

# LIFE AND WORKPLACE READINESS

Course Guidebook 2023-2024



Course Guidebook online at [rcas.org](https://rcas.org)



## MISSION

Challenge, engage, and empower students to thrive in their future in a diverse world.



## VISION

Building tomorrow's community through inspiration, innovation, and excellence.

## PURPOSE

This Course Guidebook will assist high school students, families, teachers, and school counselors to select courses and career and life readiness opportunities in a sequence that best meets the needs of the student.

A pathway that correlates with students' interests and provides the highest quality educational program through which they become responsible, productive citizens and life-long learners, equips students to make insightful choices today and tomorrow.



### Central High School

433 Mt. Rushmore Road North  
605-394-4063



### Stevens High School

4215 Raider Road  
605-394-4025

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# GRADUATION REQUIREMENTS

**Students in the Life & Workplace Readiness pathway will receive an alternate diploma and will be eligible to receive services until the age of 21.**

## Regular Signed Diploma:

A Regular Signed Diploma is the standard high school diploma awarded to the preponderance of students in the State that is fully aligned with State standards, or a higher diploma, except that a regular high school diploma shall not be aligned to the alternate academic achievement standards. A regular high school diploma does not include a recognized equivalent of a diploma, such as a general equivalency diploma, certificate of completion, certificate of attendance, or similar lesser credential.

## Alternate Diploma:

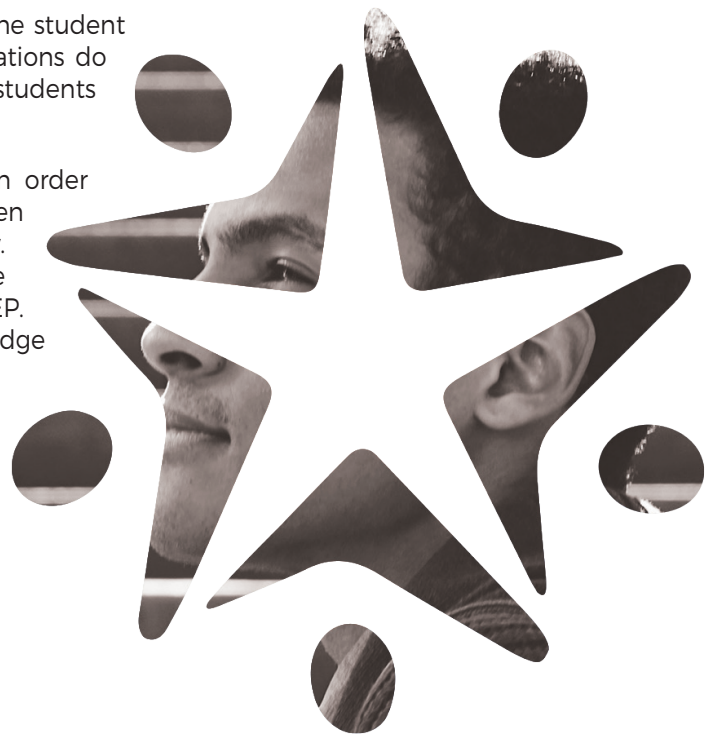
An Alternate Diploma is awarded to students in which changes are made to curriculum expectations in order to meet the needs of the student. Modifications are made when the expectations are beyond the student's level of ability. Modifications may be minimal or very complex depending on the student performance. Modifications change the scope and demonstration of knowledge and skills students are expected to demonstrate.

Regular Diploma vs. Alternate Diploma	
Regular Diploma	Alternate Diploma
<ul style="list-style-type: none"><li>• Student meets the Essential Standards and Content requirements</li><li>• Provided accommodations using general education curriculum</li></ul>	<ul style="list-style-type: none"><li>• Student does not meet same requirements as peers (Essential Standards)</li><li>• IEP team made course modifications to state graduation requirements (documented in IEP)</li><li>• Courses were aligned to Core Content Connectors</li><li>• Modified curriculum/content standards</li></ul>

**Accommodations:** The teaching supports and services that the student may require to successfully demonstrate learning. Accommodations do not change curriculum expectations, or the knowledge and skills students are expected to demonstrate.

**Modifications:** Changes made to curriculum expectations in order to meet the needs of the student. Modifications are made when the expectations are beyond the student's level of ability. Modifications may be minimal or very complex depending on the student performance and must be clearly acknowledged in the IEP. Modifications change the scope and demonstration of knowledge and skills students are expected to demonstrate.

**Age Out:** A student who is enrolled in school and becomes 21 years of age during the fiscal year (July 1 to June 30).



# TRANSITION PLANNING

Rapid City Area Schools provide transition services for special education students starting at the age of fourteen. The goal of transition services is to help students with disabilities achieve the maximum independence possible.

Transition Planning is required by law to begin no later than the first Individual Education Program (IEP) to be in effect when the student is sixteen. Transition services are intended to prepare students to make the transition from school to the adult world. The plan becomes part of the student's IEP and the IEP team lists services that are needed.

## RCAS TRANSITION PROGRAMS

### Services until the age of 21:

Students who have earned the high school credits to receive a diploma but have not received their regular signed diploma may be eligible for transition services: postsecondary education, vocational education, integrated employment, continuing and adult education, adult services, independent living, or community participation.

The IEP team makes this determination. The student can receive a regular signed diploma once transition services have been completed or age out, whichever comes first.

### Educational Placements for young adult services:

Young adult services are provided either at the student's high school or at Workforce Development. The IEP team makes this determination depending on the needs of the student. Both services promote vocational training, community participation, volunteering, independent living, and adult education.

### Workforce Development:

The Workforce Development Program is a Rapid City Area Schools Voluntary program for young adults 18-21. It is designed to assist in making connections with adult service providers and providing special education transition services that enable students to lead productive and independent lives. Students interested in this program typically are:

- RCAS students with a disability age 18-21
- Students that have completed their academic requirements for graduation at their home high school and continue to have unmet IEP transition goals
- Students that qualify for Vocational Rehabilitation
- Students that:
  - Have the ability to develop independent work with employment, and academics
  - Have Independent self-care
  - Are capable of being left alone for an amount of time without supervision
  - Have no safety concerns in the community setting
  - Can communicate basic needs
  - Have some work/volunteer experience
  - Have good attendance

## COMMON COMMUNITY & STATE AGENCIES IN SOUTH DAKOTA

 **DEPARTMENT OF HUMAN SERVICES** **Division of Rehabilitation Services (DRS)** [dhs.sd.gov/rehabservices/vr.aspx](https://dhs.sd.gov/rehabservices/vr.aspx)

DRS has traditionally been a primary player in transition meetings. DRS is an eligibility-based program that assists people with disabilities to obtain employment. DRS provides individualized vocational services to assist people to get and keep jobs compatible with their disability along with maintaining economic self-sufficiency, personal independence, and full inclusion into society.

**Vocational Rehabilitation (VR)** [dhs.sd.gov/rehabservices/vr.aspx](https://dhs.sd.gov/rehabservices/vr.aspx)

The vocational rehabilitation (VR) program within the Division of Rehabilitation Services (DRS) works with individuals with disabilities, employers, vendors, and community partners across South Dakota to assist job seekers with disabilities obtain meaningful employment. Programs and services offered through VR:

- Project Search: [youtube.com/watch?v=\\_2epe3wxQbM&t=2s](https://youtube.com/watch?v=_2epe3wxQbM&t=2s)
- Project Skills: [dhs.sd.gov/rehabservices/projectskills.aspx](https://dhs.sd.gov/rehabservices/projectskills.aspx)
- Assistive Technology: [dhs.sd.gov/rehabservices/AT.aspx](https://dhs.sd.gov/rehabservices/AT.aspx)
- Supported Employment Services: [dhs.sd.gov/rehabservices/employmentservices.aspx](https://dhs.sd.gov/rehabservices/employmentservices.aspx)
- Customized Employment: [dhs.sd.gov/rehabservices/customizedemployment.aspx](https://dhs.sd.gov/rehabservices/customizedemployment.aspx)

## **Service to the Blind & Visually Impaired (SBVI)** [dhs.sd.gov/rehabservices/deafservices.aspx](https://dhs.sd.gov/rehabservices/deafservices.aspx)

SBVI is a sister agency to DRS, and provides similar services, including Project Skills; however, SBVI works with individuals who are blind or have visual impairments. SBVI can provide guidance and counseling, funding for training, assistive technology services, and numerous other services that specialize in vision services.

