

# SONORA HIGH SCHOOL

## COURSE DESCRIPTIONS

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### English Language Arts

#### English I, II, III, IV

In English, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students will read and write on a daily basis. Students will read and understand a wide variety of literary and informational texts. They will also research, evaluate, and synthesize data to present ideas and information.

#### Pre-AP ELA

In Pre-AP English, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students will read and write on a daily basis. Students will read and understand a wide variety of literary and informational texts. They will also research, evaluate, and synthesize data to present ideas and information. Students will receive additional instruction in order to prepare them for AP English.

#### AP ELA Advanced Placement English Language (AP English III)

Completion of English I and English II, and a TAKS test score on the English/Language Arts section of at least a 2200 and a 3 on the essay. (Equivalent scores on the AccuPlacer or THEA are also acceptable.)

AP English III is a college-level class, just like dual-credit, where you can earn college credit at the same time you are getting English III credit. The advantage for you in the AP class is that there is a real, live teacher in the classroom who knows you, knows what the school schedule is, and can create lessons and make assignments accordingly. In this class, you will learn to analyze and write about texts in an in-depth manner, focusing on both American literature and non-fiction, including current issues. You will prepare for the AP English test to be taken in May; your score on that test will be reviewed by colleges who can then offer you college credit. Regardless of the outcome of your score, you should leave this class prepared for other college-level English classes.

#### Advanced Placement English Literature (AP English IV)

Completion of English I, II, and III, and a TAKS test score on the English/Language Arts section of at least a 2200 and a 3 on the essay. (Equivalent scores on the AccuPlacer or THEA are also acceptable.)

AP English IV is a college-level class, just like dual-credit, where you can earn college credit at the same time you are getting English IV credit. The advantage for you in the

AP class is that there is a real, live teacher in the classroom who knows you, knows what the school schedule is, and can create lessons and make assignments accordingly. In this class, you will learn to analyze and write about literature in an in-depth manner, focusing on both American and British literature. You will prepare for the AP English test to be taken in May; your score on that test will be reviewed by colleges who can then offer you college credit. Regardless of the outcome of your score, you will leave this class prepared for other college-level literature classes.

### **Dual Credit English III**

Completion of English I and English II, and a TAKS test score on the English/Language Arts section of at least a 2200 and a 3 on the essay. (Equivalent scores on the AccuPlacer or THEA are also acceptable.) Dual-credit English offers students the opportunity to earn college credit while getting English III or English IV credit. The classes are offered online through Howard College, so discussions are held and assignments are submitted via the internet. English 1301 and 1302 are the first dual-credit English classes.

### **Dual Credit English IV**

A TAKS test score on the English/Language Arts section of at least a 2200 and a 3 on the essay. (Equivalent scores on the AccuPlacer or THEA are also acceptable.) Dual-credit English offers students the opportunity to earn college credit while getting English III or English IV credit. The classes are offered online through Howard College, so discussions are held and assignments are submitted via the internet.

## **Communications Applications**

This class gives students an opportunity to develop and practice public speaking skills that are highly desired in today's market place. Students will give a variety of speeches from Informative and persuasive, as well as speeches to entertain. This class also focuses on other aspects of speech such as non-verbal communication, listening skills, and interpersonal communication.

## **ELA Electives**

### **Photojournalism**

Photo Journalism is a course designed to teach beginning photography skills of how to operate a camera, as digital image creation and manipulation. Students will learn the different areas of photo journalism and be introduced to different aspects of journalism including page design, caption writing, editing skills, and beginning news writing. Students are expected to take a variety of pictures in school and outside of school on their own time while developing a personal portfolio or representative works. Students will be expected to attend activities and sports events outside of class time to assist the newspaper and yearbook publications. Purchasing a digital camera for the class is requested but not required.

### **Debate/Public Speaking I, II, III, IV**

This class is a competition oriented class. Students will study aspects of two forms of debate, Cross Examination debate and Lincoln Douglas debate. These students will compete in practice tournaments against teams from other schools in order to hone these skills. Finally the season culminates at district competition where students debate for the chance to qualify for the State meet. Students learn highly valuable communication and problem solving skills, plus enjoying the feel of competition.

