

BELLE
HIGH
SCHOOL
CAREER
PLANNER

MARIES COUNTY R-II SCHOOL DISTRICT

BELLE HIGH SCHOOL CAREER PLANNER WELCOME TO BELLE HIGH SCHOOL

“Technological advances and global competition have transformed the nature of work. Tomorrow’s jobs will require more knowledge, better skills, and more flexible workers than ever before. Tomorrow’s workers must be prepared to change jobs and careers several times, continually updating their knowledge and skills.” (DESE: careerclusters.org)

The choices and decisions you make at Belle High School will affect your future. We encourage you to make informed decisions and be responsible for the consequences of those decisions. This career planner is designed as a tool to assist you in the planning of your educational decisions as a student at Belle High School.

You, as a student of Maries Co. R-II School District, will develop a four-year plan of courses to be taken during your high school years. Your interests, abilities, and goals will dictate your decisions. Your four-year plan will be based on a career path -- clusters of occupations/careers that are grouped because many of the people in them share similar interests, skills, and strengths. Career paths help you identify the courses you will need to take for success in college or a career. Your plan will be initiated prior to entering the ninth grade and will be studied and adjusted each spring as needed. Input will be provided by you, your parents/guardians, your teachers, your counselors, and by other resources. You will be able to access and utilize career information in the counselors’ offices and on the computer to aid you in developing your four-year plan. The State Department of Education website also provides career education information.

Parent involvement is critical to your success as a student. We encourage parents to be involved in your career planning and to support your decisions by providing support, by providing a proper study atmosphere at home, and by maintaining good communications with school officials and teachers.

We, the educators of Maries R-II School District, challenge you to set high standards for yourself, to select courses and organizations that will advance you toward your goals, to attend classes daily, and to work hard to achieve your goals.

DISTRICT MISSION STATEMENT

The mission of the Maries R-II School District is to provide all students the opportunity to reach their learning potential and prepare them for the privileges and responsibilities of life in a democratic society

Belief Statements:

- We believe that each student should be recognized as a unique individual
- We believe that every student should be provided with opportunities and encouragement to be successful to the best of his/her abilities
- We believe that it is the responsibility of the school district to provide a safe, nurturing, and positive environment
- We believe that the education of children is a collaborative community responsibility
- We believe that it is the responsibility of the school district to provide, attract, and retain quality teachers and staff
- We believe that all student should develop a respect for our democratic heritage and also develop the skills necessary to be productive members of society

A+ Goals

- All students will graduate from high school
- All students will complete a selection of high school studies that is challenging and for which there are identified learning expectations
- All students will proceed from high school graduation to a college or post secondary vocational or technical school or high-wage job with work place skill development opportunities

DISTRICT EDUCATIONAL PHILOSOPHY

A philosophy of education is the foundation on which a school district is built and upon which the product of the school program is evaluated. The philosophy herein subscribed to by the Board of Education shall be a guide in determining the policies, rules, and regulations of the school district.

Recognizing each student as a unique individual, we believe that education should provide an opportunity for the maximum development of each individual within the limitation of his or her capacities. Through education, it is possible for the individual to discover and endeavor to achieve to the limits of his/her capabilities.

We believe that in a democratic society, education must help the student realize his/her worth as an individual and should lead him/her toward becoming a productive member of society. Strong emphasis must be placed upon democratic values, which are important for an effective and satisfying personal and social life.

We believe that the role of the teacher in the educational process is to provide opportunities for the individual to achieve at the maximum level of capacity, to create a learning situation in which individual motivation for learning is the stimulus for achievement, and to promote the principles of the democratic way of life through teaching and example.

We believe that parents/guardians have definite responsibilities in education. They need to have a basic confidence in the school, and they need to impart this confidence to the students. The parent/guardians may do this by cooperating to the fullest with the schools, by encouraging, the student to give his/her best efforts to the daily school responsibilities, and by participating in school activities.

We believe that the student must have responsibilities in the educational program of the community. The most important of these is attitude. The student is obliged to come to school with an open mind, equipped with all the necessary materials, ready to fulfill their responsibilities in the learning process. The basic attitude should be that the school is an institution of opportunity staffed with trained personnel to help the student become a contributing member of society.

We believe that the foundation of the district's educational program is based on the development of competencies in the basic fundamentals of reading, oral, and written communication and mathematics *and the application of acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers.*

It is, therefore, the responsibility of the Maries County R-II District to provide and educational environment for children of the district, which will foster and accelerate their intellectual, physical, social, and career development.

MARIES CO. R-II GRADUATE GOALS

The students of Maries County R-II School District will meet or exceed the objectives and goals included in the Missouri State Academic Standards and the district Goals for Graduates. The graduate goals reflect the philosophy, vision, and mission of the district.

As lifelong learners, Belle High School graduates will:

1. Persevere in the face of obstacles seeking to gain knowledge and experience in various ways
2. Communicate orally, visually, and in writing for a variety of situations while utilizing accumulated knowledge to interpret the world around them.
3. Use intelligent practice of good judgment and creativity in making decisions concerning their lives, and solving problems effectively and responsibly
4. Impart a mutual respect for all cultures and seek to understand multiple perspectives on various issues in order to develop an understanding about themselves and accept others
5. Explain reasoning and support opinions and decisions, as well as accept moral and ethical responsibilities for their own actions
6. Develop an understanding of a democratic society, employ democratic processes in daily relationships with others while demonstrating personal initiative, and carry out the responsibilities of citizens in a democracy
7. Effectively apply current technology to locate, select, and organize information to make decisions concerning career planning and career exploration
8. Develop a positive work ethic while working and communicating effectively with others to develop learning and study skills for life
9. Become active in the community improving their world for future generations and making responsible decisions for the health, well-being, and safety of self and others
10. Foster an appreciation for and perform or produce works in fine and practical arts
11. Be adaptable and flexible in rapidly changing conditions. They will learn ways to use leisure time constructively to reduce stress in their lives.

HOW TO USE YOUR CAREER PLANNER

School-to-work Military Vocational/Technical School/Community College Four-Year College

1. Explore your options

Read about careers and training or college in the high school counseling office, the library, newspapers, classes, and on the internet.

Check with your counselor; they can provide books, pamphlets, and computer programs to help you make your decisions.

The Missouri Department of Elementary and Secondary Education (DESE) website can give you information as well (Career Education). This includes information about career clusters and access to a Career Path survey that will help you determine the career path that best suits your interests and skills. You can also access the Kuder Career Planning System home page at <http://mo.kuder.com> to explore the military, technical schools, colleges, careers, financial aid, and scholarship information.

Visit work places, observe, shadow, and volunteer. Join extra-curricular activities.