## **Division of Developmental Disabilities (DDD)** [dhs.sd.gov/developmentaldisabilities/default.aspx](https://dhs.sd.gov/developmentaldisabilities/default.aspx)

The mission of DDD is to support people with developmental disabilities and their families. The DDD is responsible for the oversight of the Community Support Providers. DDD also administers the Family Support 360 program, and the Respite Care Program. Resource Coordinators are available throughout the state to assist families with planning and accessing services. Division Highlights:

- Family Support 360: [dhs.sd.gov/docs/Family%20Support%20360%20Program%20Brochure.pdf](https://dhs.sd.gov/docs/Family%20Support%20360%20Program%20Brochure.pdf)
- Strengthening Families: [dhs.sd.gov/docs/Strengthening%20Families%20Program%20Brochure.pdf](https://dhs.sd.gov/docs/Strengthening%20Families%20Program%20Brochure.pdf)
- Respite Care: [dhs.sd.gov/docs/Respite%20Care%20Program%20Brochure.pdf](https://dhs.sd.gov/docs/Respite%20Care%20Program%20Brochure.pdf)
- CHOICES: [dhs.sd.gov/docs/CHOICES%20Program%20Brochure.pdf](https://dhs.sd.gov/docs/CHOICES%20Program%20Brochure.pdf)

## **Assistive Technology (AT) Programs** [dhs.sd.gov/rehabservices/AT.aspx](https://dhs.sd.gov/rehabservices/AT.aspx)

DakotaLink is the AT program for South Dakota. DakotaLink can help schools and families locate, acquire, and use the latest available assistive devices that best meet an individual's needs. DakotaLink has AT Specialists statewide who can meet with IEP teams or individuals.



## **Social Security Administration (SSA)** [ssa.gov](https://ssa.gov)

SSA provides benefits to people of any age who are unable to do substantial work and have a severe disability. Some programs that are offered for people with disabilities include Social Security Disability Insurance (SSDI), Supplemental Security Income (SSI), Plans to Achieve Self-Support (PASS), Medicaid and Medicare. SSA also has created many work incentives for beneficiaries, these incentives can be an important part of transition planning.



## **Disability Rights** [drsdlaw.org](https://drsdlaw.org)

South Dakota Advocacy Services provides advice, information and referral regarding disability concerns, laws and rights, and legal representation.

**IMPORTANT NOTE:** Each of these agencies has their own definition of disability, as well as eligibility requirements and possible waiting lists. Your student's special education team will invite representatives from the appropriate agencies to attend the IEP meeting to explain the services they have to offer.

## **Additional Resources Guides:**

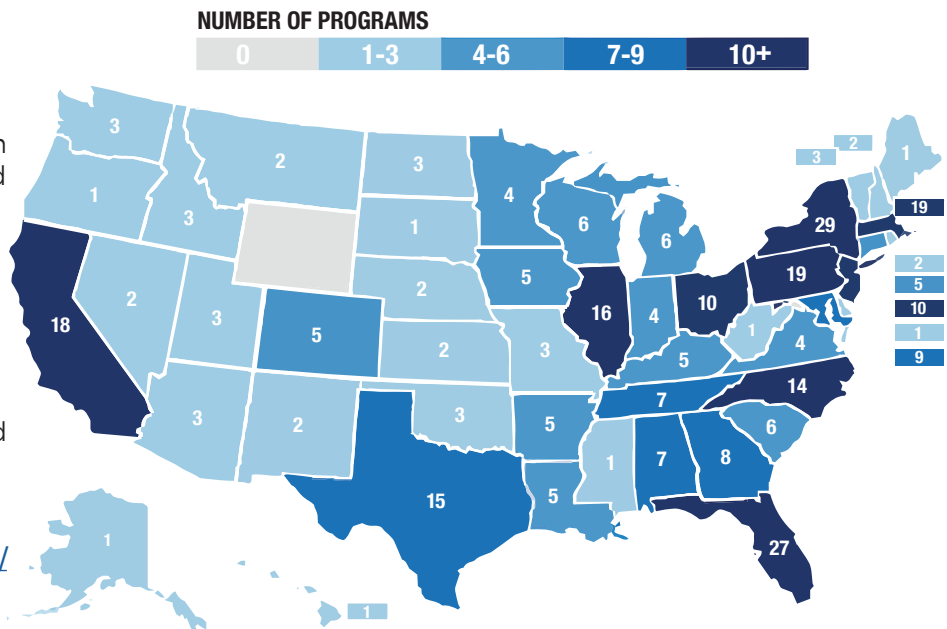
[usd.edu/medicine/center-for-disabilities/resource-guides](https://usd.edu/medicine/center-for-disabilities/resource-guides)

Informational guides developed to assist and inform people regarding services and resources in South Dakota are available at this site. In addition, it provides lifespan stage information for important periods of development and transition.



Think College is a national organization dedicated to developing, expanding, and improving inclusive higher education options for people with intellectual disability. With a commitment to equity and excellence, Think College supports evidence-based and student-centered research and practice by generating and sharing knowledge, guiding institutional change, informing public policy, and engaging with students, professionals and families.

Think College Fact Sheet:  
[thinkcollege.net/sites/default/files/files/resources/TC\\_factsheet\\_2018\\_web\\_F.pdf](http://thinkcollege.net/sites/default/files/files/resources/TC_factsheet_2018_web_F.pdf)



## COLORADO

### **CHOICES/ Opportunities for Postsecondary Success (OPS)** **Colorado State University** **Fort Collins, CO**

The multi-faceted CHOICES/Opportunities for Postsecondary Success (OPS) is a program at the Center for Community Partnerships (CCP) at Colorado State University (CSU). The CCP has contracts with the CO Division of Vocational Rehabilitation (CO DVR) and the CO Division of Intellectual & Developmental Disabilities (CO DIDD), with both of these agencies partnering with the CHOICES program to provide long-term support for young adults with... Read more:

[thinkcollege.net/programs/choices-opportunities-for-postsecondary-success-ops](http://thinkcollege.net/programs/choices-opportunities-for-postsecondary-success-ops)

### **UNC Goal** **University of Northern Colorado** **Greeley, CO**

UNC GOAL is a project at the University of Northern Colorado providing students with intellectual/developmental disabilities a supportive college experience. UNC supports students in an environment that helps them grow personally and professionally by attending classes and living with their peers in campus residence halls. Our program provides academic enrichment to support the student's career and independence goals. Students enrolling in UNC... Read more:

[thinkcollege.net/programs/unc-goal](http://thinkcollege.net/programs/unc-goal)



### **Elevate at ACC** **Arapahoe Community College** **Littleton, CO**

Elevate at ACC was established in 2016 to provide inclusive higher education for students with intellectual and developmental disabilities to foster academic growth, prepare for gainful employment, develop needed skills for independent living, and engage socially with the broader campus community. The program provides students with a holistic higher education experience that is designed to be a progression of fully inclusive academic... Read more:

[thinkcollege.net/programs/elevate-at-acc](http://thinkcollege.net/programs/elevate-at-acc)

## NEBRASKA



### **Trailblazer Program** **University of Nebraska Omaha** **Omaha, NE**

The Munroe-Meyer Institute – University of Nebraska Omaha (MMI-UNO) Trailblazers Program is a two-year, undergraduate, non-degree program for young adults with a documented intellectual or developmental disability. The program allows for Trailblazer students to participate in the same learning environments available to same-age peers in an academic, vocational, and social inclusion-focused program at the University of Nebraska Omaha. The MMI-UNO... Read more:

