



**WABAUNSEE HIGH  
SCHOOL  
COURSE DESCRIPTION  
MANUAL 2020-21**

# WABAUNSEE HIGH SCHOOL

## REQUIRED COURSE OF STUDIES FOR GRADUATION

1. Twenty-five (25) units total are required for graduation.
2. Curriculum areas and units of credit required for graduation.
3. A course of study for 36 weeks = 1 unit of credit.
4. A course of study for 18 weeks = 1/2 unit of credit.  
Credit is issued for a passing grade of a "D" or higher at the completion of a grading period.
5. A student is allowed to change a class during a three-day period of designated class change time.
6. A student must be enrolled in FIVE units of study to participate in extracurricular activities. A student enrolled in Vocational Technical School or college is eligible for extra-curricular activities providing all academic obligations have been met.

**Graduation Requirements** The board may adopt graduation requirements beyond the minimum set forth by the State Board of Education. Twenty-five units of credit shall be required for graduation. In order to graduate a student must receive credit in the following designated program areas:

### Program Area Credit

Language Arts -4 credits  
Social Science -3 credits  
Science- 3 credits  
Mathematics - Minimum to Algebra or Applied (III) Algebra\*- 3 credits  
Physical Education -1 credit  
Humanities – Music, Art or Foreign Language- 1 credit  
Vocational Education – (see list)  
Personal Finance ½ credit  
Human Growth & Development ½ credit  
Voc Ed Electives- 2 credits  
Electives- 7 credits  
Total: 25 credits

\*Students with an IEP may be exempt.

7. KSHSAA requires that all students participating in KSHSAA sponsored activities must satisfactorily complete five subjects the previous semester.

## SUGGESTED ORDER OF CLASSES FOR GRADUATION

### **Freshman year**

English I

Integrated Science

Math ( Algebra I, or ALgebra IA, or Geometry)

Freshmen P.E

Humanities credit or

2 Electives

### **Sophomore year**

English II

Biology

Math ( Algebra IB, or Geometry, or Algebra II)

World History

Human Growth & Development / Consumer & Personal Finance

2 Electives

### **Junior year**

English III

3rd Science credit

3rd Math credit

U.S. History

Vocational Ed credit

2 Electives

### **Senior year**

English IV or College English

U.S. Government

5 electives

## **LANGUAGE ARTS**

### **ENGLISH I**

Grade Level: 9

Appraise and analyze various genres according to structure. Read for comprehension. Listen and follow oral directions. Formulate questions for clarification. Locate information and apply it to a specific task. Write in a variety of formats appropriate to developmental levels. Develop ideas and organize written work to enhance clarity. Use appropriate writing conventions. Recognize and utilize a variety of sentence structures. Use appropriate word choice in written work.

### **ENGLISH II**

Grade Level: 10

Appraise and analyze various genres according to structure. Read for comprehension. Listen and follow oral directions. Formulate questions for clarification. Locate information and apply it to a specific task. Write in a variety of formats appropriate to developmental levels. Develop ideas and organize written work to enhance clarity. Use appropriate writing conventions. Recognize and utilize a variety of sentence structures. Use appropriate word choice in written work.

### **ENGLISH III**

Grade Level: 11

Read to gain insight into people and their cultures and to recognize cultural influences on modern life. Appraise and analyze various genres according to structure. Read for comprehension. Locate information and apply it to a specific task. Write in a variety of formats appropriate to developmental levels. Use appropriate writing conventions. Progress as a writer by using appropriate sentence structure. Develop voice in a variety of writing formats. Develop ideas and organize written work to enhance clarity. Use appropriate word choice in their written work.

### **ENGLISH IV**

Grade Level: 12

This course is designed for students who do not intend to attend college immediately after graduation. Our focus is English literature, but students will also work on a variety of business related projects. We will also include a life skills unit, which will include information about money issues and filling out applications. Read to gain insight into people and their cultures and recognize cultural influence on modern life. Fill out business forms correctly, following directions for each. Write in a variety of formats and work to improve writing skills. Use appropriate writing conventions. Think and communicate critically about issues in literature and life.

## **COLLEGE ENGLISH**

Grade Level: 12

2 Semesters

Requirements determined by Highland Community College Guidelines

Locate, process, analyze, and synthesize information. Use creative, imaginative, and divergent thinking to formulate ideas and communicate them clearly. Read to gain insight into people and their cultures and recognize cultural influences on modern life. Read for comprehension and show literal and/or interpretive understanding of a written piece. Write in a variety of formats and maintain or improve their composition skills according to the Six Trait Analytical Writing Model.

## **SCIENCE**

### **INTEGRATED SCIENCE Grade level: 9**

This course is a requirement for all freshmen. This class is aligned with the Next Generation Science Standards as well as the Science Standards for the State of Kansas. Students will establish an understanding of laboratory safety and procedures that will be required in subsequent science classes at WHS. Students will: Explore basic concepts of physics and chemistry to include measurement using the metric system, motion, forces and energy, energy in motion, forms of energy, matter and earth materials, and interactions of matter. A section of earth science including an investigation of the solar system, galaxy and universe will be included. Students will create a definition of science as a means of analyzing the world.

