral Festival. Emphasis will be placed on group as well as individual performance.

### **VOCAL MUSIC INTERMEDIATE (CONCERT CHOIR)**

*Prerequisite: Written recommendation from previous choral director, or approval from Miss Setzer.*

Class Availability: 9th – 12th Grade Males & 10th – 12th Grade Females

*Required Fee: \$25.00*

This class is a non-auditioned mixed choir and is performance-oriented, doing a Christmas and Spring concert as well as attending the Brevard Choral Festival. Emphasis will be placed on group as well as individual performance.

## **ART**

### **VISUAL ARTS BEGINNING**

Class Availability: 9th, 10th, 11th Grade

*Required Fee: \$10.00*

The course is divided into six units containing design, drawing, painting, printmaking, sculpture, and art history. The course consists of 75% studio work and 25% art history. History curriculum alternates every year between prehistoric art through Baroque and 18th century Enlightenment thru contemporary. Art History lectures and films are interspersed throughout weekly lessons.

## **CAREER and TECHNICAL EDUCATION**

### **AGRICULTURE/HORTICULTURE**

#### **AGRISCIENCE APPLICATIONS**

Class Availability: 9th Grade

*FFA Membership Dues: \$12.00*

Instruction integrates basic biological and physical sciences and technological concepts with principles of production agriculture with specific focus on environmental and engineering technology, plant, animal and food sciences and agribusiness.

#### **HORTICULTURE I**

Class Availability: 9th, 10th, 11th Grade

*FFA Membership Dues: \$12.00*

Instruction focuses on the broad field of horticulture, including the study of the basic scientific principles of plant science including vegetables and ornamental landscaping plants. Also units of plant propagation will be taught in the greenhouse. Students gain hands-on experience in growing and caring for plants which are then sold at the spring greenhouse sale. Horticulture students are encouraged to join FFA.

## **BUSINESS TECHNOLOGIES**

### **CAREER MANAGEMENT**

Class Availability: 9th, 10th, 11th, & 12th Grade

This class is designed to prepare students to locate, secure, keep, and change careers. Students will learn about the technical nature of today's world of work. Students will learn about teamwork, technology, problem solving, decision-making, goal setting and self-management.

### **PRINCIPLES OF BUSINESS**

Class Availability: 9th, 10th, 11th, & 12th Grade

This is an introductory course covering principles and concepts that will be the foundation for future study of business and management of work projects. Students will work daily on hands-on projects. Topics include how to budget, save for the future, understanding the stock market, using a checking account, avoiding credit card debt, global studies, insurance and much more.

## **PERSONAL FINANCE**

Class Availability: 9th, 10th, 11th, & 12th Grade

This course prepares students to plan for their own financial future; understand economic activities and challenges of individuals; see how simple saving habits can lead to becoming wealthy; understand the role of lifestyle goals in education and career choices, procedures in a successful job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. Students will understand consumer rights, responsibilities, protect personal and family resources; and apply procedures for managing personal finances.

## **MICROSOFT WORD AND POWERPOINT**

Class Availability: 9th, 10th, 11th, & 12th Grade

Students in Microsoft benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle the real world challenges in the classroom environment. Students will learn to use the newest version of Microsoft Word and Microsoft PowerPoint, to create, customize, and publish a document.

## **MULTIMEDIA & WEBPAGE DESIGN**

Class Availability: 9th, 10th, 11th, & 12th Grade

Students will be introduced to Multimedia for the Web. They will be required to design and build web sites using HTML and Web Authoring software. Included in the building of the site will be multimedia graphics, animation, sound and video elements. Students will learn to use and become proficient in Photo Shop Elements, GIMP, Photo Story 3, Go Animate, Aviary, Flash and more.

# **HEALTH OCCUPATIONS**

## **BIOMEDICAL SYSTEMS I**

Class Availability: 9th, 10th, 11th, & 12th Grade

This course challenges students to investigate current medical and health care practices using technology and advances in health care research. Topics include ethics, forensic medicine, infectious diseases, organ transplants, cell biology and cancer, and biomedical research. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

# **FAMILY AND CONSUMER SCIENCE**

## **TEEN LIVING**

Class Availability: 9th & 10th Grade

This class examines life management skills in the areas of personal and family living; wellness, nutrition, and foods; financial management; living environments; appropriate child development practices; fashion and clothing; and job readiness. Emphasis is placed on students applying these skills during their teen years. Through simulated experiences, they learn to fulfill their responsibilities associated with the work of the family and community. Skills in mathematics, communication, science, technology, and personal and interpersonal relations are reinforced in this course.