### **Yearbook I, II**

Yearbook is a journalism lab designed to produce an annual for the school. Basic computer work, layout & writing, sales, copy editing, and photography skills will be learned and practiced. Students will be expected to attend activities and sports events outside of class time to cover the life of the high school. The culmination of the class will come as all students work to create and send to print the Bronco Yearbook while meeting deadlines and raising money to pay for the publication.

### **Newspaper 1,2,3**

Newspaper is designed to teach the basics of producing news publications. Students should be proficient writers and will be required to compete in the UIL Journalism spring contests. Writing and interviewing are key to the class with basic computer layout, editing, advertising and photography skills. Students will be expected to attend activities and sports events outside of class time to cover the life of the high school. The students will print a publication with set deadlines and run an online news site.

## **Spanish I, II, III**

Acquiring another language incorporates communication skills such as listening, speaking, reading, writing, viewing, and showing. Students develop these communication skills by using knowledge of the language, including grammar, and culture, communication and learning strategies, technology, and content from other subject areas to socialize, to acquire and provide information, to express feelings and opinions, and to get others to adopt a course of action. While knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures, and community interaction all contribute to and enhance the communicative language learning experience, communication skills are the primary focus of language acquisition.

In classical languages, the skills of listening, speaking, and writing are used in Level III to reinforce the skill of reading. Students of classical languages should reach intermediate proficiency in reading by the end of Level III.

## **English as a Second Language (ESL) I,II,III,**

Must qualify for the ESL program.

### **ESL I**

This course focuses on the fundamental English language skills of reading, writing, speaking and listening in an effort to build a foundation for student success in advanced high school English classes. Students' practice both reading and writing as a process.

### **ESL II**

This course emphasizes continuing development of the fundamental English language skills of reading, writing, speaking and listening in an effort to continue to build the foundation for student success in advanced high school English classes.

### **ESL III**

This course is designed for students previously enrolled in ESL I and ESL II and/or for speakers of other languages who need to develop proficiency in the use of English. The strategies and methodologies used to aid speakers of other languages in developing skills in English are utilized throughout this course.

## **Social Studies**

### **World Geography**

In World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present with emphasis on contemporary issues. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of the world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions.

## **World History**

World History offers students an overview of the entire history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Students analyze important events and issues in western civilization as well as civilizations in other parts of the world; Students evaluate the causes and effects of political, economic, and industrial revolutions since the 17th century. Students examine the impact of geographic factors on historical events. Students analyze the process by which different governments have evolved as well as the ideas from historic documents that influenced the process. Students examine the impact of major religious traditions. Students trace the development of science and technology and their effect on societies.

## **U.S. History**

During this course the students will analyze the major political, social, economic, technological, and cultural developments throughout history. The information will be addressed in a historical and current perspective.

## **Dual Credit U.S. History**

A TAKS test score on the English/Language Arts section of at least a 2200 and a 3 on the essay. (Equivalent scores on the AccuPlacer or THEA are also acceptable.) Dual-credit U.S. History offers students the opportunity to earn college credit while getting High School U.S. History credit. The classes are offered online through Howard College, so discussions are held and assignments are submitted via the internet.

## **Government**

American Government is a semester study of the structures, processes and issues of national, state and local government. The course gives emphasis to the responsibilities and rights of citizenship, the skills necessary for critical thinking, and the knowledge appropriate for wise decision making. In order to satisfy the state graduation requirement, American Government classes should deal significantly with:

- a) Definition, Formation, and Function of Comparative Forms of Government (b) Politics: Citizenry and Government and The legislative Branch of Federal Government (c) The Executive Branch of Federal Government and The Judicial Branch of Federal Government (d) federalism and State and Local Government

## **Dual Credit Government**

A TAKS test score on the English/Language Arts section of at least a 2200 and a 3 on the essay. (Equivalent scores on the AccuPlacer or THEA are also acceptable.) Dual-credit Government offers students the opportunity to earn college credit while getting High School Government credit. The classes are offered online through Howard College, so discussions are held and assignments are submitted via the internet.