**BIOLOGY Grade Level: 10** This required life science course is designed to give all students exposure to the fundamental principles of modern biology. The class will include laboratory experience as well as traditional discussion. Major topics include cell structure/function, microscope techniques, science experiment techniques, genetics, characteristics of life, classification and ecology.

### **HUMAN ANATOMY/PHYSIOLOGY\*\* Honors course Grade level: 11, 12**

This is a pre-college full academic year course covering the basic structure and function of the human body. The goal of the course is two-fold. The first goal is to introduce a solid background for those who intend or are considering biology as a collegiate study. The second goal is for all students to become more aware of their own structure/function and to become better consumers of medical care. The course requires moderately large amounts of memory work and will have ample laboratory time, for the most part with dissection. The major dissections include: a bone and bone joint, sheep brain, sheep eye, deer heart, and a gross (total) dissection of a fetal pig. The course will include fundamental understanding of medical terms, history, planes/cavities, human tissue lab study, and the following systems: skeletal, muscular, nervous, sensory, circulation, blood, reproduction and others when time allows.

## **ADVANCED BIOLOGY \*\*Honors Course Grade level: 11,12**

This course is devoted to advanced topics in biology. Extensive laboratory work will be done beginning with the design of controlled experiments. The topics covered in this class will be in more detail than the general biology class. The emphasis will be learning about the topic but doing so by conducting and designing controlled experiments, collecting data, and making informed decisions. This class requires abundant writing experiences of laboratory work.

## **CHEMISTRY** Grade level 11, 12

***Requirements: Completion of Physical Science, Biology & Algebra I***

This course is a pre-college, full academic year course studying matter and the changes it undergoes. Students will: Design and conduct scientific investigations and apply experimental design techniques, establish a thorough understanding of atomic structure, the periodic table and the structure and function of matter in solid, liquid and gaseous states. The course requires students to analyze chemical principles through performance and calculations. This course is aligned with the Next Generation Science Standards and the Kansas State Science Standards. Students will practice safe performance of lab techniques, and interpret numeric and graphic lab data. Labs will utilize technology and mathematics to improve investigations and communications in the laboratory. Students will establish a thorough understanding of chemical bonding, chemical reactions and the factors that affect chemical bonding and reactions.

**PHYSICS\*\* \*\*Weighted grade** ***Requirements: Completion of Algebra II, and Science grades of a B or with instructor's permission.***

This course is a pre-college, full year academic course covering the fundamentals of physics. This course is aligned with the Next Generation Science Standards as well as the State of Kansas Science Standards. Students will: Integrate the theories and laws of physics with everyday experiences, utilize individual and group problem solving skills to predict physics outcomes both conceptually and mathematically, analyze universal theories and laws as they apply to physics, and analyze physical concepts through lab performance.

## **MATHEMATICS**

**ALGEBRA IA** Grade 9 / Recommendation by Teacher

The objective of Algebra IA is to build basic algebra skills required to be successful in later mathematics courses. Students will continue to develop both mental math and problem solving skills. Students will: Use properties of algebra to simplify expressions; Solve linear equations and inequalities; Apply basic counting and probability principles; Graph equations of lines; Use algebraic expressions and equations to solve real world problems.

### **ALGEBRA IB** Grade 10 / Recommendation by Teacher

The objective of Algebra IB is to build on the skills learned in Algebra IA. By the end of Algebra IB, students will have completed all material covered in a traditional Algebra I course. Students will continue to develop both mental math and problem solving skills. Use properties of algebra to simplify expressions; Solve linear equations and inequalities; Solve quadratic equations with real number solutions by quadratic formula and factoring; Graph lines, parabolas and exponential curves; Find equations of lines given basic facts about the lines; Solve simple exponential growth and decay problems; Simplify polynomial expressions; Solve systems of linear equations; Use algebraic expressions and equations to solve real world problem.

### **ALGEBRA I** Grade 9 / Recommendation by Teacher

The objective of Algebra I is to build basic algebra skills required to be successful in later mathematics courses. Students will continue to develop both mental math and problem solving skills. Use properties of algebra to simplify expressions; Solve linear equations and inequalities; Solve quadratic equations with real number solutions by quadratic formula and factoring; Graph lines, parabolas and exponential curves; Apply basic counting and probability principle; Find equations of lines given basic facts about the lines; Solve simple exponential growth and decay problems; Simplify polynomial expressions; Solve systems of linear equations; Use algebraic expressions and equations to solve real world problems.

### **GEOMETRY** Grade 9-11 / Recommendation by Teacher

The objective of Geometry is build knowledge of the properties of 2- and 3-dimensional shapes. Students will also learn the basics of logical reasoning. Algebra skills are integrated throughout this study. Students will continue to develop both mental math and problem solving skills. Understand and use the basic definitions and symbols of Geometry; Find perimeter, area, and volume; Understand the various types of symmetry and transformation; Use concepts of congruence and similarity to compare lengths, areas, and volumes; Solve problems using angle, line, and circle relationships; Use logical reasoning through proofs; Solve triangle problems using trigonometric functions.