## **APPAREL DEVELOPMENT I**

Class Availability: 9th, 10th, & 11th Grade

This course examines clothing production in the areas of preparation for clothing construction, basic clothing construction techniques, consumer decisions, textiles, historical perspectives and design, and career opportunities. Emphasis is placed on students applying these construction and design skills to apparel and home fashion. Skills in art, communication, mathematics, science, and technology are reinforced in this course. Students are responsible throughout the year for purchasing their supplies for projects.

## **PARENTING & CHILD DEVELOPMENT**

Class Availability: 9th, 10th, & 11th Grade

This course introduces students to responsible nurturing and basic applications of child development theory. Areas of study include parenthood decisions, child care issues, prenatal development and care, and development and care of infants, toddlers, and children three through six. Emphasis is on the parent's responsibilities and the influences they have on children while providing care and guidance. Skills in communication, resource management, and problem solving are reinforced in this course. Students learn about career opportunities that involve working with children.

## **INTERIOR DESIGN I**

Class Availability: 9th, 10th, 11th Grade

This course focuses on housing needs and options of individuals and families at various stages of the life cycle. Emphasis is placed on selecting goods and services and creating functional, pleasing living environments using sound financial decisions and principles of design. Topics of study include elements and principles of design, backgrounds and furnishings, architectural styles and features, and functional room design. Art and mathematics are reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Family Career Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

# **TRADES AND INDUSTRY**

## **INTRODUCTION TO TRADE AND INDUSTRY**

This course will introduce students to concepts needed for careers in Trade and Industry professions including Advanced Manufacturing careers. Skillsets specific to Trade and Industry careers will be provided to include key concepts from the systems used in manufacturing processes and will incorporate problem-solving, design, technical communication, modeling, testing, evaluation, and implications of technology. Activities associated with the major program areas of Trade and Industrial Education will provide practical applications to enhance student learning. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are not possible for this course. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## **DRAFTING I**

Class Availability: 9th , 10th, & 11th Grade

This course introduces students to simple and complex graphic tools used to understand ideas and concepts found in the area of architecture, manufacturing, engineering, science, and mathematics. Topics include problem-solving strategies, sketching, geometry, computer aided drafting (CAD), orthographic projection, and 3-D modeling. Students will draw technical/mechanical parts with pencil and paper and later, AutoCAD and inventor (drafting software). Students will also become familiar with product design strategies and build models.

## **CORE AND SUSTAINABLE CONSTRUCTION**

Class Availability: 9th & 10th Grade

This course covers the National Center for Construction Education and Research (NCCER) Core certification modules required for all of the NCCER curriculum-area programs, and an additional Green module. The course content includes: basic safety, introduction to construction math, introduction to hand tools, introduction to power tools, introduction to blueprints, material handling, basic communication skills, and basic employability skills, and "Your Role in the Green Environment". Students will be challenged to learn in a hands on environment. Assessment is often performance/project based. **This is a required class before taking Masonry I.**

## **WELDING TECH I**

Class Availability: 9th, 10th , & 11th Grade

Introductory course in industrial and construction welding, including the nature of and opportunities in the welding industry.

## **ROTC**

### **AIR FORCE JUNIOR ROTC**

All AFJROTC students must wear the Air Force JROTC uniform on one school day per week, according to Air Force standards. Students and their parents/guardians must agree and sign a contract stating willingness to comply with Air Force grooming standards and wearing of the uniform, along with a hand receipt agreeing to replace the uniform items if lost or damaged through abuse or neglect.

### **ROTC I**

*Required Fee: \$60.00*

Aerospace Science (AS-I) is the introductory course to Air Force Junior ROTC and is a prerequisite for all following courses. All students must successfully pass this course and be recommended by the Senior Aerospace Science Instructor to take additional courses in AFJROTC. Prior to the beginning of curriculum academics, all students will receive a review on time management, academic study skills and personal motivation. ROTC I is comprised of two major parts: Aerospace Science (AS) and Leadership Education (LE). The AS portion will cover aviation history from 2000 BC through the present day, including current uses and applications of airpower. The LE portion will begin with the history of AFJROTC and progress through Air Force customs and courtesies, traditions, drill and ceremony, military rank structure, personal ethics, attitudes and values, US flag customs and courtesies, and selected topics on U.S. citizenship. Thursday classes will typically be devoted to uniform inspection and drill & ceremony. Tuesday will be devoted to health and wellness to include physical training (PT).