Investigate technical schools, community colleges, and four-year colleges

2. Know Yourself

Education	What courses have you taken? With how much academic challenge are you comfortable? Do you want to continue with college, vocational training, or on-the-job- training?
Interests	What are you interested in - working with people, working alone, working indoors or outdoors? Develop a list of the types of jobs and conditions you like best, but be flexible. Have you chosen one of the six career paths?
Skills and Abilities	Make a list of your skills and abilities. Include your organizing skills, your management skills, and your special talents.
Experience	What has been your involvement in clubs, social activities, travel, volunteer work, or paid employment? Include the types of responsibilities you have had in these activities.
Values	What are your beliefs and attitudes toward yourself, other people, and the world?
Strengths	What are your best personal qualities? What attributes do you want your potential employer to know about you?
Areas of Improvement	What do you want to improve about yourself?
Goals	What do you want to accomplish in four to five years? Develop a plan for immediate and long-range goals.

3. If your answers to “Know Yourself” indicate that you want to:

➤ **Enter the work force immediately after graduation**

Select courses that give you specific information and skills for employment

Examine vocational programs at school that give you great career options after graduation

➤ **Enter the military**

Graduate from high school

Select courses that prepare you for the military occupational specialty (MOS) in which you are interested

Contact local recruiters by telephone or talk with them when they visit school

➤ **Enter Technical School, Community College, Or a Four-Year College**

Observe the admission requirements and articulation requirements

Enroll and complete as many dual enrollment courses as possible during your high school career

Select the courses required by the school(s) of your choice

Maintain your record of activities, leadership roles, honors, achievements, and courses completed when applying to schools

Explore high school educational options that help you develop your lifestyle plan and follow procedures for those you choose

4. Select a career pathway and develop your four-year plan of courses to meet that choice

The A+ Schools program has initiated a program, Career Pathways, which helps give **focus and direction** to the selection of high school courses. All high school students will be asked to select a career pathway. Career pathways are clusters of occupation that require different levels of educations and training. People working in a career path share interests, abilities, and talents. Career paths help you identify a career focus without being locked into a specific occupation. By exploring different career paths, you will see how many of the things you study in school (math, science, language arts, social studies) are important in lots of careers.

You will, with the help of your parents and the high school counselor, develop a course of study centered on one of the six broad career pathways. The course of study may reflect a general area of interest, such as health service, or it may concentrate on a specific occupational goal, such as becoming a respiratory therapist or a registered nurse.

A career choice is not a permanent commitment. As you mature and have new experiences, you will learn new things about yourself and may want to change career paths. If you decide on a new career path, it should be discussed with the counselor so that your four-year plan can be updated to reflect your new career direction.

CAREER PATHWAYS

Arts and Communications

Are you a creative thinker? Are you imaginative, innovative, and original? Do you like to communicate ideas?

Business, Management, and Technology

Do you enjoy being a leader, organizing people, planning activities, and talking? Do you like to work with numbers or ideas? Do you enjoy carrying through with an idea and seeing the end product? Do you like things neat and orderly?

Health Services

Do you like to care for people or animals who are sick or help them stay well? Are you interested in diseases and in how the body works?

Human Services

Are you friendly, open, outgoing, understanding, and cooperative? Do you like to work with people to solve problems? Is it important to you to do something that makes things better for other people?

Industrial and Engineering Technology

Are you mechanically inclined and practical? Do you like reading diagrams and blueprints, and drawing building structures? Are you curious about how things work?

Natural Resources/Agriculture

Are you a nature lover? Are you practical, curious about the physical world, and interested in plants and animals? Do you like to be physically active?

ARTS AND COMMUNICATIONS CAREER PATH
Occupations by Educational Requirements

SCHOOL-TO-WORK MILITARY	TECHNICAL SCHOOL VOCATIONAL SCHOOL COMMUNITY COLLEGE	FOUR-YEAR COLLEGE OR UNIVERSITY
No post-high school education (on-the-job training)	Two years or less post-high school education	More than two years post- high school education
Audio-visual Specialist Composer/Typesetter Engraver Floral Designer/Florist Model Motion Picture Projectionist Musician Professional Athlete Sign Painter/Letterer	Artist Broadcast Technician Commercial Artist Custom Tailor Dancer Designer Director Drafter Film Editor Graphic Artist Interior Decorator Jeweler/Silversmith Merchandise Displayer Photographer Projectionist Radio/TV Announcer Writer	Actor Architect Artist Choreographer Communications Manager Composer Editor Interpreter/Translator Journalist Music Director Newscaster

ARTS AND COMMUNICATIONS CAREER PATH
SUGGESTED COURSE OF STUDY

SCHOOL-TO-WORK MILITARY	TECHNICAL SCHOOL VOCATIONAL SCHOOL COMMUNITY COLLEGE	FOUR-YEAR COLLEGE OR UNIVERSITY
Grade 9 Language Arts I American History Physical Science PE/Health Algebra A or Algebra I Consumer Math Fine Arts (Choir, Art, Band) Practical Art or Keyboarding/W.P.	Grade 9 Language Arts I American History Physical Science PE/Health Algebra A, Algebra I, Algebra II, or Geometry Fine Arts (Choir, Art, Band) Family Consumer Science Intro to Business Ag. Science I Keyboarding/W.P.	Grade 9 Language Arts I American History Physical Science PE/Health Algebra I, Algebra II or Geometry Fine Arts (Choir, Art, Band) Family Consumer Science Ag. Science I Intro. To Business Keyboarding/W.P.
Grade 10 Language Arts II Government Biology I Algebra B, Algebra II, or Geometry Personal Finance/PE	Grade 10 Language Arts II Government Biology Geometry or Algebra I, II, B PE/ Personal Finance/PE	Grade 10 Language Arts II Government Biology I Algebra II or Geometry Practical Arts Credit Spanish I Personal Finance/PE
Grade 11 Language Arts III or Short Story/Composition World History Building Trades *Related Electives – including RTI courses	Grade 11 Language Arts III or Short Story/Composition World History Building Trades *Related Electives – including RTI courses	Grade 11 Language Arts III World History Biology II, Chemistry I Algebra II, Geometry, or Trigonometry *Related Electives
Grade 12 Building Trades *Related Electives – including RTI courses	Grade 12 English Elective Building Trades *Related Electives – including RTI courses	Grade 12 Language Arts IV AP Biology or Physics Trigonometry or Calculus *Related Electives

***RELATED ELECTIVES:**

Supervised Business Experience	Family Living, Child Development	Building Trades
Ag. Science II	Choir	Nutrition/Apparel
Greenhouse I	Family/Consumer Science	Driver's Ed
Ag. Construction	Current Events/Contemporary Issues	Speech/Drama
Business Technology	Yearbook	Art 10-12
Art 10-12	Cadet Teaching	
Agri-Sales and Marketing		