### **ALGEBRA II** Grade 10-12 (**By teacher permission: Simultaneous enrollment in Geometry will be accepted.**)

The objective of Algebra II is to further develop algebraic skills introduced in Algebra I. It is designed to build student's understanding of algebra and geometry by studying variables, equations, systems, graphs, and functions. Students will also continue to develop both problem solving and mental math skills. Solve and graph direct and inverse variation problems; Solve and graph linear equations and inequalities; Solve and

graph radical, exponential, logarithmic, power, and quadratic equations; Solve systems of linear equations by various methods; Perform operations and solve equations using complex numbers; Understand and apply functions and function notations; Perform matrix operations; Solve triangle problems using trigonometric functions; Use algebraic expressions and equations to solve real world problems.

### **STATISTICS & TRIGONOMETRY \*\*Honors course (Required: Algebra I & Geometry)**

The objective of Stats & Trig is to integrate algebra, geometry, statistics, and trigonometry. Students learn the effects of transformations in all areas with a heavy emphasis in modeling various patterns. This course should provide a strong basis in both statistics and trigonometry. Students will also continue to develop both problem solving and mental math skill. Calculate and interpret descriptive statistics using technology; Create models for data; Calculate probability and use probability distributions; Solve problems using basic combinatorics; Perform transformations on functions and data; Graph and solve problems with trigonometric, exponential, and logarithmic functions; Solve problems with sequences and series.

### **COLLEGE ALGEBRA \*\*Honors course; Fall Semester grade level 12 Requirements for college credit set by Highland CC.**

The objective of College Algebra is to build on skills from Algebra II to solve higher-level algebraic problems. Students will leave this course prepared for college level mathematics courses. Graph and solve problems with linear relations and functions; Graph and solve problems with systems of equations; Solve problems with polynomial, radical, rational, exponential, and logarithmic functions; Perform operations and solve equations using complex numbers; Graph exponential and logarithmic functions; Perform transformations on functions; Perform matrix operations; Use matrices to solve systems of equations.

### **Pre-Calculus Spring Semester Grade Level: 12 \*\*honors course**

The purpose of Pre-Calculus is to teach students topics that are pre-requisites for Calculus and basic calculus concepts with applications. The course also covers various topics in discrete math including the Mathematics of Voting and Apportionment, and Graph Theory. THE STUDENT WILL: Find limits and continuity; Learn differentiation of polynomials and other functions, as well as product, quotient, and chain rules; Apply differentiation to maximum/minimum problems; Learn integration methods including substitution and integration by parts; Learn election methods using preference ballots including Plurality, Plurality with Elimination, Board Count, Pair wise Comparisons;

Understand the implications of Arrow's Impossibility Theorem; Learn apportion methods considered for use in the House of Representatives throughout history and their drawbacks; Learn basic graph theory including Paths, Circuits, TSPs, and trees.

## **PHYSICAL EDUCATION**

### **FRESHMEN PHYSICAL EDUCATION: Grade 9 Required for all freshmen**

Apply basic knowledge of cardiovascular fitness to everyday physical activities; Improve individual strength and endurance;; Establish and maintain flexibility in order to prevent injury in everyday physical activities; Apply the rules, regulations, and strategies of recreational and lifetime sports in order to actively participate in activities; Realize the importance of motivation and self-discipline to lifetime fitness; Practice personal hygiene; Have an understanding of family and interpersonal relationships, sexual attitudes and communicable diseases.

### **BODY FITNESS ( I, II, III and IV)**

**Grade Level: 10, 11, 12**

#### **Requirement Freshmen PE**

Apply knowledge of a structured workout plan with free weights in order to increase muscular strength and endurance;

increase muscular flexibility and aide in the recovery and prevention of athletic injuries;

Understand the benefits of weight training and a total physical fitness program and how these relate to an enhanced overall quality of life;

Identify the location and function of the major muscle groups and how to develop these groups;

Increase students' self-image as relates to cosmetic improvements inherent in weight training with emphasis on nutrition.

## **SOCIAL STUDIES**

### **WORLD HISTORY**

**Grade 10 Required**

Apply social studies to life through the use of higher order thinking skills. Understand key political, economic, military, religious and geographical forces. Possess a chronological and thematic perspective of world history. Possess a visual sense of world history including the development and use of maps, charts, and graphs. Describe key people, events, discoveries and inventions from different perspectives and interpretations.

## **UNITED STATES HISTORY**

### **Grade 11, Required**

Apply social studies to life through the use of higher order thinking skills. Understand key influences, which shape our modern country including the cultures, people, inventions, and events that have affected our society. Develop a chronological perspective of modern U.S. History. Have a logical sense of progression of modern U.S. History. Develop a visual sense of modern U.S. History using maps, charts, and graphs. View modern U.S. History from various perspectives.

## **UNITED STATES GOVERNMENT**

### **Year long, Required Grade 12**

Apply social studies to life through the use of higher order thinking skills. Understand how government works including elections, federal laws, checks and balances and the different political systems. Understand how the constitution affects our lives including citizen's rights, and our court system. Understand how and why participation in government affects citizens lives.