## **Economics**

In this course you will learn basic principles of economics and your role in the American economic system. You will also learn economic ways of thinking, including problem-solving and decision making skills. The knowledge and skills will help you achieve the

important goal of economic literacy-a foundation in economic and financial principles so that you can make informed choices and participate in the global economy.

### **Dual Credit Economics**

A TAKS test score on the English/Language Arts section of at least a 2200 and a 3 on the essay. (Equivalent scores on the AccuPlacer or THEA are also acceptable.) Dual-credit Economics offers students the opportunity to earn college credit while getting High School Economics credit. The classes are offered online through Howard College, so discussions are held and assignments are submitted via the internet.

### **Bible Studies**

Hebrew Scriptures

COURSE OBJECTIVES: In this course, students will gain an insight into the history of mankind and God dealing with man as revealed by the Old Testament Scriptures. Students will apply knowledge to an understanding of man's purpose and develop techniques to make good decisions in post high school endeavors.

New Testament Scriptures

COURSE OBJECTIVES: In this course, students will gain an insight into the history of mankind and God dealing with man as revealed by the New Testament Scriptures. Students will apply knowledge to an understanding of man's purpose and develop techniques to make good decisions in post high school endeavors.

## **Science**

### **IPC**

Integrated Physics & Chemistry will introduce the fundamental concepts of measurement, structure of matter, physical and chemical changes, introduce periodic table of elements, chemical reactions, motion, forces, simple machines, electricity, magnetism, sound, and light. This course will serve students in lecture, field investigations, and laboratory work. Students will be introduced to elementary concepts in physics and chemistry. Throughout the course students will continue to develop math skills and problem solving while working with formulas and measurements.

### **Biology**

Students will focus on biological or life sciences. The entire year can be broken into five units: Cells and Cellular Processes, Genetics and Heredity, Evolution, Ecology, and Animal Diversity. Biology is tested with the End of Course Exam at the end of the year covering all five units.

### **Chemistry**

In Chemistry, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: Characteristics of

matter; energy transformations during physical and chemical changes; atomic structure; Periodic table of elements; behavior of gases; bonding; nuclear fusion and nuclear fission; oxidation-reduction reactions; chemical equations; solutes; properties of solutions; acid and bases; and chemical reactions. Students will investigate how chemistry is an integral part of our daily lives.

### **AP Chemistry**

Approval by teacher and counselor required.

### **Environmental Science**

This course is recommended for students in Grade 11 or 12. In Environmental Systems, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an environmental system, relationship between carrying capacity and changes in populations and ecosystems, and changes in environments.

### **Anatomy and Physiology (Juniors and Seniors)**

Must have Completed Chemistry and Biology. Anatomy & Physiology is the study of the systems of the human body and how they work together. Students interested in any aspect of health or medicine or related careers, or those who simply want a better understanding of what's going on in their bodies, should take this class.

### **Physics**

In this course, students will gain the knowledge, skills, and comprehensive understanding of the universe and the world around us by the study of mechanics, forces, energy, waves and quantum mechanics. Students will apply knowledge and skills to a variety of problem and develop techniques to solve problems in preparation for post high school endeavors.

## **Mathematics**

### **Algebra I**

In this course, the student has to complete and show mastery of operations with integers, identifying functions, solving equations, graphing and writing linear and quadratic equations. We also practice critical thinking skills in relation to functions and their properties. Students will be using technology by graphing functions using the TI 84 graphing calculators .

## **Geometry**

In Geometry, students build on the foundations from K-8 and Algebra I. Students will explore concepts covering coordinate and transformational geometry; logical argument and constructions; proof and congruence, similarity, proof, and trigonometry; two- and three- dimensional figures; circles; and probability. In the logical arguments and congruence strand, students are expected to create formal constructions using a straight edge and compass. Though this course is primarily Euclidean geometry, students should complete the course with an understanding that non-Euclidean geometries exist. Within the course, students will begin to focus on more precise terminology and symbolic representations, and the development of proofs. Throughout the standards, to “prove” means a formal proof to be shown in a paragraph, flow chart, or two-column formats. Students will strengthen their mathematical reasoning skills in geometric contexts.