[thinkcollege.net/programs/trailblazer-program](http://thinkcollege.net/programs/trailblazer-program)

## MONTANA



**MOSAIC**  
**University of Montana**  
**Missoula, MT**

MOSAIC (Mentoring, Organization, & Social Support for Autism/All Inclusion on Campus) is a support program that offers 3 levels of support that is above and beyond the reasonable accommodations offered through disability services: 1. Peer mentoring to support students in navigating the college experience 2. Direct speech/language therapy to support language, executive functioning, social skills, etc. 3. Social events... Read more: [thinkcollege.net/programs/mosaic](http://thinkcollege.net/programs/mosaic)



**MSU LIFE Scholars**  
**Montana State University**  
**Bozeman, MT**

The three-year MSU LIFE Scholars program provides students with intellectual and developmental disabilities a fully inclusive college experience. A non-degree, LIFE Scholars Certificate will be awarded to students upon successful completion of requirements in academics, campus engagement, career development, independence and self-determination... Read more:

[thinkcollege.net/programs/msu-life-scholars](http://thinkcollege.net/programs/msu-life-scholars)

## NORTH DAKOTA



**Advancing Students Toward Education & Employment Program (ASTEP)**  
**Minot State University - Minot, ND**

The Advancing Students Toward Education & Employment Program (ASTEP) is a two to three year comprehensive transition and postsecondary (PSE) program for young adults ages 18 to 26 with intellectual disabilities (ID). This program is coordinated by the NDCPD (North Dakota Center for Persons with Disabilities), and is located on the Minot State University (MSU) campus, in collaboration with the satellite Dakota College at Bottineau (DCB) Campus. ASTEP is implemented through a person-centered planning process that focuses on career, academic, social, community, and independent living goals. Read more:

[thinkcollege.net/programs/advancing-students-toward-education-and-employment-program-astep](http://thinkcollege.net/programs/advancing-students-toward-education-and-employment-program-astep)



**Action and Support to Promote Inclusive Readiness Experiences**  
**Dakota College - Bottineau, ND**

ASPIRE at DCB is an inclusive college program for students with intellectual disabilities. Students take inclusive coursework to earn meaningful credentials, complete community employment and internships, and learn important independent living and social skills while engaging in campus and residence life. The goal of ASPIRE at DCB is to prepare students to live increasingly independent lives and pursue meaningful careers in their communities.. Read more:

[dakotacollege.edu/admissions-financial-aid/aspire](http://dakotacollege.edu/admissions-financial-aid/aspire)

**REACH REACH@BSC**  
**@BSC Bismark State College - Bismark, ND**

REACH @ BSC (Reaching Employment Academic and Community Heights at Bismarck State College) is an inclusive college program for students ages 18 to 26 with intellectual disabilities. REACH @ BSC is located at Bismarck State College in Bismarck, North Dakota. Students participating in the REACH @ BSC program attend college classes at Bismarck State College either for credit or for audit along with fellow BSC students who do not have disabilities... Read more:

[bismarckstate.edu/students/services/reach](http://bismarckstate.edu/students/services/reach)

## SOUTH DAKOTA



**Augie Access**  
**Augustana University**  
**Sioux Falls, SD**

As an outcome-based Comprehensive Post-Secondary and Transition Program, Augie Access will empower 18-26 year old students with intellectual or developmental disabilities to obtain competitive employment, live independently, and engage socially through explicit instruction in career readiness, self-determination, and employment internships. Read more:

[thinkcollege.net/programs/augie-access](http://thinkcollege.net/programs/augie-access)



**DWU/Lifequest Program**  
**Dakota Wesleyan University**  
**Mitchell, SD**

A post-secondary 2-year certification program for transition students with intellectual or developmental disabilities. Read more:

[lifequestsd.com/media/lq360webcmscom/documents/DWU%20Program%20New.pdf](http://lifequestsd.com/media/lq360webcmscom/documents/DWU%20Program%20New.pdf)

## WYOMING

ThinkCollege is not located in this state



Family Resources to help answer the following frequently asked questions: [thinkcollege.net/family-resources](https://thinkcollege.net/family-resources)

## Is College Possible?

- Think College Stories share the perspectives of successful college students with an intellectual disability (ID).
- Shares information about college options for students with ID with teachers, parents and students with their “We Can series.”
- Provides a “Think College Learn Module” that shares resources and videos to help families and students learn more about college options.

## How to Prepare for College?

- Provides suggested IEP goals that help students get ready for college.
- Provides suggestions to parents to help students prepare for college.
- Provides twenty powerful strategies to prepare for college.
- Provides the “Foundation Skills for College and Career Learning Plan” to help your son or daughter prepare for college.

## How to Apply?

- When students are applying to attend a college program for students with ID, there is typically a different admissions process than the one used by degree-seeking students.
- Unlike students who are applying to college through the standard admissions process, students will NOT need a regular high school diploma or SAT or ACT scores. They WILL need documentation of disability and support needs. Check the website of programs you are interested in to learn more about specific requirements.

## Can I Afford It?

- College is expensive and paying for it is never easy. The good news is that students with intellectual disability can be eligible for financial aid even if they don’t have a HS diploma. Students can also now save for college through the use of an ABLE account. Others may get support from a community agency such as Vocational Rehabilitation or receive scholarships to help cover costs.
- Learn more about these and other strategies to pay for college on their “Paying for College” page.

## How Do We Find the Right College?

- Reviews program details in the College Search listings.
- Provides a “How To Guide on Conducting a College Search” and a “Self-Advocates Guide to Selecting a College” to learn more about programs you are interested in.

## What are Differences Between High School & College?

The transition to college is a big one – here are some resources to help understand the most important differences.

- Supports for Students with Disabilities: High School vs. College.
- Family Educational Rights & Privacy Act for College Students.
- Transitioning to College: Tips for Parents.

## Think College Support

Think College staff are available to visit via email to answer all your questions related to college options for your son or daughter with intellectual disabilities.

Contact: [thinkcollegeTA@gmail.com](mailto:thinkcollegeTA@gmail.com)



# LIFE & WORKPLACE READINESS PATHWAY

The Life & Workplace Readiness pathway will allow students with moderate to significant cognitive disabilities on an active Individual Education Plan (IEP) the opportunity to expand their knowledge and skills in the areas of social skill development, independent & community living, communication, and workplace readiness. Students in this pathway will, to the maximum extent possible, participate in all general academy and pathway activities and events.

Life & Workplace Ready Course Offerings per Grade 22 Credits Required							
Grade Level	Language Arts	Math	Science	Social Studies	Elective	Elective	Elective
9	English 9 or Communication Instruction	Algebra 1 or Life Skills Math	Science Elective or Life Skills Science	Social Studies Elective Or Community Living	Self Concept	Social Development Instruction	Student Request
10	English 10 or Communication Instruction	Geometry or Life Skills Math	Science Elective or Life Skills Science	Social Studies Elective Or Community Living	Self Concept	Social Development Instruction	Student Request
11	English 11 or Communication Instruction	Algebra 2 or Life Skills Math	Science Elective or Life Skills Science	Social Studies Elective Or Community Living	Employability	Social Development Instruction	Student Request
12	English 12 or Communication Instruction	Math Elective or Life Skills Math	Science Elective or Life Skills Science	Social Studies Elective Or Community Living	Employability	Social Development Instruction	Student Request

## Grading System

Per [District Code IKA-P](#), students will earn letter grades according to the following scale:

Percentage	Grade Earned	Modified Grading Scale
90 - 100	A	Pass (P)
80 - 89	B	Pass (P)
70 - 79	C	Pass (P)
60 - 69	D	Pass (P)
Below 60	F	Fail (F)



# STRUCTURED ACADEMICS & LIFE SKILLS COURSES

## Academic Management

Credits: 1	
Prerequisites:	Grade: 9-12

Academic Management courses prepare students for success in high school and/or for postsecondary education. This course typically includes assisting students with reading improvement skills, such as scanning, note-taking, and outlining; library and research skills; listening and note-taking; vocabulary skills; and test-taking skills. The courses may also include exercises designed to generate organized, logical thinking and writing.