BUSINESS AND MANAGEMENT CAREER PATH

Occupations by Educational Requirements

SCHOOL-TO-WORK MILITARY	TECHNICAL SCHOOL VOCATIONAL SCHOOL COMMUNITY COLLEGE	FOUR-YEAR COLLEGE OR UNIVERSITY
No post-high school education (on-the-job training)	Two ears or less post- high school education	More than two years post-high school education
Bank Teller Bill and Account Collector Bookkeeping/Accounting Cashier Clerk <ul style="list-style-type: none"> ▪ Adjustment ▪ Brokerage ▪ Bookkeeping/Accounting ▪ Credit ▪ Office/File ▪ Mail ▪ Records Customer Service Rep Data Entry Keyer Dispatcher Insurance Adjuster/Examiner Messenger Meter Reader Office Manager Postmaster Property/Real Estate Manager Receptionist Reservationist Reservation and Ticket Agent Retail Sales Person Tax Examiner/Revenue Agent Telephone Operator Truck Driver Typist or Word Processor	Administrative Manager Clerical Supervisor Computer Operator Computer Programmer Court Reporter Credit Analyst Credit Manager Data Communications Analyst Food Service Manager Legal Secretary Paralegal Assistant Safety and Corrections Manager Real Estate Appraiser Restaurant Manager Sales Manager Stenographer Telegrapher	Accountant/Analyst Budget Analyst Buyer City Manager Computer Systems Analyst Consultant Economist Education Administrator General Manager Chief Executive Health Administrator Management Analyst Marketing Manager Advertising Manager Mathematician Medical Records Administrator Natural Resources Administrator Principal Statistician Title Examiner Title Searcher Underwriter Wholesale and Retail Buyer

BUSINESS AND MANAGEMENT CAREER PATH
SUGGESTED COURSE OF STUDY

SCHOOL-TO-WORK MILITARY	TECHNICAL SCHOOL VOCATIONAL SCHOOL COMMUNITY COLLEGE	FOUR-YEAR COLLEGE OR UNIVERSITY
Grade 9 Language Arts I American History Physical Science PE/Health Algebra A or Algebra I Consumer Math Fine Arts (Choir, Art, Band) Practical Art or Keyboarding/W.P.	Grade 9 Language Arts I American History Physical Science PE/Health Algebra A, Algebra I, Algebra II, or Geometry Fine Arts (Choir, Art, Band) Intro to Business Ag. Science I Keyboarding/W.P.	Grade 9 Language Arts I American History Physical Science PE/Health Algebra 1, Algebra II or Geometry Fine Arts (Choir, Art, Band) Intro. To Business Keyboarding/W.P.
Grade 10 Language Arts II Government Biology I Algebra B, Algebra II, or Geometry Practical Art Personal Finance/PE	Grade 10 Language Arts II Government Biology Geometry or Algebra I, II, B Practical Arts Credit Personal Finance/PE	Grade 10 Language Arts II Government Biology I Algebra II or Geometry Practical Arts Credit Spanish I Personal Finance/PE
Grade 11 Language Arts III or Short Story/Composition World History Algebra II or Geometry Accounting *Related Electives	Grade 11 Language Arts III or Short Story/Composition World History Chemistry or Biology II Trigonometry, Geometry, Algebra II Accounting Business Technology Supervised Business Experience *Related Electives – including RTI courses	Grade 11 Language Arts III World History Biology II, Chemistry I Algebra II, Geometry, or Trigonometry Accounting Business Technology Supervised Business Experience *Related Electives
Grade 12 Business Technology *Related Electives – including RTI courses <hr/> *RELATED ELECTIVES Introduction to Business Keyboarding Ag Sales and Marketing	Grade 12 English Elective Building Trades *Related Electives – including RTI courses	Grade 12 Language Arts IV AP Biology, Chemistry , or Physics Trigonometry or Calculus Business Technology Supervised Business Experience *Related Electives

HEALTH SERVICE CAREER PATH

Occupations by Educational Requirements

SCHOOL-TO-WORK MILITARY	TECHNICAL SCHOOL VOCATIONAL SCHOOL COMMUNITY COLLEGE	FOUR-YEAR COLLEGE OR UNIVERSITY
No post-high school education (on-the-job training)	Two ears or less post-high school education	More than two years post- high school education
Admitting personnel Chemical Dependency Counselor Nursing Assistant Physical Therapy Aide Psychiatric Aide Technicians <ul style="list-style-type: none"> • Dental Laboratory • Electrocardiograph • Medical Records • Pharmacy Unit Clerk	Bio-Med Equipment Tech Dental Assistant Emergency Medical Tech Geriatric Aide Home Health Care Aide Licensed Practical Nurse Medical Assistant Medical Secretary Medical Transcriber Physician Assistant Respiratory Therapy Tech Surgical Technologist	Audiologist Bio-Med Engineer Chiropractor Creative Arts Therapist Dentist Executive Housekeeper Medical Records Administrator Nutritionist/Dietician Occupational Therapist Pharmacist Physical Therapist Physician Registered Nurse Respiratory Therapist Speech-Language Therapist Surgeon

HUMAN SERVICES CAREER PATH
SUGGESTED COURSE OF STUDY

SCHOOL-TO-WORK MILITARY	TECHNICAL SCHOOL VOCATIONAL SCHOOL COMMUNITY COLLEGE	FOUR-YEAR COLLEGE OR UNIVERSITY
Grade 9 Language Arts I American History Physical Science PE/Health Algebra A or I Practical Art Fine Art Keyboarding/WP	Grade 9 Language Arts I American History Physical Science PE/Health Algebra A or I Fine Art (Choir, Art, Band) Keyboarding/WP	Grade 9 Language Arts I American History Physical Science PE/Health Algebra A or I Fine Art (Choir, Art, Band) Keyboarding/WP
Grade 10 Language Arts II Government Biology I Algebra B or II or Geometry Personal Finance/PE *Related Electives	Grade 10 Language Arts II Government Biology I Algebra B or II or Geometry Personal Finance/PE *Related Electives	Grade 10 Language Arts II Government Biology I Algebra II or Geometry Spanish I Personal Finance/PE Practical Art
Grade 11 Short Story/Composition or LA III World History Algebra II or Geometry Accounting *Related Electives/Vo Tech	Grade 11 Short Story/Composition or LA III World History Algebra II or Geometry Chemistry I Accounting *Related Electives	Grade 11 LA III World History Chemistry Geometry or Trigonometry Accounting Spanish II *Related Electives
Grade 12 *Related Electives VoTech	Grade 12 English Elective *Related Electives	Grade 12 LA IV Environmental Science Calculus *Related Electives

***RELATED ELECTIVES**

Health	Family Living
Weight Training	Fitness For Life
Child Development	Psychology/Sociology