## **HUMANITIES**

### **CHOIR**

Grades 9, 10, 11, 12

Demonstrate proper vocal techniques. Demonstrate written and performing knowledge of basic music symbols including basic music reading. Perform literature from various periods and cultures. Appreciate and participate in the creative process to express emotions and feelings. Meet performance expectations including concerts and contests. Demonstrate concert etiquette. Function as an individual in a large group.

### **BAND**

Grades 9, 10, 11, 12

Demonstrate proper instrumental technique. Demonstrate written and performing knowledge of basic music symbols including reading music. Perform literature from various periods and cultures. Meet performance expectations including pep band, marching band, concert band and contests. Demonstrate concert etiquette. Function as an individual in a large group.

## **INTRO TO THEATER; ACTING AND PERFORMANCE (2nd year)**

Grades 9,10, 11, 12

Students will: Learn about theater acting, performance, and set design. Students will participate in the production of a play each semester.

## **ART CLASSES**

### **Introduction to Art**

#### **Grades 9,10, 11, 12 (Fall Semester)**

Introduction to Drawing and Design emphasized the development of fundamental drawing skills for students learning graphic design. Focus will be on the application of art theory, processes and techniques that increase the power of observation. Instruction includes the elements and principles of design as applied in composition through hard copy and/or electronic software.

### **Principles of Illustration**

#### **Grades 9, 10, 11, 12 (Spring Semester)**

This is a beginning art course that covers a variety of art techniques and mediums. THE Draw using a variety of techniques and mediums such as: lead, charcoal, pastels, and ink. Learn about basic color theory. Create original designs for artwork. Make a three-dimensional project. Learn how to mix and paint using acrylics. Develop a calligraphy writing style using pen and ink. Learn art appreciation through the study of other artists and art history. Become familiar with the elements and principles of design. Paint using watercolors. Learn how to critique and describe artwork using design terminology. Develop basic ceramic skills of hand building and wheel throwing with clay. Learn basic glazing techniques for ceramics. Dye fabric using a batik technique. Create an edition of prints using a printmaking technique. Create a variety of two-dimensional and three dimensional art projects. Practice safety when using tools, techniques, and chemicals.

## **INTERMEDIATE ART**

#### **Grade 10, 11, 12 Requirement: Intro to Art/ Principles of Illustration**

This is a middle level art course that expands on the art techniques and mediums explored in Introduction to Art. Draw using a variety of techniques and mediums such as: lead, charcoal, pastels, and ink; Learn intermediate color theory; Make a two or three-dimensional art project with a theme; Develop acquired painting skills; Develop a calligraphy writing style using pen and ink; Learn about other artists and the history of art; Utilize the elements and principles of design. Paint using watercolors; Critique and describe artwork using design terminology. Expand on ceramic skills of hand building and wheel throwing with clay. Learn intermediate glazing techniques for ceramics. Dye fabric using a batik technique. Create original designs for artwork. Use a printmaking technique to make an edition of prints. Create a variety of two-dimensional and three dimensional art projects. Practice safety when using tools, techniques, and chemicals. Prepare artwork for display.

## **ADVANCED DESIGN**

#### **Grades 11, 12**

This course is for the advanced art student who desires to become proficient in a variety of art mediums and to develop career skills. Become proficient in a variety of art mediums, including

drawing, painting, ceramics, sculpture, and photography. Analyze and apply color in artworks to emphasize a central theme, create a focal point, illusion, or depth, or to arouse emotion, or gain attention. Compose artwork to direct eye movement, send a message, maintain a theme, or create visual impact. Apply drawing skills to illustrate scenes depicting color, form, line, shape, space, texture, and value. Apply lettering skills using pen and ink in a calligraphy style. Create functional designs to produce designs that maintain a balance between functional and creative design. Create art on the computer. Demonstrate an understanding of the principles and elements of design. Describe his/her artwork and the artwork of others using design principles/elements vocabulary, and apply those principles to produce meaningful compositions. Analyze the purposes of design in cultural and historical contexts. Recognize design influences of other cultures. Identify functions and meanings of design compositions. Organize and install personal artworks into a collaborative exhibition. Critique own artwork and the artwork of others based on design principles and elements. Evaluate a variety of techniques for communicating meanings, ideas, attitudes, views, and intentions.; Develop career skills.; Develop personal leadership skills.; Integrate academics into the art program.

## **FOREIGN LANGUAGE**

### **SPANISH I**

#### **Grades 9, 10, 11, 12**

Use different ways of greeting people in different situations. Communicate with basic social expressions and conventions of language and gesture Imitate language sounds. Use correct pronunciation and understand how symbols represent sounds and affect meaning. Ask and respond to basic questions. Understand some basic structures of the language Use simple sentences. Use the present tense. Respond appropriately to classroom directions Listen for main ideas and details. Recognize everyday objects and vocabulary. Communicate effectively in a limited number of simple real life situations. Develop an introductory knowledge of the geography and culture of countries of the target language. Know some careers in which knowledge of a foreign language would be helpful.