## **Math Models**

Mathematical Models with Applications is designed to build on knowledge and skills from K-8 and Algebra I. This additional math course provides a path for students to succeed in Algebra II and prepares them for various post-secondary choices. Students learn to apply mathematics through experiences in personal finance, science, engineering, fine arts, and social science. Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, to model information, to solve problems, and to communicate solutions. Students will select from tools such as physical objects, manipulatives, technology (including graphing calculators, data collection devices, and computers), paper/pencil, and from methods such as algebraic techniques, geometric reasoning, patterns, and mental math to solve problems.

## **Algebra II**

Algebra II is a course designed to review and incorporate concepts taught in Algebra I and Geometry, into exploring different types of functions and expressions. Linear, Quadratic, Exponential, Logarithmic, Rational and Trigonometric functions and expressions will be the main focus of the class. While working with Linear and Quadratic functions, we will review skills from Algebra I and geometry to aid in finding solutions to various problems. We will also work with a graphing calculator throughout the year to assist with graphing and finding solutions to functions. Prerequisites for this course are Algebra I and Geometry.

## **Pre-College Algebra**

Prereq: senior level math

This course will cover set notation, quadratic equations, and properties of real numbers, complex numbers, relations and functions, solving equations and inequalities, systems of equations, and introduction to trig ratios. This class is in preparation for first-year college math course.

### **PreCalculus**

Prereq: algebra 2 and geometry

The major topics of this course will include linear, quadratic, polynomial, rational, exponential, and logarithmic functions. Also trig functions and applications. Limits will be introduced if time allows. This course is instrumental in the preparation for first-year college math course.

### **Calculus**

Prereq: pre-calculus

This course will have an aggressive review of pre-calculus and then explore the world of limits. Derivative calculus will be introduced along with implicit differentiation.

Integrals will be introduced if time permits.

## **Fine Arts Electives**

### **Band I, II, III, IV**

Band is a fine arts elective offered all students of Sonora ISD who are in grades 5-12. It is a performance-based/applications course in that all lessons, activities, and grades are formulated around producing a musical product for the student body, family, community, and beyond. A willingness to work hard and as a team is the only prerequisite for this course. In Band, a vast array of talent and experience exist all in one classroom. A first-year band student may enter with a senior in their 7<sup>th</sup> year (9-12), but with guidance from the instructor, both can participate. Though all are welcome, Band is a year-round class, so new members must begin in the fall semester. No spring additions without consent of the instructor.

### **Art 1 & 2**

This course is a review/ introduction to the Elements of Art and Principles of Design with no prerequisite. Famous artists' works throughout history are studied for cultural significance. Students differentiate the various vocational opportunities in art and educational requirements. Students will experience studio art projects with a variety of media to create 2 and 3 dimensional works. Classroom instruction is supplemented with discussion topics based on the textbook, *Art Talk*. Studio activities utilize the Elements of Art and Principles of Design to copy other works of art or create original projects. Students will display and evaluate works of art in their school, community, and throughout history. Various media available include: graphite, ink, color pencils, charcoal, watercolor, acrylics, oils, pastels, fiber & fabrics, wood burning, and ceramics.

### **Art 3 & 4**

These courses are designed to expand students' knowledge of the Elements of Art and Principles of Design as they apply them to original works of art. A minimum of one school year of high school Art is required or with instructor's approval. Analysis of a

student's own and others' works of art is required throughout these courses. Students will create original studio projects with different methods and media, as well as demonstrate their ability to create, critique and present original works of art. Students will organize, plan, and create their portfolio in acceptable formats. Graphic arts will be introduced to create an electronic portfolio using available computers and programs. Independent study projects are encouraged for advanced students and seniors when thorough planning and technique are demonstrated in class and community projects. Available media include: graphite, ink, color pencils, charcoal, watercolor, acrylics, oils, pastels, fiber art, ceramics, and electronic media.

### **Art - Photography I,II**

Art-Photography 1 (Prerequisite is Art 1 or Photo Journalism) is a course designed to teach beginning photography skills of traditional and modern techniques including how to operate a 35mm & digital camera, black and white film development and printing as well as digital image creation and manipulation. Students will learn a brief history of photography and become familiar with photographers from different time periods. Class discussions and critiques will focus on the work and developing appropriate vocabulary to enable the students to communicate ideas in art criticism. Students are expected to take a variety of pictures in school and outside of school on their own time while developing a personal portfolio or representative works. Purchasing a digital camera for the class is requested but not required.