## Communication Instruction

Credits: 1	
Prerequisites:	Grade: 9-12

Communication Instruction courses are typically individualized according to each student's needs. Increasing the student's communication skills—oral expression, listening comprehension, reading, and writing—is emphasized; communication techniques in several areas (Educational, social, and vocational) are often explored.

## Community Living

Credits: 1	
Prerequisites:	Grade: 9-12

Community Living courses place a special emphasis on the student's relationship to the surrounding community. Instruction varies with the students and their needs; however, these courses provide the skills necessary for independent functioning within the surrounding environment. Course topics may also include available community resources and how to access them, emergency skills, and independent living strategies.

## Employability

Credits: .5	
Prerequisites:	Grade: 9-12

Employability Skills courses help students match their interests and aptitudes to career options with a focus on using employment information effectively, acquiring and improving job-seeking and interview skills, composing job applications and resumes, and learning the skills needed to remain in and advance within the workplace. Course content also includes consumer education and personal money management topics.

## Life Skills Math

Credits: 1	
Prerequisites:	Grade: 9-12

Life Skills math courses reinforce functional math skills that support independence. These courses are typically individualized according to each student's needs. Increasing the students comprehension of calendars, measurement, money, budgeting and telling time are often explored to help student's perform important tasks such as shopping for groceries, saving for a big purchase, or finding transportation to get to work.

## Life Skills Science

Credits: 1	
Prerequisites:	Grade: 9-12

Life Skills Science courses reinforce the state core content connectors and are individualized according to each student's needs. Course content may include cause and effect, patterns, energy and matter, stability and change, systems and system models, and structure and function.

## Self-Concept

Credits: .5	
Prerequisites:	Grade: 9-12

Self-concept courses help students gain personal knowledge of who they are by encompassing thoughts and feelings about themselves physically, personally, and socially. Students will better understand themselves through noticing both their internal states and responses and their external behavior. Through such self-awareness, student's collect information about themselves to better understand how they behave, their capabilities, and their individual characteristics.



# AGRICULTURE, FOOD, & NATURAL RESOURCES

## Introduction to Agriculture, Food, & Natural Resources 1 & 2

Credits: 1	Approved CTE Course
Prerequisites:	Grade: 10,11,12

This course introduces students to the range of agricultural opportunities and the pathways of study they may pursue. Students will experience hands-on activities, projects, and problems which involve the study of the science of agriculture, plants, animals, and natural resources. In this course, students will learn to solve problems, conduct research, analyze data, work in teams, and take responsibility for their work, actions, and learning.

## Fundamentals of Animal Science/Lab

Credits: 1	Approved CTE Course
Prerequisites: Biology is essential for success	Grade: 11,12

This course involves the study of animal anatomy, physiology, behavior, nutrition, reproduction, health, selection, and marketing. Students will consider the perceptions and preferences of individuals within local, regional, and world markets. Students will learn the characteristics of animal science and work on major projects and problems like those that veterinarians, zoologists, livestock producers, and industry personnel face in their respective careers. *One year of this course may fulfill one credit of science for graduation, but may not be accepted as a laboratory science for college admissions.*

## Fundamentals of Natural Resources

Credits: 1	Approved CTE Course
Prerequisites: Biology is essential for success	Grade: 11,12

This course provides students a variety of experiences in the fields of natural resources and ecology. Students will explore hands-on projects and activities while studying topics such as land use, water quality, stewardship, and environmental agencies. Study of the natural world including biomes, land, air, water, and energy use and care as well as a focus on issues surrounding man's interaction with the Earth will be addressed in this course.

## Advanced Animal Science (Veterinary)

Credits: 1	Approved CTE Course
Prerequisites: Biology or Companion Animal Science is essential for success	Grade: 11,12

This course addresses the advanced knowledge and skills necessary to care for animals. Topics covered include animal health care practices, nutrition management, reproductive practices, medical terminology, animal classification, surgical techniques, and employability skills. Advanced Animal Science has an increased focus on the veterinary portion of animal husbandry. Utilizing appropriate equipment and technology should enhance classroom and laboratory content.

## Introduction to Business, Entrepreneurship, & Hospitality 1 & 2

Credits: 1	Approved CTE Course
Prerequisites:	Grade: 10,11,12

Are you interested in playing a vital role in a business? Knowledge is power and this course is perfect for introducing and viewing the world of business in a whole new way. Why not learn the basic operations to guide your passion and succeed in your future endeavors? This gateway course provides an overview of skills in business, hospitality, marketing, culinary arts, finance, and more.

## Business Law

Credits: .5	Approved CTE Course
Prerequisites:	Grade: 11,12

Do you know your rights? This course provides foundational information about the U.S. legal system, dispute resolution, and their impact on business. Business Law focuses on an understanding of the judicial system at the local, state, and national level. Topics include a general understanding of constitutional law, torts, ethics, rights and responsibilities as citizens, utilization of financial transactions, employment, and agency relationships.

## Marketing Principles

Credits: .5	Approved CTE Course
Prerequisites:	Grade: 11,12

Marketing Principles introduces the student to the basic concepts of modern marketing. Course content includes general marketing principles of product planning and production, distribution, pricing and promotions.

## Personal Finance

Credits: .5	Approved CTE Course
Prerequisites:	Grade: 11,12

Managing your personal finances can be an interesting and challenging task. This hands-on and engaging money-management course focuses on budgeting and financial management such as managing bank accounts, paying taxes, and retirement. Plus you learn the ins and outs of buying insurance, cars, and housing as well as managing your credit and identity.

# COMPUTER ARTS & SCIENCES

## Introduction to Technology

Credits: .5	Approved CTE Course
Prerequisites: Algebra 1 and Computer Applications are essential for success	Grade: 10,11,12

Ever wondered why an algorithm behaves the way it does? Ever needed to “Scratch” an itch for game programming? How about combining your artistic side and your brainiac side? In this course, we will look at both the techy and artsy aspects of computers! Join a team that will focus on problem-solving, art, design, programming, and computing skills as they are related to digital technology needs of the future.

## Introduction to Computer Arts

Credits: .5	Approved CTE Course
Prerequisites:	Grade: 10,11,12

This course will allow students to understand and critically evaluate the role of media in society. Topics of interest include the investigation of visual images, printed material and audio segments as tools of information, entertainment and propaganda. Students will evaluate skills in relation to mass media as well as recognize various techniques for delivery related to computer arts.

## Web Development

Credits: .5	Approved CTE Course
Prerequisites:	Grade: 11,12

Web Development is a course designed to guide students in a project-based environment implementing web development techniques. Through the use of hypertext markup language (HTML5) coding, Cascading Style Sheets (CSS), and JavaScript, students will plan, design, develop, deploy, and maintain website projects. Students will learn fundamentals for a career in web development as they complete projects and create their own website.

## Computer Applications (Hosted at Central)

Credits: .5	Approved CTE Course
Prerequisites:	Grade: 10,11,12

It is highly recommended that students with little to no computer skills take this foundational course. Students will be immersed in skills-based training to enhance their understanding of technology, software, and applications. This course will cover topics such as word processing, spreadsheets, presentations, and digital literacy. Students will gain career readiness skills in the areas of job applications, resumes, cover letters, and professional business communications.

## Advanced Computer Applications

Credits: .5	Approved CTE Course
Prerequisites: Computer Applications is essential for success	Grade: 10,11,12

Demonstrate that you have the skills to earn Microsoft Office Specialist certifications (MOS) by exploring the advanced features/techniques of Word, Excel, Access, and PowerPoint. Build a brighter future by achieving industry-recognized certifications, learning computing skills companies are looking for, boosting your workforce resume, differentiating yourself from other job applicants, heightening your earning potential (\$), and preparing yourself for a successful future.