HUMAN SERVICES CAREER PATH

Occupations by Educational Requirements

SCHOOL-TO-WORK MILITARY	TECHNICAL SCHOOL VOCATIONAL SCHOOL COMMUNITY COLLEGE	FOUR-YEAR COLLEGE OR UNIVERSITY
No post-high school education (on-the-job training)	Two ears or less post-high school education	More than two years post- high school education
Baker Bus Driver Butcher Child Care Aide/Worker Chimney Sweep Cook Customer Service Clerk Dishwasher Fire Fighter Host/Hostess Janitor/Maid/Cleaner Library Assistant Masseur/Masseuse Porter/Bell Hop Private Investigator Refuse Collector Service Station Attendant Sports Officiator Teacher Aide Waiter/Waitress	Barber Chef Clergy/Minister/Priest Compliance Inspector Correctional Officer Employment Interviewer Fire Fighter Supervisor Fire Inspector Flight Attendant Funeral Director/Mortician Hairdresser/Cosmetologist Legal Technician (Paralegal) Police Detective Social Service Technician Substance Abuse Counselor Teacher Substitute	Adult Education Teacher Anthropologist/Archaeologist Archivist/Curator Coach College/University Faculty Counselor Economist Historian Judge/Lawyer Librarian Parole and Probation Officer Political Scientist Psychiatric Social Worker Psychologist Social Worker Sociologist Teacher Urban and Regional Planner Vocational Rehab Counselor

HUMAN SERVICES CAREER PATH
SUGGESTED COURSE OF STUDY

SCHOOL-TO-WORK MILITARY	TECHNICAL SCHOOL VOCATIONAL SCHOOL COMMUNITY COLLEGE	FOUR-YEAR COLLEGE OR UNIVERSITY
Grade 9 Language Arts I American History Physical Science PE/Health Algebra A or I Practical Art Fine Art (Choir, Art, Band)	Grade 9 Language Arts I American History Physical Science PE/Health Algebra A or I Practical Art Fine Art (Choir, Art, Band) Keyboarding/WP Practical Art	Grade 9 Language Arts I American History Physical Science PE/Health Algebra I Keyboarding/WP Practical Art Fine Art (Choir, Art, Band)
Grade 10 Language Arts II Government Biology I Algebra B or II or Geometry Personal Finance/PE *Related Electives	Grade 10 Language Arts II Government Biology I Algebra B or II or Geometry Personal Finance/PE *Related Electives	Grade 10 Language Arts II Government Biology II Algebra II or Geometry Practical Art Spanish I Personal Finance/PE *Related Electives
Grade 11 Language Arts III or Short Story/Composition World History *Related Electives/ VoTech	Grade 11 Language Arts III or Short Story/Composition World History Algebra II or Geometry or Trigonometry Chemistry I *Related Electives	Grade 11 Language Arts III or Short Story/Composition World History Chemistry I Geometry or Trigonometry Spanish II *Related Electives
Grade 12 Psychology/Sociology Speech/Drama *Related Electives	Grade 12 English Elective Psychology/Sociology Speech/Drama *Related Electives	Grade 12 LA IV Psychology/Sociology Environmental Science Physics Calculus Speech/Drama *Related Electives

***RELATED OBJECTIVES**

Health	Family Living	Accounting	FACS
Child Development	VoAg Classes	Intro to Business	Nutrition

INDUSTRIAL & ENGINEERING TECHNOLOGY CAREER PATH

Occupations by Educational Requirements

SCHOOL-TO-WORK MILITARY	TECHNICAL SCHOOL VOCATIONAL SCHOOL COMMUNITY COLLEGE	FOUR-YEAR COLLEGE OR UNIVERSITY
No post-high school education (on-the-job training)	Two years or less post-high school education	More than two years post-high school education
Airport Utility Worker Automobile Assembler Bicycle Repairer Blacksmith Blasters/Explosive Worker Boiler Maker/Operator Bookbinder Carpet Installer Construction Worker <ul style="list-style-type: none"> • Brick Layer/Stone Mason • Carpenter • Cement/Mason • Driller/Plasterer • Painter/Paperhanger Aircraft Pilot Ambulance Driver/Attendant Construction Inspector Drafter <ul style="list-style-type: none"> • Plumber/Pipe Fitter • Roofer General Maintenance Highway Worker Locksmith Locomotive/Rail Yard Engineer Machinist Mechanic <ul style="list-style-type: none"> • Automobile • Diesel Engineer Operators • Forklift • Small/Large Equipment Printer Sewing Machine Operator Sheet Metal Worker Taxi Driver/Chauffeur Trucker TC Cable Installer Upholsterer Welder	Air Traffic Controller Aircraft Mechanic Electrician Heating/Air Conditioner Repair Photographic Processor Power Plant Operator Production Supervisor Surveyor Technician <ul style="list-style-type: none"> • Chemical • Civil Engineering • Computer Maintenance\Las er Robotics • Telephone Transportation Supervisor Water/Sewage Treatment Operator	Architect Engineer <ul style="list-style-type: none"> • Aerospace • Biochemical • Chemical • Civil • Electrical • Industrial • Mechanical • Mining • Nuclear • Petroleum Geographer Solar Engineer Systems Design

INDUSTRIAL & ENGINEERING TECHNOLOGY CAREER PATH
SUGGESTED COURSE OF STUDY

SCHOOL-TO-WORK MILITARY	TECHNICAL SCHOOL VOCATIONAL SCHOOL COMMUNITY COLLEGE	FOUR-YEAR COLLEGE OR UNIVERSITY
Grade 9 Language Arts I American History Physical Science PE/Health Algebra A or I Practical Art Fine Art (Choir, Art, Band) Keyboarding/WP Practical Art	Grade 9 Language Arts I American History Physical Science PE/Health Algebra A or I Practical Art Fine Art (Choir, Art, Band) Keyboarding/WP	Grade 9 Language Arts I American History Physical Science PE/Health Algebra I Practical Art Fine Art (Choir, Art, Band)
Grade 10 Language Arts II Government Biology I Algebra B or II Personal Finance/PE Fine Art Practical Art *Related Electives	Grade 10 Language Arts II Government Biology I Algebra B or II or Geometry Personal Finance/PE Fine Art Practical Art *Related Electives	Grade 10 Language Arts II Government Biology II Algebra II or Geometry Practical Art Spanish I Personal Finance/PE *Related Electives
Grade 11 Language Arts III or Short Story/Composition World History Accounting Algebra II or Consumer Math *Related Electives	Grade 11 Language Arts III or Short Story/Composition World History Algebra II or Geometry or Trigonometry Chemistry I or Environmental Science *Related Electives	Grade 11 Language Arts III or Short Story/Composition World History Chemistry I or Physics Geometry or Trigonometry Spanish II *Related Electives
Grade 12 English Elective Psychology/Sociology Speech/Drama *Related Electives	Grade 12 English Elective Psychology/Sociology Speech/Drama Chemistry or Environmental Science *Related Electives	Grade 12 LA IV Psychology/Sociology Environmental Science Physics Calculus Speech/Drama *Related Electives