### **SPANISH II, \*\*Honors course**

#### **Grades 10, 11, 12 Required Spanish I**

Demonstrate the first year outcomes with greater depth and complexity. Use the present and past tenses in survival situations. Understand that languages have structure which varies from language to language. Have a better understanding of the structure of the English language. Demonstrate use of the structural patterns in the target language Be able to communicate in spoken form. Be able to communicate in written form. Be able to comprehend the written messages given in the target language Be able to comprehend oral messages given in the target language. Understand in greater depth the culture, customs, and traditions of the countries of the target language. Be able to function on a survival level in the target language. Apply listening skills, communications skills, collaborative skills, research skills, and higher order thinking skills to the study of the target language. Speak/listen and read/write in the target language. List careers in which a foreign language would be beneficial.

### **SPANISH III \*\* Honors course**

**Grades: 10, 11, 12 Required: Spanish II**

This Spanish III course focuses on having students express increasingly complex concepts both verbally and in writing while showing some spontaneity. Comprehension goals for students may include attaining more facility and faster understanding when listening to the language spoken at normal rates, being able to paraphrase or summarize written passages, and conversing easily within limited situations.

### **Spanish IV\*\*\* Honors Course**

**Grade 12 Required: Spanish III**

Focus on advancing students skills and abilities to read, write, speak, and understand the Spanish language so that they can maintain simple conversations with sufficient vocabulary and an acceptable accent, have sufficient comprehension to understand speech spoken at a normal pace, read uncomplicated but authentic prose, and write narratives that indicate a good understanding of grammar and a strong vocabulary.

## **VOCATIONAL EDUCATION**

### **BUSINESS AND COMPUTER TECHNOLOGY**

#### **BUSINESS ESSENTIALS 1 semester Grade level: 9-12**

This is a core course designed to give students an overview of the business, marketing, and finance career cluster occupations. Students will develop an understanding of how academic skills in mathematics, economics, and written and oral communications are integral components of success in these occupations. Students will examine current events to determine their impact on business and industry and legal and ethical behavior, acquire knowledge of safe and secure environmental controls to enhance productivity, determine how resources should be managed to achieve company goals, and identify employability and personal skills needed to obtain a career and be successful in the workplace. As students learn about different types of business ownership, they will interpret industry laws and regulations to ensure compliance, identify principles of business management, and analyze business practices to determine ethics and social responsibilities.

#### **ENTREPRENEURSHIP 1 semester Grades 9, 10, 11, 12**

Entrepreneurship courses acquaint students with the knowledge and skills necessary to own and operate their own businesses. Topics from several fields typically form the course content: economics, marketing principles, human relations and psychology, business and labor law, legal rights and responsibilities of ownership, business and financial planning, finance and accounting, and communication. Several topics surveyed in Business Management courses may also be included.

**COMPUTER APPLICATIONS Grades 9,10,11, 12** In Computer Applications courses, students acquire knowledge of and experience in the proper and efficient use of previously written software packages. These courses explore a wide range of applications, including (but not limited to) word-processing, spreadsheet, graphics, and database programs, desktop publishing.

## **ACCOUNTING I Grade 9, 10, 11, 12**

Accounting courses introduce and expand upon the fundamental accounting principles and procedures used in businesses. Course content typically includes the full accounting cycle, payroll, taxes, debts, depreciation, ledger and journal techniques, and periodic adjustments. Students may learn how to apply standard auditing principles and to prepare budgets and final reports. Calculators, electronic spreadsheets, or other automated tools are usually used. Advanced topics may include elementary principles of partnership and corporate accounting and the managerial uses of control systems and the accounting process.

## **BUSINESS LAW Grade 9, 10, 11, 12**

This course is designed to offer an introductory view of our legal system and its laws. It examines our court systems and trial procedures as well as other aspects of legal activities which influence the operation of a business and personal life activities. Emphasis is also placed on the following topics: internet law, ethics, product warranties, consumer protection, employment conditions, family law, and contracts.

## **FAMILY AND CONSUMER SCIENCES (FACS)**

### **CAREER & LIFE PLANNING 1 Semester grade 9,10 Strongly suggested due to Individual Plan of Study mapped out for 9<sup>th</sup>- 12 grades & post- secondary**

Career and Life Planning is a one semester class with career planning as the focus. Students will identify their skills, aptitudes, goals, values, interests and family considerations in order to select a satisfying career, along with determining the educational requirements for their career of choice. Business communication, interview techniques and entrepreneurship activities, along with planning a Career Day and participating in a Job Shadow Experience are also a part of the curriculum. All information will be placed in a portfolio that the student will update throughout their time at WHS and take with them when they graduate.

## **INTRODUCTION TO HUMAN RESOURCES**

**Course Length: 1 semester Grade 9, 10**

This is the entry level, comprehensive course offered through the FACS Department at Wabaunsee High School that follows Career & Life Planning Class. Utilizing the Real Game, this course covers the basic areas of self concept, human growth & development, interpersonal relationships, child development & parenting, nutrition & wellness, consumerism, clothing & textiles, and home management & design to give students a basic understanding of the different areas of Family and Consumer Science.