## Graphic Design 1

Credits: .5	Approved CTE Course
Prerequisites:	Grade: 10,11,12

Become skilled in powerful and complex software such as Adobe Photoshop and Illustrator that will bring your creative work to the professional level. Spend time exploring legal and ethical issues, career opportunities, fundamentals graphics (raster vs vector graphics), various Adobe software tools, and drawing tablets. Build skills that cross a variety of careers and interests!

## Graphic Design 2

Credits: .5	Approved CTE Course
Prerequisites: Graphic Design 1 is essential for success	Grade: 11,12

Do you have a design flare but don't know what to do with it? Do you constantly imagine how things could be redesigned more effectively? Take what you learned in Graphic Design I and "step it up a notch"! Explore advanced design methods, page layouts, typography, color theory, and design principles and elements. Create amazing projects, learn about various forms of published media, and explore legal and ethical issues along with career opportunities in the world of design.

## Media Production

Credits: .5	Approved CTE Course
Prerequisites:	Grade: 11,12

Have fun while exploring equipment operations, employability skills, software applications, careers, social networking, and media law. You will not only learn the creative process of film-making, but inevitably learn reading/writing (scripting/storyboards), drama (directing, casting, and acting), marketing (media production and distribution), ambiance (lighting), and technology (visual effects and editing).

## Computer Science

Credits: 1	Approved CTE Course
Prerequisites: Algebra 1 is essential for success	Grade: 11,12

An interactive computer science course for students brand new to programming that teaches the foundations of computer science using the Python language. Not only will this year-long course prepare students for AP Computer Science A and AP Computer Science Principles, but it will teach students how to think computationally and solve complex problems, skills that are important for every student. *This course may count as either one credit of Career & Technical Education or as a science elective towards the Advanced Career Endorsement only.*

## AP Computer Science A (Java)

Credits: 1	Approved CTE Course
Prerequisites:	Grade: 11,12

What is computer science? Is it simply being able to use a computer? Or write code? This course is an introductory college-level computing course that focuses on the details of writing computer software using the Java programming language. Fundamental topics include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems.



## AP Computer Science Principles (Python)

Credits: 1	Approved CTE Course	
Prerequisites:	Grade: 11,12	

AP Computer Science Principles is an introductory college-level computing curriculum that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. Students explain how computing innovations and computing systems, explore potential impacts, and contribute to a computing culture that is collaborative and ethical.

## Beginning Photography

Credits: 1	Approved CTE Course	
Prerequisites:	Grade: 10,11,12	

Create uniquely artistic images while developing your visual communication and composition skills. Use the parts and functions of 35 mm cameras and black and white film processing and printing experience to understand aperture, shutter speed, exposure, and light metering. Capture photographs that demonstrate strong balance, composition, and value range while showcasing your creative eye. *This course may fulfill one credit of Fine Arts for graduation.*

## Advanced Photography

Credits: 1	Approved CTE Course	
Prerequisites: Beginning Photography is essential for success	Grade: 11,12	

After successfully completing Beginning Photography, expand your photography skills with advanced camera operation, digital editing, and printing techniques. Experience digital publishing and photojournalism in conjunction with the school yearbook and newspaper. Develop your creative and critical thought with a mature artistic direction and personal photographic style. *This course may fulfill one credit of Fine Arts for graduation.*

## Journalistic Design (Hosted at Stevens)

Credits: 1	Approved CTE Course	
Prerequisites:	Grade: 10,11,12	

Students will learn organization, design, and communication skills for production of the school annual yearbook. Students will also learn to incorporate graphic arts into computer-generated layouts using cutting edge industry-standard desktop publishing software to prepare students for college or career. Some outside class time may be required. Strong writing and editing skills are essential for this class and improvement of writing skills will be emphasized. *This course may be taken more than once for credit.*

# FAMILY & CONSUMER SCIENCES

## Introduction to Human Services & Education 1 & 2

Credits: 1	Approved CTE Course
Prerequisites:	Grade: 10,11,12

Does working collaboratively with a team to assist others appeal to you? What about a career helping people of all ages and families? This course will focus on human development and behavior, to give you a better idea of what it would be like to be a teacher, coach, counselor, social worker, lawyer, member of the military, police officer, and many other community focused professions.

## Culinary Arts

Credits: .5	Approved CTE Course
Prerequisites:	Grade: 10,11,12

This course will advance your knowledge of food preparation and presentation. Safety and sanitation, food handling, knife skills, professional techniques, teamwork, hospitality, and customer service will be emphasized as you learn about, plan, prepare, and eat a wide variety of foods and meals. This course will enhance skills and knowledge of the foodservice industry and multiple careers available to pursue.

## Education as a Profession

Credits: .5	Approved CTE Course
Prerequisites: Human Development coursework is essential for success	Grade: 11,12

Do you enjoy helping children and teaching others? You will learn all about teaching as a profession while building key understandings of learning styles, instructional techniques, and building relationships with students and colleagues. Students will also learn how to plan and evaluate lessons for a classroom.

## Human Development: Prenatal to Toddlers

Credits: .5	Approved CTE Course
Prerequisites:	Grade: 11,12

This course will cover the physical, social, emotional, intellectual, and moral development of a newborn child through age 3. Other major topics include prenatal development, preparing for birth, and the baby's arrival. Students will be given the opportunity to wear the pregnancy profile vest during class and take home an infant simulator for a weekend to experience caring for a baby. Careers related to families and young children are emphasized and explored. *Successful completion of both Human Development courses will fulfill credits toward obtaining the National CDA credential.*

## Human Development: Preschool to School-age

Credits: .5	Approved CTE Course
Prerequisites:	Grade: 11,12

This course is an introduction to the work of caring for and educating young children. Students will be able to create developmentally appropriate activities and effectively interact with children through their increased understanding of the developmental areas in which children grow. Students will have the opportunity to take part in a job shadow experience at a local preschool, Head Start, or elementary. *Successful completion of both Human Development courses will fulfill credits toward obtaining the National CDA credential.*

# HEALTH SERVICES

## Introduction to Health Services 1 & 2

Credits: 1	Approved CTE Course
Prerequisites:	Grade: 10,11,12

Do you have a knack for science and curiosity for modern medicine? Do you think you may want to go into the fast-paced field of healthcare? This course will help you develop marketable and real-world knowledge and skills that are essential in providing high quality patient care and having a successful career in healthcare. As part of this course, students will receive certification in First Aid and CPR.

## Principles of Biomedical Sciences

Credits: 1	Approved CTE Course
Prerequisites: Biology 1 is essential for success	Grade: 11,12

Students investigate the human body systems and various health conditions to determine the factors that led to the death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged the person's life, introducing students to human physiology, medicine, research processes and bioinformatics. *One year of this course may fulfill one credit of science for graduation, but may not be accepted as a laboratory science for college admissions.*

## Introduction to Construction & Technical Trades 1 & 2

Credits: 1	Approved CTE Course
Prerequisites:	Grade: 10,11,12

Do you enjoy planning, designing, and building? Perhaps you are interested in working with your hands and using basic tools and equipment? In this course, you will have the opportunity to learn how to read and develop blueprints for construction projects, explore technical trades such as CADD, framing, survey and cost estimation, electrical planning, plumbing and HVAC, finish work, basic welding, and help design and build a simple structure.

## Introduction to Engineering & Manufacturing 1 & 2

Credits: 1	Approved CTE Course
Prerequisites:	Grade: 10,11,12

Are you interested in helping the world overcome challenges by helping to seek solutions? Do you enjoy learning about different ways to solve problems? In this course, students will learn the difference between engineering and manufacturing while being exposed to mechanical, civil, electrical, chemical, and industrial engineering fields. This course will include problem-based projects where students integrate both engineering and manufacturing concepts.