***RELATED ELCTIVE** Business Tech Accounting Keyboarding SBE

NATURAL RESOURCES CAREER PATH

Occupations by Educational Requirements

SCHOOL-TO-WORK MILITARY	TECHNICAL SCHOOL VOCATIONAL SCHOOL COMMUNITY COLLEGE	FOUR-YEAR COLLEGE OR UNIVERSITY
No post-high school education (on-the-job training)	Two ears or less post-high school education	More than two years post- high school education
Agricultural Grader/Scorer Animal Caretaker Farm Machinery Operator Farm Manager Farmer Fish Hatchery Worker Forestry Worker Gardener/Groundskeeper General Farm Worker Agricultural Product Inspector Landscape Gardner Livestock Worker Logger Nursery Worker/Manager Pest Control Worker Weather Observer	Agricultural Supervisor Grain Elevator Supervisor Sports Turf Management Surveyor Technologist <ul style="list-style-type: none"> • Biochemistry • Microbiology 	Ag and Food Scientist Agricultural Engineer Agronomist Animal Scientist Astronomer Biochemist Biological Scientist Botanist Chemist Environmental Analyst Fish & Game Warden Forester Conservation Scientist Geneticist Geographer Geophysicist Horticulturist Landscape Artist Marine Biologist Meteorologist Oceanographer Range Manager Soil Conservationist Toxicologist Zoologist

NATURAL RESOURCES CAREER PATH
SUGGESTED COURSE OF STUDY

SCHOOL-TO-WORK MILITARY	TECHNICAL SCHOOL VOCATIONAL SCHOOL COMMUNITY COLLEGE	FOUR-YEAR COLLEGE OR UNIVERSITY
Grade 9 Language Arts I American History Physical Science PE/Health Algebra A or I Practical Art Fine Art (Choir, Art, Band) Practical Art	Grade 9 Language Arts I American History Physical Science PE/Health Algebra A or I Practical Art Fine Art (Choir, Art, Band) Keyboarding/WP	Grade 9 Language Arts I American History Physical Science PE/Health Algebra I Practical Art Fine Art (Choir, Art, Band)
Grade 10 Language Arts II Government Biology I Algebra B or II Personal Finance/PE Fine Art Practical Art *Related Electives	Grade 10 Language Arts II Government Biology I Algebra B or II or Geometry Personal Finance/PE Fine Art or Practical Art *Related Electives	Grade 10 Language Arts II Government Biology II Algebra II or Geometry Practical Art or Fine Art Spanish I Personal Finance/PE *Related Electives
Grade 11 Language Arts III or Short Story/Composition World History Accounting Algebra II or Consumer Math *Related Electives/ VoTech	Grade 11 Language Arts III or Short Story/Composition World History Algebra II or Geometry or Trigonometry Chemistry I or Environmental Science *Related Electives	Grade 11 Language Arts III or Short Story/Composition World History Chemistry I or Physics Geometry or Trigonometry Spanish II *Related Electives
Grade 12 English Elective Psychology/Sociology Speech/Drama *Related Electives	Grade 12 English Elective Speech/Drama Chemistry or Environmental Science Trigonometry *Related Electives	Grade 12 LA IV Environmental Science Physics Calculus *Related Electives

***RELATED ELECTIVES**

AG Sci Ag Classes Chemistry
 Bus. Tech. FACS Classes

**BELLE HIGH SCHOOL
FOUR-YEAR PLAN REQUIREMENTS
FOR**

	Belle High School	University of Missouri	Missouri Public 4-Year Colleges	Missouri College Prep. Cert.
English Language Arts	4 units LA I LA II LA II/Short Story and Composition LA IV/Speech and Drama	4 units (1 may be speech/debate, 2 emphasizing composition)	4 units (1 may be speech/debate, 2 emphasizing composition)	4 units LA I LA II LA II LA IV
Social Studies	3 units American History Government World History	3 units (World History, American History, American Government)	3 units	3 units
Math	3 units	4 units (Algebra I and higher)	units (Algebra I and higher)	3 units (*Algebra I and higher)
Science	3 units Physical Science Biology I Chemistry I or Physics or Environmental Science	3 units (2 or 3 from Biology, Physics, Chemistry, and Earth Science, 1 must be a lab)	2 units (No general Science, 1 must be a lab)	2 units (Biology or Above)
Fine Arts	1 unit	1 unit	1 unit	1 unit
Practical Arts	1 unit	0 units	0 units	1 unit
PE	1 unit	0 units	0 units	1 unit
Electives	8 units			Core Elective – 3 units *1 unit foreign language 7 units general electives
Additional	½ unit	2 units (Foreign Language is required)	3 units (Selected from foreign language and above courses; 2 foreign languages recommended)	GPA – 3.0 ACT Score – 21 minimum
Personal Finance	½ unit			½ unit
Health	½ unit			½ unit
TOTAL	25 units			25 units

*Required class for the particular course

COLLEGE PREPARATORY STUDIES CERTIFICATE is a voluntary incentive award designed to encourage students to pursue a rigorous course of studies in high school. To qualify for the certificate, graduates will have to earn 25 units or credit overall with 4 units in English, 3 units in Math and Social Studies, and 2 units in Science. An overall grade point average of 3.0 and at least a 21 on the ACT is required, This certificate will be issued to graduating seniors who qualify.

DUAL CREDIT ENROLLMENT courses and **ADVANCED PLACEMENT** courses will be offered to juniors and seniors. Dual credit means you will receive high school credit and the option of paying for and receiving college credit. To be eligible to participate, a student must

- Have at least a 3.0 GPA
- Have permission from the high school counselor
- Have parent permission
- Have permission from the teacher
- Meet prerequisites

The following Dual Credit courses are now offered: United States History (Menendez – ECC) and Business Technology (Speichinger – ECC). The following Advanced Placement courses are now offered: Animal Science Biology (Koelling - MSU) and Advanced Biology (Plume – College Board).

Articulation Agreements are agreements between the high school and a college or technical/vocational school. Students may take high school classes and receive college credit at institutions where Belle High School has articulation agreements in place. Belle High School has articulation agreements with:

- East Central College in Union , Missouri
- Missouri State University, Springfield, Missouri.

For more specific information contact the high school counselor, Mr. Chris Feeler.