## **CONSUMER & PERSONAL FINANCE**

**1 semester                      Grade 10,11,12**  
**REQUIREMENT FOR GRADUATION**

Consumer & Personal Finance allows students to find out what it's like to be an independent person just out of post secondary school and ready to conquer the world! Students select a career, determine the entry level wage for the chosen career, then prepare a budget that the student can live with for the duration of the semester. Gross & net income, budgeting, managing a checking account & savings account, and being responsible with credit and investments, along with getting a loan to purchase a used vehicle, finding an apartment and insurance needs are a major part of this class. Students also learn how to prepare nutritious foods on a budget, and interpersonal relationships, dating issues and responsibilities of an independent person such as taxation and civic duties are also discussed.

## **HUMAN GROWTH AND DEVELOPMENT**

**1 semester                      Grade 10, 11, 12**  
**REQUIREMENT FOR GRADUATION**

Human Growth & Development provides students with knowledge about the physical, mental, emotional and social growth and development of humans from conception to retirement age, with a special emphasis on birth through school age. Course content will provide an overview of life stages, with a strong tie to prenatal and birth processes; fundamentals of children's emotional and physical development; and the appropriate care of children. Teenage Pregnancy issues, developing good eating habits in children at a young age, and genetic and environmental defects are also covered. The Baby Think It Over (BTIO) simulation and many guest speakers allow students to apply their learning to real life situations.

## **NUTRITION & WELLNESS**

**1 semester      Grade 11, 12**

Nutrition & Wellness emphasizes the importance of developing good nutrition and wellness habits throughout life. In this class, students will take a wellness appraisal at the beginning of the semester to determine their food/wellness habits. We will then discuss how wellness affects food choices, nutrient needs for the adolescent, and how to follow "MY PLATE" in making nutrition and wellness decisions. Getting the most for the food dollar, eating out nutritiously and staying physically fit will also be covered. The effect of food choices on lifelong health will be discussed along with risk factors and risky behaviors that can increase a person's chances for chronic diseases. Body image, dieting and eating disorders are also covered. At the end of the semester, students will again take the wellness appraisal to analyze their food/wellness habits for lifetime implications.

## **CULINARY ESSENTIALS 1 semester, Grade 11,12**

Culinary Essentials provides students with knowledge and skills related to sanitation and safety procedures, nutrition and dietary guidelines, food preparation (and quantity food production) and meal planning and presentation. Institutional and commercial food service, management and customer service is also a part of this class. Successful completion of this class prepares the student for an entry level job in food service and background knowledge to later enroll in a post secondary Culinary Arts program.. It is suggested that Culinary Essentials follow the Nutrition and Wellness Class.

## **CAREER & COMMUNITY CONNECTIONS** Grade 11, 12

*This is application level class in the FACS pathway. Students will apply technical skills in a professional learning experience, unpaid or paid, outside or within the school environment. Included will be continued development and finalization for the student's portfolio. This class provides students the opportunity to focus on career related topics, team building and effectiveness in the world of work and acquiring job seeking skills and retention needed to advance within the workplace. Students may work in the AGS DAY CARE, ALMA MANOR, AGS, Preschool or FACS related field, or any other leadership opportunity mutually agreed upon between student and FACS instructor.*

## **SHOP COURSES**

### **Woodworking Principles: Furniture and Cabinetry Fabrication I**

**Grade 10, 11, 12**

**Required: Intro to Tech/ Drafting**

**Fee: Yearly fee TBD**

Apply proper safety in the shop setting. Be able to recognize the different methods used in a variety of cabinet constructions. Construct and design as a group, a built-in cabinet unit that is similar to what is found in a kitchen. Analyze the methods used in the mass production techniques to construct their class project, the mantel clock. Use wood-related machinery with competence. Be able to design, figure cost, and list materials needed in a project Construct drawers and door units. Analyze the hardware needs of a project. Demonstrate ability to design and machine various types millwork. Use CNC router to produce small parts for projects. Have the opportunity to enter projects in the Fort Hays University Technology Fair Review the information and requirements for the Skills USA chapter.

### **Woodworking Principles: Furniture and Cabinetry Fabrication II**

**Grade 11,12**

Apply proper safety in the shop setting. Apply cabinet making skills learned in previous two courses. Be able to recognize the different methods used in a variety of cabinet constructions. Construct and design as a group, a built-in cabinet unit that is similar to what is found in a kitchen. Analyze the methods used in the mass production of built-in and kitchen-style cabinets. Use wood-related machinery with competence. Be able to design, figure cost, and list materials needed in a project. Construct drawers and door units. Analyze the hardware needs of a project. Demonstrate ability to design and machine various types millwork. Use CNC router to produce small parts for projects. Have the opportunity to enter projects in the Fort Hays University Technology Fair. Review the information and requirements for the Skills USA chapter.