## Computer-Aided Drafting & Design (CADD)

Credits: 1	Approved CTE Course
Prerequisites: Geometry is essential for success	Grade: 11,12

Do you enjoy technical design and computers? Are you interested in developing real-world plans and ideas? In this course, students will develop the fundamental skills necessary to create 2D and 3D drawings and models using CADD software. Students will create a variety of detailed plans and parts that are related to real world projects. Integration of modern industry equipment will be used to build projects based on CADD models.



## Basic Drawing & Design 1

Credits: .5	
Prerequisites:	Grade: 10,11,12

Students will explore tools and techniques in black and white media and color media. Emphasis will focus on learning observational skills and improving those skills. Focus will also include using the elements and principles of art and design to improve your skills.

## Basic Drawing & Design 2

Credits: .5	
Prerequisites: Basic Drawing & Design 1 is essential for success	Grade: 10,11,12

Students will work more in-depth with the exploration of tools, media, and techniques along with the elements of art and design. Focus on formalistic art and critique is emphasized.

## Clay Construction & Design

Credits: .5	
Prerequisites:	Grade: 10,11,12

Students explore clay as a 3-dimensional medium through a variety of hand-forming techniques including coil, pinch, slab and combinations. A variety of projects allow students to build utilitarian wares or sculptural pieces. Along with learning the basic techniques, tools, materials, and vocabulary, students experiment with a variety of decorating processes (including additive, subtractive, glazing, staining, and use of mixed media).

## Crafts

Credits: .5	
Prerequisites:	Grade: 10,11,12

Students will discover a variety of craft techniques with an emphasis on good craftsmanship. There will be exploration of various mediums and equipment used in designing hand-crafted items. Areas which may be included are copper foil, fiber arts, glass etching, clay, paper mache, and jewelry design.

## Native American Arts

Credits: .5	
Prerequisites:	Grade: 10,11,12

Students will become acquainted with traditional Native American culture and art forms, design, and techniques through the use of contemporary media. Students will utilize the various methods and skills of Native American arts within projects.

## Advanced Clay

Credits: .5	
Prerequisites: Clay Construction & Design is required for success	Grade: 10,11,12

This class is a continuation of Clay Construction & Design. Hand-building and wheel-throwing techniques will be continued with emphasis on creating an individual style. Students will advance with surface design using such things as paper and wax resist, colored slips, and sgraffito. *This course may be taken more than once for credit at Central High School.*

## Advanced Art

Credits: .5	
Prerequisites: Completion of Basic Drawing & Design 1 & 2, Clay & Advanced Clay, & Painting (CHS only), is essential for success	Grade: 11,12

Completion of Basic Drawing & Design 1 & 2, Clay & Advanced Clay, & Painting (CHS only), is essential for success in this class. Limited supplies required. Development and creation of ideas toward individual expression using the elements and principles of art, 2-dimensional and 3-dimensional projects, creative choice, use of medium, developing artist statement, discussing art, and presentation will be explored. *This course may be taken more than once for credit.*

## Beginning Photography

Credits: 1	Approved CTE Course
Prerequisites:	Grade: 10,11,12

Create uniquely artistic images while developing your visual communication and composition skills. Use the parts and functions of 35 mm cameras and black and white film processing and printing experience to understand aperture, shutter speed, exposure, and light metering. Capture photographs that demonstrate strong balance, composition, and value range while showcasing your creative eye. *This course may fulfill one credit of Fine Arts for graduation.*

## Advanced Photography

Credits: 1	Approved CTE Course
Prerequisites: Beginning Photography is essential for success	Grade: 11,12

After successfully completing Beginning Photography, expand your photography skills with advanced camera operation, digital editing, and printing techniques. Experience digital publishing and photojournalism in conjunction with the school yearbook and newspaper. Develop your creative and critical thought with a mature artistic direction and personal photographic style. *This course may fulfill one credit of Fine Arts for graduation. This course may be taken more than once for credit.*

## Painting (Hosted at Central)

Credits: .5	
Prerequisites: Completion of Basic Drawing & Design 1 & 2 is essential for success	Grade: 11,12

Students will develop an individual style in painting through the study of various styles in art history using acrylics, tempera, water color, mixed media, and collage. Exploration of the basics of color, design, composition and drawing are the strong foundations of this class. Development of a portfolio and a language of art criticism are emphasized.

## Concert or Symphonic Band 2-3-4

Credits: 1	
Prerequisites: Band I is essential for success	Grade: 10,11,12

Students will continue to rehearse, create, and perform music. They will further their ability to make outside connections to the music and explore how to respond to the art form. They will continue to develop mastery on their instruments as solo performers as well as in small and large ensembles. Through band, students will gain skills in leadership, collaboration, creative thinking, and problem solving.

## Jazz Band 2-3-4

Credits: 1	
Prerequisites: Enrollment in Concert or Symphonic Band 2-3-4 is essential for success	Grade: 10,11,12

Students will continue to develop their understanding of jazz music. They will perform music of various styles, further explore improvisation solos, learn about great jazz musicians, and the historical context of jazz music. Students will begin to explore arranging and composing through jazz analysis, identifying modes, scales, harmony, and form. Students will fine tune their leadership skills, critical listening, and performance skills independently and collaboratively.

## Orchestra 2-3-4

Credits: 1	
Prerequisites: Orchestra 1 is essential for success	Grade: 10,11,12

Educational emphasis in Orchestra is placed on the advancement of instrumental technique, further development of music reading and comprehension skills, independent musicianship, style, and a deeper understanding of ensemble music and orchestral literature. Students will perform both in small group ensemble projects and as a large group. Extra-curricular: All-State Orchestra, All-State Band, Region 8 Solo & Ensemble Performance, and large ensemble festivals and clinics.

## Chamber Orchestra 1-2-3-4

Credits: 1	
Prerequisites: Audition required; Enrollment in Orchestra 1-2-3-4 is strongly recommended	Grade: 9-12

Chamber Orchestra gives the student an opportunity to study advanced small group ensemble music and orchestral literature. Students will continue the advanced development of instrumental technique, music reading and comprehension skills, independent musicianship, style, critical thinking skills, a deeper understanding of small group ensemble music, and orchestral literature. Students will perform both in small group ensemble projects and as a large group.

## Bass Choir

Credits: 1	
Prerequisites: Previous music ensemble experience is essential for success	Grade: 9-12

This course is for tenor, bass, and/or changing voices. Students will create and perform music from different genres, cultures, and languages. Music reading skills will be developed and connections to music history will be strengthened. Through choir, students will gain skills in leadership, collaboration, creative thinking, and problem solving. *This course may be taken more than once for credit.*

## Treble Choir

Credits: 1	
Prerequisites: Chorus 1 or equivalent is essential for success	Grade: 10,11,12

This course is for voices in the soprano and alto range. Students will continue to create and perform music from different genres, cultures, and languages. Music reading skills will continue to be developed and connections to music history will be strengthened. Through choir, students will gain skills in leadership, collaboration, creative thinking, and problem solving. *This course may be taken more than once for credit.*

## Concert Choir 2-3-4

Credits: 1	
Prerequisites: Audition required	Grade: 11,12

This course is for mixed voices. Students will continue to create and perform music of different genres, cultures and languages. Music reading skills will continue to be developed; connections to music history will be strengthened. Students will fine tune their leadership skills and will develop skills to become musically independent and capable of success in a post high school choir. *This course may be taken more than once for credit.*

## Reflections 2-3-4 (Hosted at Central) & Poetry in Motion 2-3-4 (Hosted at Stevens)

Credits: 1	
Prerequisites: Audition required; Enrollment in a concurrent choir ensemble is essential for success	Grade: 10,11,12

Students in this select ensemble perform at concerts, contest, tours, school events, and within the community. Students will begin to develop skills necessary to perform pop, jazz, and show choir music. Students will fine tune their leadership skills, critical listening, and performance skills independently and collaboratively.