### **Art-Photography II**

(Prerequisite is Art-Photo 1) is a course designed to build upon the photography skills of Photo I, touching upon traditional and modern techniques including alternative processing styles with a larger focus on digital image creation and manipulation. Students will better learn the history of photography and become familiar with photographers from different time periods. Class discussions and critiques will focus on the work and developing appropriate vocabulary to enable the students to communicate ideas in art criticism. Students are expected to take a variety of pictures in school and outside of school on their own time while developing a personal portfolio or representative works. Purchasing a digital camera for the class is requested but not required. Photo II students will also act as lab monitors in the darkroom assisting Photo I students.

### **Theater I, II, III, IV**

Theatre I- Students will learn about a variety of aspects of theatre from acting to building sets. This class is designed to give students a broad over view of theatre arts. Students will learn most of these in the fall semester, with a spring semester play to apply these lessons. Students will learn teamwork skills as well as problem solving skills that are highly valued in the job market today.

### **Theater Productions I, II, III**

Theatre Productions: Prerequisite Theatre I, Instructor Consent: This class is a production oriented class. Students will select, audition for, and produce a high quality

show for the fall. This includes set and costume construction, as well as advertising. In the Spring Semester this class is devoted to working on the One Act Play competition.

## **Technology Applications Electives**

### **Desktop Publishing**

This course is designed to teach students the necessary technology skills used in generating a wide variety of digital publications. Students will learn to productively plan and execute design concepts to achieve attractive, professional printed products while utilizing a diverse selection of publishing software. Students are exposed to various types of graphic design publications and associated career paths within the field. Assignments are mainly project based and require a creative, disciplined thinker already proficient in basic computer skills, Microsoft Word and Excel.

### **Computer Science I,II,III**

In this course, students will gain the basic knowledge, skills, and comprehensive understanding of computer software and design by creating programs using Java. Students will be able to apply this knowledge and these skills to a variety of problems both real life and educational in preparation for post high school endeavors.

## **Career and Technical Education Electives**

### **Principles of Agriculture**

(9<sup>th</sup> grade)

Students will gain knowledge of the FFA and leadership opportunities within the organization. Students will also be introduced to the Ag Metal Fabrication Shop through safety, tool identification and small project construction.

### **Professional Standards in Agribusiness**

(9<sup>th</sup>-12<sup>th</sup> grade)

This course primarily focuses on leadership, communication, and problem solving. Students will communicate effectively with groups and individuals. Students will train for and participate in FFA leadership related competitions. Students will receive ½ credit in Speech Communications.

### **Principles and Elements of Floral Design**

(9<sup>th</sup>-12<sup>th</sup> grade)

In this course students will receive hands-on experience creating a variety of floral arrangements using cut and silk flowers as well as learn to evaluate the aesthetics of floral arrangements. Students will also become well-versed in the current practices and employability skills sought in the floral industry. Students will train for and participate in FFA leadership related competitions. Students will receive ½ credit in Fine Arts.

### **Agricultural Mechanics and Metal Technologies**

(10-12<sup>th</sup> grade)

In this course students will develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, concrete, and metal working techniques. The students will operate tools and equipment to perform a given task, and will plan and construct metal fabrication projects.

### **Agricultural Power Systems**

(11<sup>th</sup>-12<sup>th</sup> grade)

This course focuses on building metal welding projects in the Ag Metal Fabrication Shop. Students will construct agricultural structures using appropriate metal construction techniques and technology. This course is not intended for beginning Ag-mechanics students.

### **Agricultural Facilities Design and Fabrication**

(11<sup>th</sup>-12<sup>th</sup> grade)

This course focuses on building metal welding projects in the Ag Metal Fabrication Shop. Students will construct agricultural structures using appropriate metal construction techniques and technology. This course is not intended for beginning Ag-mechanics students.

### **Practicum in Agriculture, Food, and Natural Resources**

TBD. Must have prior teacher approval.