## **DRAFTING COURSES**

### **INTRODUCTION TO INDUSTRIAL TECHNOLOGY/ DRAFTING**

**1 semester: Intro to Industrial Tech; 2nd semester- Drafting**

**Grade level: 9, 10, 11, 12**

An introductory level course designed to instruct students in the basic skills necessary to all occupations in the Construction, Manufacturing, and Transportation areas. An introductory course designed to expose students to both architectural and mechanical (technical) drafting skills.

## **DRAFTING/CAD (CAD I )**

**Required: Introduction to Industrial Technology/Drafting**

**1 year Grade level: 10, 11, 12**

A comprehensive course designed to instruct students in the use of Computer-Aided Drafting (CAD) design and software. Students will develop mechanical, electrical, furniture, and architectural drawings. Students will learn AutoDesk AutoCAD. AutoDesk Inventor and AutoDesk Revit may also be taught as time allows.

## **INTERIOR DESIGN/ADVANCED STUDIES (CAD II )**

**Required: Drafting/CAD**

**Grade 11,12**

An application level course designed to instruct students in the skills necessary to design interior spaces that acknowledge client needs, legislated codes, historic, current and future trends, and public policy. An advanced application course covering specific research-based topics in architectural design. Additionally, students will complete an architectural set of plans using CAD design and software. Students will learn AutoDesk Revit and AutoDesk Inventor.

## **AGRICULTURAL COURSES**

**INTRODUCTION TO AGRICULTURE** **Grade 9th grade ONLY** Intro to Ag is an entry level course that will focus on a wide range of topics in the agricultural field. Students will learn about the history of FFA, demonstrate parliamentary procedure, cover the importance of each species of livestock, participate in Career Development Events, and learn basic welding principles.

**ANIMAL SCIENCE** **Grade 10, 11, 12** This class is designed to build on the aspects of animal science that the students learned during introduction to agriculture. The course will to provide students with a detailed education about the field of animal science including, production practices, Meat processing and fabrication, wildlife management, Animal health and management, the anatomy of animals, breeding systems, genetics as well as many other topics. The course will utilize textbooks, lecture, handouts and laboratory exercises as a means for learning. The class will also provide students the opportunities by having students become involved with FFA career development activities.

**AGRICULTURAL MECHANICS** **Grade 10, 11, 12**

Develop skill in identifying, selecting and safely using tools and equipment as they apply to agricultural mechanics; Interpret service, technical, parts, operators and overhaul manuals of small compact engines; Demonstrate the skill of engine disassembly and assembly and reconditioning of engine parts; Keep accurate records of SAE activities and maintain and balance financial records; Use arc, MIG, and oxy-acetylene welding and cutting equipment while performing various skills; Plan and construct a project; Develop skill in performing precision measurements, types of contracts, business plans, livestock marketing, price protecting.

**ADVANCED AGRICULTURAL MECHANICS** **Grade 11, 12**

Plan and construct a project. Develop skill in performing precision measurements. Types of contracts, Business plans, livestock Marketing Price protecting.

## **RESEARCH IN AGRICULTURE** Grade 11, 12 Recommendation by Instructor

Allows students to prepare, conduct and evaluate science based projects as they relate to science in agriculture in the classroom, shop or greenhouse.

## **VISUAL ARTS**

### **GRAPHIC DESIGN FUNDAMENTALS (Screen Printing 1)**

**Required:** Intro to Art

**Grade 10,11, 12**

**Preferred class size limit is 10 students for SP 1 and 2 combined**

Graphic Design Fundamentals provides a basic understanding of the graphic design process. Topics include analyzing the design elements and principles, exploring industry tools, software and equipment and learning composition techniques to develop a quality product. Screen printing is a major part of the class.

### **MEDIA TECHNOLOGY: Graphic Design Fundamentals (Screen Printing II)**

**Required** Screen Printing I

**Preferred class size limit is 10 students for SP 1 and 2 combined**

**Grade 11, 12**

Media Technology—Workplace Experience courses provide students with work experience in fields related to media technology. Experiences that students encounter in the workplace. Students will be leaders in the class to help direct fellow classmates in printing of shirts and other projects. Students will concentrate on a quality project so that the customer is satisfied.

### **INTRO TO COMPUTER SCIENCE**

**Grade 9, 10, 11, 12 1 semester**

Coding: Intro to Computer Science Course is a general elective geared towards 9th-12th graders offered in a half or full year format. 100% coding, allows students to work independently and teachers to either teach or coach students, Provides a solid foundation in object-oriented programming and prepares students for AP Computer Science A, Students will code in text-based Python. Requires management of the frustrations of needing to know, for example, exactly where that semi-colon goes to ensure the code works, Includes career focus, where at the end of units, students meet (via videos) individuals from different industries who work in coding ( medical, music, etc.)

### **APPLIED TECHNOLOGY**

**Grade 9, 10, 11, 12 2nd semester**

**Class Size: Limit 10 due to computer quantity** The course offers an introduction of a variety of technologies used in real-world applications. Units offered include, but are not limited to:

Robotics: Remote and autonomous controls, Arduino software

Web page design: Basic HTML coding and advanced coding, updating the district website, Adobe Dreamweaver, PhotoShop and Animate software

Video game design: Coding and Design, GameMaker software

Video production: Adobe Premiere and iMovie software.