## Singers 2-3-4

Credits: 1	
Prerequisites: Audition required; Enrollment in a concurrent choir ensemble is essential for success	Grade: 10,11,12

This course is for mixed voices. Students in this select ensemble create and perform music from all time periods in concerts, contest, tours, school events, and within the community. Students will develop skills necessary to perform pop, jazz, and show choir music. Students will fine tune their leadership skills, critical listening and performance skills independently and collaboratively. *This course may be taken more than once for credit.*

*Music courses may be taken more than once for credit.*

## Drama 1 (Introduction to Theatre)

Credits: .5	
Prerequisites:	Grade: 9-12

An introduction to theatre arts and performance through the topics of storytelling, the origins of drama, pantomime, vocal production, improvisation, basic stage movement, play reading, performing, and observation. Students will engage in theatre related exercises and activities, developing characters, and creative problem-solving skills using dramatic literature. Theatre etiquette and art appreciation are also covered.

## Drama 2 (Acting & Theatre History)

Credits: .5	
Prerequisites: Drama 1 is essential for success	Grade: 10,11,12

Drama 2 consists of further study of the topics covered in Drama 1, with advanced vocal production and movement, memorization skills, scene work, audition techniques, advanced script study, theatre history, and the development of play production. Students will further engage in observation, interpretation, and analysis or artistic work.

## Drama 3 (Advanced Acting & Theatre History)

Credits: .5	
Prerequisites: Drama 1 & 2 are essential for success	Grade: 10,11,12

This course emphasizes the societal, cultural, historical, and personal context of artistic work through acting styles and theories throughout the ages. Further exploration in character development and analysis, and an introduction to directing and original script writing will be reflected through the study and performance of comedic and dramatic literature.

## Drama 4 (Advanced Theatre Production - ATP)

Credits: 1		Hosted at Central - Grade: 11,12
Prerequisites: Audition required; Drama 1 & 2 are essential for success		Hosted at Stevens - Grade: 10,11,12

Drama 4 is a year-long course devoted to the advanced study of artistic works. A professional portfolio of audition material, and resumes and design work will be developed as students engage in the directing, management, design, and devising aspects of a theatrical production. Students will also participate in community outreach and special projects related to theatre arts. *This course may be taken more than once for credit.*

## Stagecraft (Theatre Technology & Design)

Credits: .5		Hosted at Central - Grade: 10,11,12
Prerequisites: Drama 1 is essential for success		Hosted at Stevens - Grade: 9-12

This class emphasizes basic backstage training for production. Basic stagecraft, safety, publicity, drafting, design, stage makeup, costuming properties, stage lighting, sound, and painting are all topics covered in this class.

## Advanced Stagecraft (Advanced Theatre Technology & Design) (Hosted at Central)

Credits: .5	
Prerequisites: Stagecraft is essential for success	Grade: 11,12

Advanced, hands-on backstage training for production. Safety, fly system training management and maintenance, pin rail operation, lighting design and light board operation, sound design and sound board operation, stage management, house management, and utilization of special effects. Multiple practicum applications.

# HEALTH AND PHYSICAL EDUCATION

Health & Physical Education courses may be taken more than once for credit.

Only one (1) Health & Physical Education course may be taken per semester.

Physical fitness testing will be required throughout the semester.

Health instruction will be presented throughout the semester for each course offered in Health & Physical Education.

## Weight Training & Personal Health (Hosted at Stevens)

Credits: .5	
Prerequisites:	Grade: 9-12

The emphasis of this class will be the development of strength, power, muscle endurance, and the cardiovascular system. Students will be taught the proper techniques in using machines and free weights, spotting procedures, and a variety of weight training workouts. Cardiovascular circuits may include jump ropes, running, plyometrics, balance discs, medicine balls, and stability balls.

## Advanced Weight Training & Personal Health (Hosted at Stevens)

Credits: .5	
Prerequisites: Weight Training & Personal Health is essential for success	Grade: 10,11,12

The emphasis of this class will be for the development of strength, power, and muscle endurance. An emphasis will also be placed on the cardiovascular system. Students will learn advanced weightlifting techniques and will train at a high level of intensity. Cardiovascular circuits may include jump ropes, running, plyometrics, balance discs, medicine balls, and stability balls.

## Cardio - Fitness & Wellness (Hosted at Stevens)

Credits: .5	
Prerequisites:	Grade: 9-12

The emphasis of this class is to improve cardiovascular endurance. Emphasis will also be placed on muscular endurance/strength, flexibility, coordination, agility, and balance. Workouts include running, circuit training, plyometrics, step aerobics, kick boxing, toning, weightlifting, and flexibility training. At Central High School, students may need to provide their own transportation for activities off campus.

## Lifetime Activities & Life Choices (Hosted at Stevens)

Credits: .5	
Prerequisites:	Grade: 10,11,12

Students will experience a variety of coed activities to develop strength, speed, agility, balance, coordination, flexibility, muscular endurance, cognitive thinking skills and strategies, and rules of games. Students will be expected to perform basic skills and complete written assignments. Students will need to provide their own transportation for activities off campus.

## Team Activities & Healthy Choices (Hosted at Stevens)

Credits: .5	
Prerequisites:	Grade: 9-12

Students will experience a variety of coed activities to develop strength, speed, agility, balance, coordination, flexibility, muscular endurance, cognitive thinking skills and strategies and rules of games. Students will be taught activities that can be used for a lifetime. Students will be expected to perform basic skills and complete written assignments for each activity.



## Individual & Team Sports (Hosted at Central)

Credits: .5	
Prerequisites:	Grade: 9-12

Students will experience a variety of coed sports to develop strength, speed, agility, balance, coordination, flexibility, muscular endurance, cognitive thinking skills, strategies and rules of games. Students will be expected to perform basic skills and complete written assignments.

## Strength & Conditioning (Hosted at Central)

Credits: .5	
Prerequisites:	Grade: 9-12

The emphasis of this class will be the development of athleticism through workouts that focus on speed, power, muscle endurance, and the cardiovascular system. Cardiovascular/power circuits may include jump ropes, running, plyometrics, balance discs, medicine balls, stability balls, etc. Sport specific development will also be an emphasis in this class.

## Advanced Strength & Conditioning/Cobbler Power (Hosted at Central)

Credits: .5	
Prerequisites:	Grade: 9-12

The emphasis of this class will be the development of athleticism through advanced lifting practices. Students will be taught advanced lifts, strength training periodization, and proper nutritional practices to enhance athletic performance. Sport specific development will also be an emphasis in this class.

# REGISTRATION & COURSE SELECTION POLICIES & PROCEDURES

## REGISTRATION

### Course Registration

Course registration for the following school year will be held by Central and Stevens High Schools during the month of February. Students are asked to select the courses they will take during the next school year. Course availability is based on student course requests and staffing. Your student's case manager will work with you to provide guidance of the required courses and electives.

### Personal Transfers/Open Enrollment

Personal Transfer requests allow residents of the Rapid City Area School District to transfer their student to another school within the district as described in Policy JECC and Procedure JECC-P. Applications must be filed with the Assistant Superintendent of Educational Services at the times designated within Procedure. Applications will be reviewed in the order received and approval is subject to program and/or space availability.

## COURSE SELECTION PROCEDURES

### Adding a Class

At Central and Stevens High Schools, courses may be added on a space available basis during the first five (5) days of a new semester.

Students are responsible for making up any schoolwork missed by the late addition of a class to their schedule.

### Course Cancellations

Course offerings not having sufficient enrollment after registration will be discontinued for the next school year.

### Course Load

All students in grades 9, 10, and 11 are required to enroll in a minimum of six (6) courses per semester. Students in grade 12 must enroll in courses needed to graduate and additional electives are recommended for college and career readiness goals. Students participating in extracurricular activities must be enrolled in a minimum of two (2) units of credit and have passed two (2) units of credit the proceeding semester as per the SD High School Activities Association requirements.