COURSE DESCRIPTIONS

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Social Studies	27
Communication Arts	28
Foreign Language - Spanish	29
Fine Arts	30
Physical Education	31
Practical Arts	32

Belle High School Graduation Requirements

Each student must have a total of twenty-five (25) credits in grades nine through twelve to graduate. These credits must be as specified below:

Mathematics	3 units	
Science	3 units	
Social Studies	3 units	*American History *Government *World History
Communication Arts	4 units	*LA I and LA II
Fine Arts	1 unit	
Practical Arts	1 unit	
Personal Finance	½ unit	
Health	½ unit	
Physical Education	1 unit	
Electives	<u>8 units</u>	
TOTAL	25 UNITS	

Rolla Technical students receive a unit exemption (up to two credits) for each year of attendance to compensate for drive time.

College Preparatory Studies Certificate

To qualify for a college preparatory certificate, students must maintain a minimum GPA of 3.0 on a 4.0 scale, have a minimum ACT score of 21, and complete courses as detailed below:

Mathematics	3 units	*Algebra or above
Science	3 units	
Social Studies	3 units	
Language Arts	4 units	*LA I, II, III, and IV
Fine Arts	1 unit	
Practical Arts	1 unit	
Personal Finance	½ unit	
Health	½ unit	
Physical Education	1 unit	
Core Electives	3 units	*1 foreign language (2 strongly recommended)
General Electives	<u>5 units</u>	
TOTAL	25 UNITS	

The college preparatory certificate, or its equivalent, is being required by the Missouri University System and most major colleges and is strongly recommended for any student applying for the ACT or SAT and considering college entrance.

Mathematics

Algebra I

This course is an introductory to higher math skills, including being able to find abstract answers and logically follow a problem to its end. These skills will enable students to branch out to other mathematics fields and courses of study.

Algebra A

This class is the first semester of Algebra I. Other general consumer math skills will also be part of the class, including fractions and measurement.

Algebra B

This class is the second semester of Algebra I. It is designed to continue Algebra A and to address issues that will secure success in Algebra II or Geometry. Other general consumer math skills will continue to be a part of the class, including fractions and measurement. (Prerequisites: Algebra A or first semester Algebra I)

Consumer Math

Consumer math teaches skills needed for daily life, including fractions, measurements, graphs, income tax, and calculations of area and volume. Prerequisites: Algebra A or Algebra I

Geometry

The goal of Geometry is to develop proficiency with geometric skills and to apply them to real life situations. Concepts studied include points, lines, planes, measures, angles, triangles, polygons, similarity, constructions, area, and volume. Prerequisites: C or above in Algebra I or Algebra B

Algebra II

Algebra II is a continuation of Algebra I. Concepts covered: review of basic algebraic skills, inequalities, linear equations, products and factors of polynomials, rational and irrational numbers, and an introduction to trigonometry. Prerequisites: C or above in Algebra B or Algebra I

Trigonometry

Trigonometry is a college level class that covers angles, radian and degree measure, graphing of trigonometric functions, identities, inverse functions, vectors, complex numbers, and logarithms. Prerequisites: C or above in Geometry or Algebra II

Calculus

Calculus is an introductory course covering conic sections, derivations, limits, and integration. Prerequisites: C or above in Trigonometry

SCIENCE

Physical Science

Physical science covers various aspects of matter, energy, forces, motion, electricity, electromagnetism, and the nature of chemistry. The impact of science and technology in our daily lives is emphasized throughout the course.

Laboratory work and hands-on activities are included.

Biology I

Biology I provides an introduction to living organisms and their parts. Topics include biochemistry, cells, DNA, structure and replication, meiosis/mitosis, and the diversities of life. Laboratory activities include microscope labs, and dissection. Prerequisite: Physical Science

Biology II

Biology II is an advanced course covering human anatomy and physiology, ecology, genetics, biotechnology, and botany. Prerequisite: Biology I

Chemistry I

Chemistry I is an introduction to chemical principles. Topics of study include physical and chemical characteristics of matter. Laboratory activities are designed to prepare students for college science. Good algebraic skills are necessary. Prerequisites: Algebra I and Biology I

Physics

Physics is an introductory course to the basic concepts including mechanics, dynamics, wave motion, pressure, electricity, and relativity. Prerequisite: C or above in Algebra II

Environmental Science

Environmental Science is designed for juniors and is appropriate for students who do not intend to enter a science related career field after high school. This course introduces environmental science as a multidisciplinary field that draws from all the sciences, as well as other fields, to better understand the relationship between humans and the world in which they live. Major themes include, but are not limited to: conservation and protection of natural resources, environmental education and communication, and environmental research. Prerequisite: Biology I.

Advanced Placement Biology (AP Bio) (Seniors only)

AP Biology is designed to be the equivalent of a two-semester college introductory biology course usually taken by biology majors during their first year. Students must make a 3 or better on the Advanced Placement Test to receive credit. This course provides the conceptual frameworks, factual knowledge, and analytical skills that are necessary to deal critically with the rapidly changing science of biology. Major themes include, but are not limited to: science as a process, energy transfer, continuity and change, and interdependence in nature.

Prerequisite: Biology I and Chemistry I or consent of instructor.

SOCIAL STUDIES

American History

American History covers the period from 1877 to the present. It examines the various events, trends, and people that shaped the United States and the world today. This course also examines the different sources and methods used to study and interpret history.

Government

Government is a study of the United States Constitution and the Missouri Constitution. It examines democracy and how the U.S. system is similar to, and differs from, other forms of government.

World History

World History is a study of early man and early civilizations to the modern world of today. Various cultures of the world are examined by tracing their development from the beginning of time.

Dual Credit United States (American) History

This course offers three college credit hours each semester through East Central College. The first semester covers US History through 1877, while the second semester covers 1877 to the present. (Students are not required to take the course for college Credit.) *(To take this course for college credit, students must have a 3.0 GPA average and have received at least a C in Composition I through ECC)*

Psychology/Sociology

Psychology, the study of how the human mind works, is covered first semester. Examination of various theories of human development and behavior from infancy to adulthood comprises a major portion of this course. The second semester is sociology, the effects of society on our lives. This includes societal influences and various treatments of minority groups as well as differentiation between males and females.

Current Events (Contemporary Issues)

Current Events is a study of topics that are in the forefront of today's news. By using newspapers and television, students follow stories as they develop, recognizing both the meaning and media techniques involved.

Twentieth Century Footnotes

Twentieth Century Footnotes will explore in depth the historical events of the twentieth century. Students will research, examine, and evaluate a variety of topics from 1900 to 1999 – pop culture and its relationship to United States history, the relationship between people and events and events and people, and cultural changes over time.

COMMUNICATION ARTS

Language Arts I

Language Arts I provides an introduction to a variety of authors and literary genre including poetry, short stories, novels, plays, films, and essays. Writing skills are developed through essays and minor research projects. Peer and teacher editing of student writing is utilized. Grammar, mechanics, usage, and vocabulary development through various activities is stressed.