### **Architectural Design**

In Architectural Design, students gain knowledge and skills specific to those needed to enter a career in architecture and construction or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design, and landscape architecture. Architectural design includes the knowledge of the design, design history, techniques, and tools related to the production of drawings, renderings, and scaled models for commercial or residential architectural purposes.

### **Construction Management**

In Construction Management, students gain knowledge and skills specific to those needed to enter the work force as carpenters or building maintenance supervisors or build a foundation toward a postsecondary degree in architecture, construction science, drafting, or engineering. Construction Management includes the knowledge of

the design techniques and tools related to the management of architectural and engineering projects.

### **Construction Technology**

In Construction Technology, students gain knowledge and skills specific to those needed to enter the work force as carpenters or building maintenance supervisors or prepare for a postsecondary degree in construction management, architecture, or engineering. Students acquire knowledge and skills in safety, tool usage, building materials, codes, and framing.

### **Mill and Cabinetmaking Technology**

In Mill and Cabinetmaking Technology, students gain knowledge and skills specific to those needed to enter the work force in the area of mill work and cabinet manufacturing and installation. The student may also apply these skills to professions in carpentry or building maintenance supervision or use the skills as a foundation for a postsecondary degree in construction management, architecture, or engineering. Students acquire knowledge and skills in cabinet design, tool usage, jointing methods, finishes, and numerical and computer control production methods.

### **Principles of Human Service**

This laboratory course will enable students to investigate careers in the human services career cluster, including counseling and mental health, early childhood development, family and community, and personal care services.

### **Child Development**

This technical laboratory course addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

### **Interior Design**

This course is recommended for students in Grades 10-12. Interior Design is a technical course that addresses psychological, physiological, and sociological needs of individuals by enhancing the environments in which they live and work. Individuals use knowledge and skills related to interior and exterior environments, construction, and furnishings to make wise consumer decisions, increase productivity, and compete in industry.

### **Culinary Arts**

Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques.

Students can pursue a national sanitation certification, a Texas culinary specialist certification, or any other appropriate industry certification. This course may be offered as a laboratory-based or internship course. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

### **Business Information Management I, II**

Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software.

### **Health Science**

The Health Science course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will have hands-on experiences for continued knowledge and skill development. The course may be taught by different methodologies such as clinical rotation and career preparation learning. To pursue a career in the health science industry, students should recognize, learn to reason, think critically, make decisions, solve problems, and communicate effectively. Students should recognize that quality health care depends on the ability to work well with others. The health science industry is comprised of diagnostic, therapeutic, health informatics, support services, and biotechnology research and development systems that function individually and collaboratively to provide comprehensive health care. Students should identify the employment opportunities, technology, and safety requirements of each system. Students are expected to apply the knowledge and skills necessary to pursue a health science career through further education and employment. Professional integrity in the health science industry is dependent on acceptance of ethical and legal responsibilities. Students are expected to employ their ethical and legal responsibilities, recognize limitations, and understand the implications of their actions.

### **Practicum in Health Science**

The Practicum is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, and communicate effectively. Students should recognize that quality health care depends on the ability to work well with others. The health science industry is comprised of diagnostic, therapeutic, health informatics, support services, and biotechnology research and development systems that function individually and collaboratively to provide comprehensive health care. Students should identify the employment opportunities, technology, and safety requirements of each system. Students are expected to apply the knowledge and skills necessary to pursue a health science career through further education and employment. Professional integrity in the health science industry is dependent on acceptance of ethical and legal

responsibilities. Students are expected to employ their ethical and legal responsibilities and limitations and understand the implications of their actions.

### **Career Preparation I/ Work Release Program**

Career Preparation I provides opportunities for students to participate in a learning experience that combines classroom instruction with paid business and industry employment experiences and supports strong partnerships among school, business, and community stakeholders. The goal is to prepare students with a variety of skills for a fast-changing workplace. This instructional arrangement should be an advanced component of a student's individual program of study. Students are taught employability skills, which include job-specific skills applicable to their training station, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

## **Physical Education**

### **Foundations of Personal Fitness (PE)**

#### **Athletics I, II, III, IV**

#### **Health**

In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.