## **ADVANCED COMPUTER SCIENCE PRINCIPLES**

**Grade 10,11,12 Required Intro to Computer Science**

The AP CS Principles course is a full year AP course geared towards 10th-12th graders. This course is the College Board's newest AP. 20% coding, 80% focused on CS applications through project-based, inquiry-based, and collaborative learning. Exposes central ideas of computer science in a more general, broader context and explores the impact computing and technology have on our society,

Requires traditional teacher-led instruction, not suitable for students to take as an independent study

Teachers provided with student-facing course built into our platform for blended learning, as well as daily lesson plans and teacher resources from our partner - the Univ of Texas-Austin's UTeach Institute's course, which has been endorsed by the College Board

### **GRAPHIC DESIGN (Yearbook I) or**

### **MEDIA TECHNOLOGY: Graphic Design (Yearbook II)**

**Grade 10,11,12** (9th grade with permission)

**Course length: 1 year**

Emphasize design elements and principles in the purposeful arrangement of images and text to communicate a message ; Focus on creating art products such as advertisements, product designs, and identity symbols. Use the computer to create contemporary designs ; Design a graphic cover ; Create master designs for each section ; Create a workable ladder; Set up type specs and graphic elements for each section ;Determine story ideas & photo ideas;Set up story and photo assignments;Organize sale and distribution of book;Sell advertising; Finalize completed computer pages; Establish and meet publication deadlines; Create layouts using YearTech online;Section and page development; Writing stories, captions and headlines; Creativity and design.

## **COMPUTER GRAPHICS (Newspaper I or MEDIA TECHNOLOGY: Graphic Design (Newspaper II)**

**Grade 10,11,12**

Students produce a weekly student newspaper and website. Skills include interviewing, writing, editing, photography, design, advertising, social media use and podcasting. Computer Graphics courses provide students with the opportunity to explore the capability of the computer to produce visual imagery and to apply graphic techniques to various fields, such as advertising, TV/video, and architecture. Students will create quality products using the items listed.

## ***EXPLORATION EDUCATION***

### **OFFICE AIDE**

**Grade 12 only Permission of the Principal & 3.0 G.P.A.**

Students wishing to enroll as a student aide must meet the following requirements:

Possess these qualities: responsible, punctual, helpful, cooperative attitude, good attendance, appropriate conduct, initiative, neatness, maintain confidentiality, and self-discipline.

## **DRIVER EDUCATION (SUMMER COURSE OFFERING ONLY)**

**High school credit earned: .50**

**GRADE 9, 10, 11,**

**REQUIRED: Student must be 14 by the start of class and be an 8th grade graduate**

**Fee: Semester fee TBD**

The purpose of Driver Education is to provide a basis of fundamental driving procedures and techniques. Upon completion, the beginning driver will be able to demonstrate competencies necessary for safely entering the driving segment of our population. Although additional supervision is necessary, the 30 hours of classroom, 6 hours behind the wheel, and additional observation time, will provide a sound foundation of driving skills. The classroom and driving time are a state requirement. Attendance is crucial.

Meet, in the classroom, the performance based requirements for each of the eight modules presented

Be instructed in the proper operation of a vehicle

Demonstrate knowledge of the rules and regulations of operating a motor vehicle in the State of Kansas

Demonstrate ability to operate a vehicle by completing successfully the performance based skill required by the State of Kansas.

## **Learning Strategies**

**Grade 9, 10, 11, 12**

**Permission of the principal/teacher**

This course is reserved for those students are having difficulty in specific subject areas. Enrollment in this class is strictly limited.

## **ACCELERATED EDUCATION**

### **ONLINE COLLEGE COURSES**

**Grade Level: 11, 12\* with permission from principal needed**

Typically, the online courses offered are for self-motivated, self-disciplined and well-organized students who...

Desire a course that cannot feasibly be offered at the school due to teacher shortages or low-enrollment numbers.

Have a scheduling conflict due to work-study, band, athletics, or other time-intensive, extra-curricular activities.

Have transferred in from another state or school system and need to "catch up."

Are home-bound or have other health issues which require flexible scheduling.

Are Seniors who are one credit or less behind in order to graduate with the rest of their class.

### **TECHNICAL COLLEGE (Washburn Tech)**

**Grade 11,12**

**Permission of the principal, including: Qualifying score on the Accuplacer test**

Seniors may attend technical school. Students will receive high school credit and are eligible for extra-curricular activities providing they meet the minimum requirements. Students interested in attending technical school need to set up a time to visit with the principal and counselor. Students can attend

technical colleges at a discounted price during their junior or senior years. See counselor or Washburn Tech.edu for list of courses available.

## **WORK STUDY / INTERNSHIP**

**Grade level: 12; S2 ONLY**

**Prior approval by the principal is required. Seniors, Second Semester only;**

This course is designed for the senior that has completed all but two of their graduation requirements and are in good standing. Students may be employed at a business with an agreement signed between employer and the principal. Employer turns in evaluation at the end of the period.