Language Arts II

Language Arts II provides students with an in-depth look at several literary genres including short stories, poetry, plays, and novels. Writing skills are developed through the use of a variety of formats including sentences, paragraphs, and compositions. The five stages of the writing process followed by presentations and peer critiques as well as critical thinking and organizational skills comprise major components of this course. Prerequisite: Language I

Language III

Language Arts III places an emphasis on the reading and analysis of literature through the writing process. Students are expected to read 6-8 novels and plays in addition to assignments in the literature textbooks. Prerequisite: Language Arts II

Language Art IV

Language Arts IV is designed as a college preparatory class. This course places an emphasis on the reading and analysis of literature through the writing process. Students will be expected to read 6-8 novels and plays in addition to textbook assignments. Prerequisite: Language Arts III

Short Stories and Composition

Short Stories/Composition has students read a variety of stories from around the world and to study the techniques of fiction. Creative writing and improvement of writing are parts of the curriculum. Prerequisite: Language Arts II

Speech/Drama

Speech/Drama is open to all students 9-12. This course develops communication skills through speech and drama games, lectures, discussions, videos, reading, listening, speaking and writing activities. Participation in the drama productions and speech tournaments are required by all class members.

FOREIGN LANGUAGE

Spanish I

Spanish I is the study of the basic structures of Spanish within a vocabulary of about 500 words. There is an emphasis on seeing, listening, repeating, and speaking the language. Cultural aspects of Spanish-speaking countries will be included.

Spanish II

Spanish II is a continuation of Spanish I emphasizing understanding, speaking, and reading. Historical, cultural, and geographical aspects of Spanish-speaking countries will also be studied, Prerequisite: Spanish I

Spanish III

Spanish III is an independent study of the Spanish language. Students are expected to review vocabulary and verb tenses and create written documents

FINE ARTS

Band

In this instrumental music course, students demonstrate skills and knowledge for their chosen instrument as well as other aspects of music. Student participation in performances and contests is required. Skills demonstration, participation during class, and independent home practice are key elements of evaluation. This class is open to all students with two years experience in band or by special arrangement.

Choir

Choir students participate in performances –district competitions, seasonal concerts and theatre/musical productions. The general objectives are the development of a confident singing voice and learning to read music. Grades are based on daily participation and attitudes as well as performance.

Guitar

Students in Guitar will learn to play the guitar and read guitar music. Students will participate in a musical event.

Music Appreciation

Music appreciation is an overview of a variety of types of music from the Broadway musical to the classical composers, jazz, and opera. This course is open to 9-12.

Introduction to Art

Introduction to Art is a beginning survey course in the production, history, criticism, and judgment of art. Students will learn the fundamental skills of drawing, painting, design, and beginning ceramics. The course is graded on effort and improvement.

Intermediate Art 10-12

Intermediate Art is a continuation of Introduction to Art with an emphasis on developing more skills and techniques. In addition to required projects, students select areas of interest and develop individual projects. Study in ceramics and print making are also available. Prerequisite: Introduction to Art

Physical Education

Physical Education 9

PE 9 is a basic co-ed course in the fundamentals of physical activity. It presents an introduction of various sports and games that stress physical fitness, ability, speed, sportsmanship, and team work. The student participates in a number of varied activities designed to promote physical well being and promote carry over in later years. This course is for freshmen students only.

Physical Education 10-12

PE 10-12 is a basic co-ed course in the fundamentals of physical activity. It presents an introduction of various sports and games that stress physical fitness, ability, speed, sportsmanship, and team work. The students participate in a number of varied activities designed to promote physical well being and promote carry over in later year.

Weight Training

Weight Training is a basic strength and conditioning program rotating aerobic exercises with weight training, running, and jumping. This rigorous program is designed to be challenging for students seeking physical growth and strength.

Fitness for Life

Fitness for Life students are expected to participate in a wide variety of fitness activities—badminton, rope jumping, circuit and interval training, archery, bowling, golf, soccer, table tennis, jogging/walking/hiking, washers, horseshoes, aerobic exercise, basketball, softball, wiffle ball, kickball, volleyball, Frisbees, flag football, etc. Fundamental techniques and rules inherent with each activity will be learned. Skills and written tests may be given as necessary.

Practical Arts

Building Trades

In Building Trades the students and instructor build a residential home each school year. After successfully completing classroom activities in safety and operation of hand tools, students receive on-site instructions in concrete work, heating and cooling, plumbing, electrical wiring, and carpentry. Junior and senior students must apply for admission to this course which is taught in three hour intervals in mornings and afternoons.

Family and Consumer Science Classes

Family and Consumer Science I (FACS I)

FACS I is an introductory course for freshmen or sophomores with at least one unit in Family Relations, Foods, Apparel, Housing, Child Development or Health,.

Family Living,/Parenting and Child Development

This semester length courses are available with teacher approval to juniors and seniors only. These courses offer an in-depth study of relationships, pregnancy, growth, and development of children.

Nutrition and Wellness

Nutrition and Wellness deals with each section of the Food Pyramid. It is comprised of equal parts of class work and lab/kitchen work. Units include nutrition, food study, meals, and consumer buying skills. Prerequisite: FACS I or teacher approval

Apparel and Clothing

Apparel and Clothing is a one semester course dealing with clothing construction. The students construct three garments and study related clothing issues. Students must furnish own sewing supplies. Prerequisite: FACS I or teacher approval

Housing

Housing is a semester length course open to 10-12. The students design and decorate a house and study all aspects of the home as they assemble a semester notebook.

Health

Health is a semester long course open to 10-12. Students study various health issues—basic nursing, first-aid skills, personal health maintenance. Students may also receive babysitting and CPR certification as part of this course.

Business Classes

Accounting I

Accounting I is designed to build a basic understanding of manual and automated accounting principles, concepts, and procedures. Activities include using the accounting equation, the account cycle, entering transactions to journals, posting to ledgers, preparing end-of-period statements and reports, payroll systems, banking activities, taxes, and other related topics.

Accounting II

Accounting II is designed to help students acquire a more thorough, in-depth knowledge of accounting procedures and techniques utilized in solving business problems and making financial decisions. Students develop skills in analyzing and interpreting information common to partnerships and corporate forms of organization, preparing formal statements and supporting schedules, and using integrated and budgetary control systems. Computer applications should be integrated in each appropriate instructional unit. Prerequisite: Accounting I

Business Technology (Dual Credit)

Bus Tech is designed to help students develop the qualities, knowledge, and skills necessary for working in a business. Students enhance computer application skills as they develop competencies needed by administrative support professionals. The content includes the use of technology to develop communication skills, the performance of office procedure tasks, the production of quality work using advance features of business software applications, and the production of high quality employment portfolios and job-seeking documents. Prerequisite: Keyboarding/Word Processing (ECC)

Supervised Business Experience

SBE students are given the opportunity to work in a related occupation while still enrolled in school. The teacher-coordinator works with the business and industry to place students in an occupation that will further the competencies acquired by the student through class work. This course requires that students enroll in Business Technology with this course.

Keyboarding

Keyboarding is a semester class for 9-12. Students learn correct procedures and improve these skills through practice. They learn the proper format for typical personal and business letters with envelopes learn how to set up tabulated problems, how to type term papers with footnotes, bibliographies, and title pages.

Word Processing

WP is a semester course offered to any student having completed Keyboarding. Students improve their typing skills and learn the fundamentals of word processing using WordPerfect 7. Students learn to create a document and then edit it by deleting, adding, moving, copying, searching and replacing, spell checking, merging, saving, retrieving, and illustrating with graphics and print.

Yearbook

Sophomore through senior students must complete an application to participate in the Yearbook Class. Acceptance is based on attendance and willingness to work as part of a team. Students will learn salesmanship, layout, design, copyrighting, editing, basic photography, printing, collaboration and cooperation. The goal of this course is to complete the high school yearbook and to adhere to deadlines.

*Vocational Agriculture Classes***Agricultural Science I**

Ag Sci I is designed for instruction in animal science, agricultural mechanics, careers, leadership, and supervised agricultural experience. Units may include agribusiness, fish and wildlife management, and food science.

Agricultural Science II

Ag Sci II is designed for instruction in plant and crop science, soils, entomology, horticulture, and/or forestry, and additional instruction in agricultural mechanics, careers, leadership, and supervised agricultural experience.

Agricultural Construction

Ag Construction utilizes welding with arc and metal inert gas welders as well as the operation of oxy-acetylene torches in the development and construction of major metal and wood shop projects. Good shop and safety skills are a primary focus of the course.

Ag Power I/II

Ag Power I/II develop skills in the maintenance, repair, adjustment, and overhaul of small engines.

Greenhouse Operation and Management I/II

Greenhouse I/II develops a basic understanding of greenhouse techniques. The production of greenhouse crops will be used to demonstrate procedures such as plants started from cuttings, seeds, grafts, and layering. Students manage their own crop as a greenhouse project. Hands-on instruction in plant identification, propagation, and care in a greenhouse setting are part of this course. Students learn to recognize plant diseases, administer treatments, control pests, and recognize nutrient deficiencies in greenhouse plants. Juniors and Seniors are recommended.

Advance Animal Science Production

Advanced study in animal production, management, marketing, nutrition, breeding, production records, selection, animal health, waste management, and biotechnology may be included in this course. This course will focus primarily on the production of livestock. (CD 01 6711, CIP o1.0302, VIMS 01.0302)

Advanced Animal Science Biology (AP)

Advanced study in animal production, management, marketing, nutrition, production records, selection, animal health, waste management, and biotechnology may be included in this course. This course will focus primarily on the biological arena of animal production, including small animals. (CD 01 6711, CIP o1.0302, VIMS 01.-3-2)

Landscaping

Landscaping includes the basic techniques of landscape design, landscape construction, installation and maintenance. Students will design and install several locations as class and/or individuals. Some computer knowledge is recommended.

COURSE OFFERINGS AVAILABLE THROUGH TECHNICAL INSTITUTE/CENTER (RTI/RTC) IN ROLLA

Air Conditioning/Heating

This 2-year course provides the basic skill to secure entry-level employment with employers in the field of heating and air conditioning. Occupational opportunities vary from local heating and air conditioning opportunities to major manufacturers.

Automotive Technology

This 2-year course provides entry-level skills in the automotive repair industry. Instruction covers all aspects of automotive work and shop management. The lab uses the latest in computerized diagnostic repair equipment. ASE Master Certified Program.

Computer Maintenance/Networking Technology

This program prepares students for careers in the planning, installation, maintenance, troubleshooting, and repair of information systems. Class selection is tailored to individual needs and each student chooses a particular area of specialization. Emphasis is placed on preparing students to enter the workplace in their particular fields of specialization. Prerequisite: Successful completion of Business and Office Technology or Electronic Industrial Technology

Masonry/Bricklaying

This 2-year course teaches entry level masonry skills in brick and block work. Masonry/Bricklaying varies in complexity from laying a walkway to installing the exterior of a high-rise building. Masons build walls, floors, partitions, fireplaces, chimneys, and other structures with brick, pre-cast masonry panels, concrete blocks, and other masonry materials.

Drafting/Design

This is a 2-year course with an introduction, which includes drafting tools and drawing methods such as construction, mechanical, and architectural drafting. A state-of-the-art computer lab is used for advanced computer aided drafting (CAD) where students develop drafting techniques and designing skills required for further engineering or architectural college studies, or employment in the engineering or architectural fields.

Electronic/Industrial Technology

This program covers the study of DC and AC circuits. Studies include energy insulators, conductors, semiconductors, and resistive components. Students gain hands-on experience in the use of electrical measurement equipment for basic circuit analysis.

Fire and Rescue

This program prepares students for a career in fire fighting with hands-on exercises and case studies. Coursework includes basic fire fighting tactics, fire department operations, fire investigation, and hazardous materials response. Upon completion students will be eligible to take the Fire Fighter 1 and 2 State Certification Exam.

Graphic Design Technology

This 2-year program prepares students to work in the graphics arts industry as designers and layout artists creating printed and electronic materials. Students will create print advertising, brochures, and logo designs as well as posters, product packaging, and multimedia projects. Design students should possess language skills as well as drawing and conceptual abilities.

Machine Technology

This 2-year course uses hands-on methods to teach the use of metal working equipment such as lathes, vertical and horizontal mills, grinders, and saws. Students will be well prepared for entry into the machinist, tool and die, and mold making trades. Students with an interest in mechanical engineering would benefit from this course.

Industrial Maintenance

This 2-year course provides the opportunity to develop skills for employment in the manufacturing industry. Students are introduced to the fundamentals of industrial maintenance and progress into assembly line development and setup with emphasis on trouble shooting. Students will develop the skills to secure an entry-level maintenance technical or machine set-up position in the manufacturing industry.

Computerized Medical Technology

This program is designed to prepare students for entry-level employment as a medical office employee. Training areas will include: interpersonal communication skills, medical terminology, practical applications, medical reports, medical transcription, paperless insurance processing, fees, and credit arrangements, CPR certification, simulated medical office, career opportunities and job placement, job-shadowing, and medical office internship.

Health Services Assistant

This course provides entry-level skills to be a health care assistant in a variety of health occupations. Knowledge is obtained through lectures, demonstrations, laboratory practice, and field trips. Students will begin a clinical rotation three days a week to obtain certification as a nursing assistant.