### Course Retake

Students are allowed to take a course over. Both grades will remain on the transcript. However, only the highest grade will be calculated into the cumulative Grade Point Average (GPA).

Course Retake grade entry is the responsibility of the student. This process is not done automatically.

Students wishing to replace a failed or unsatisfactory grade that is figured into the GPA must retake the same course. Upon successful completion of the repeated course, students must submit a Grade Replacement Form to the records secretary. The records secretary will then adjust the weight of the failed or unsatisfactory grade so that it will not be reflected in the computation of the cumulative GPA.

## Graduation Requirements

### Credit Equivalents

Per District Code IKF, one (1) unit of high school credit is defined as the amount of credit earned in a year-long class. One-half (.5) unit of high school credit is the amount of credit earned in a semester class. To learn more about credit equivalents, please reference [District Code IKF](#).

For Dual Credit, three (3) or four (4) semester hours of college credit earned is equal to one-half (.5) high school credit. To learn more about dual credit equivalents, please reference [District Code IKF-P](#).

## Reading Requirement

Students in grades 9 through 12 who have not met the district's reading requirement must continue to enroll in reading until the 9.0 grade level reading equivalency is met, unless the IEP Team has determined this course is not required. Students must demonstrate the ninth-grade level of reading proficiency on a district adopted standardized test in order to graduate. Students on an Active IEP may be allowed to graduate without this course as determined by the IEP Team. To learn more about this reading requirement, please reference [District Code IKF](#).

## Early Graduation

Early graduation allows a student to graduate from high school in three-and-a-half years or less. This is accomplished by increasing the amount of coursework undertaken each year of high school. In order to successfully graduate early, students must meet with their School Counselor within the 1st nine (9) weeks of their graduation year. The diploma will be awarded at the conclusion of the school year.

## Student Classification

Students are classified according to number of credits earned, not number of years in high school.

### Classification

**Sophomore** - minimum of five (5) credits and is enrolled in his/her second year of high school, whose high school class is within three (3) years of graduating

**Junior** - minimum of eleven (11) credits and is enrolled in his/her third year of high school, whose high school class is within two (2) years of graduating

**Senior** - minimum of sixteen (16) credits and is enrolled in his/her fourth year of high school, whose high school class is within one (1) year of graduating

## Online/Distance Learning

In receiving high school credit for online or distance learning courses, RCAS has established by [District Code IGCB](#). This allows a student enrolled in an approved distance learning course or an online course through the South Dakota Center for Virtual Education to receive high school credit for the course completed, provided the course meets the identified parameters.

## Annual Public Notice of Non-Discrimination in Career & Technical Education

Rapid City Area School District does not discriminate based on race, color, national origin, sex, age, or disability in admission its programs, services, or activities, in access to them, in treatment of individuals, or in any aspect of their operations. Rapid City Area School District Career & Technical Education (CTE) department does not discriminate in enrollment or access to any of the programs available.

## Notice of Non-Discrimination

The Rapid City Area School District 51-4 does not discriminate based on race, color, national origin, sex, disability, or age, in its programs and activities. This Notice of Non-Discrimination is provided pursuant to federal laws and regulations, including those implementing Title VI, Title VIII, Title IX, the Americans with Disabilities Act (ADA), Section 504 of The Rehabilitation Act of 1973, and the Age Discrimination Act.

This Notice is provided to inform all faculty, staff, students, parents, and guests that Rapid City Area School District is committed to the principle of equal opportunity and does not discriminate on the basis of race, color, religion, sex, age, sexual orientation, national origin, disability, or status as a disabled or Vietnam-era veteran in its programs, activities, or conditions of employment.

**Title VI of the Civil Rights Act of 1964** prohibits discrimination based on race, color, or national origin in any program or activity receiving federal financial assistance. Programs and activities that receive federal financial assistance from the United States Department of Education are covered by Title VI. The Office for Civil Rights of the United States Department of Education is the agency charged with enforcing Title VI.

**Age Discrimination Act of 1975** protects people from discrimination based on age in programs or activities receiving federal financial assistance. The United States Equal Employment Opportunity Commission is the agency charged with enforcing the Age Discrimination Act of 1975.

**Title IX of the Education Amendments of 1972** prohibits discrimination based on sex in education programs or activities and extends to employment and admission to institutions that receive federal financial assistance. The Office for Civil Rights of the United States Department of Education is the agency charged with enforcing Title IX.

## Website Accessibility

We continually strive towards compliance with RCAS Non-Discrimination Policies, Web Content Accessibility Guidelines (WCAG), Americans with Disabilities Act (ADA), World Wide Web Consortium (W3C), as well as Section 508 policy regarding web accessibility. RCAS is committed to providing accessibility to all users, and we will continue to make improvements to our website to ensure that it meets the requirements of these laws and standards. If assistance is needed in accessing material on any of the RCAS websites, please contact our Service Desk at (605)394-6629.

Questions, complaints, or requests for additional information regarding the laws may be forwarded to the designated compliance coordinator: Director of Human Resources located at the Rapid City Education Center, or phone (605)394-4014.

The District's anti-discrimination, anti-harassment, and anti-retaliation policies and grievance procedures may be accessed electronically via [District Code AC](#) or in hard-copy format at the District's Human Resources Office.

For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office for Civil Rights (OCR) in the U.S. Department of Education, please contact OCR at Lyndon Baines Johnson Department of Education Bldg., 400 Maryland Avenue, SW, Washington, DC 20202-1100, Telephone 800-421-3481 (voice), or 800-877-8339 (telecommunication device for the deaf, or TDD), or 202-453-6012 (fax), or [OCR@ed.gov](mailto:OCR@ed.gov) (email).

# SPECIAL EDUCATION GLOSSARY

**Adapted Physical Education (APE):** Specially designed physical education program, using accommodations designed to fit the needs of students who require developmental or corrective instruction in PE.

**Accommodations:** The teaching supports and services that the student may require to successfully demonstrate learning. Accommodations do not change curriculum expectations, or the knowledge and skills students are expected to demonstrate.

**Adaptations:** Changes in educational environments that allow students with disabilities to participate in inclusive environments by compensating for learners' weaknesses.

**Annual Review (AR):** The yearly meeting of the individualized education program (IEP) team (or called ARD committee in some states). The AR is designed to gather all the IEP team members in one location to update one another on a student's needs and performance by reviewing progress toward goals and looking at new data like work samples and recent testing.

**Antecedent Behavioral Consequences Chart (ABC):** A tool used to create a record of disruptive behaviors that is utilized as part of functional behavioral assessment (FBA) to help to determine the triggers of and motivations behind these behaviors. ABCs are used to record what happened just before a behavior, a description of the behavior itself and the consequence of the behavior.

**Applied Behavior Analysis (ABA):** A technique for correcting behavior and social skill deficits in students with special needs. It is based on the understanding that students are more likely to repeat desired behaviors when these behaviors are met with positive reinforcement, and that they are less likely to repeat undesirable behaviors that are not rewarded. One significant part of ABA is discrete trial training (DTT), in which a skill is broken down into its most basic components so that these components may be taught one.

**Assessment or Evaluation:** Term used to describe the testing and diagnostic processes leading up to the development of an appropriate IEP for a student with special education needs.

**Assistive Technology (AT):** Assistive technology is technology used by individuals with disabilities in order to perform functions that might otherwise be difficult or impossible. Assistive technology can include mobility devices such as walkers and wheelchairs, as well as hardware, software and peripherals that assist people with disabilities in accessing computers or other information technologies.

**Behavior Intervention Plan (BIP):** A plan that targets one to three of a student's undesirable behaviors with interventions that are linked to the functions of the behavior; each intervention specifically addresses a measurable, clearly-stated targeted behavior. A BIP can include prevention strategies, which stop the behavior before it begins, as well as replacement behaviors, which achieve the same function as the disruptive behavior without causing disruption.

**Behavior Support Plan (BSP):** A proactive action plan to address behavior(s) that are impeding learning of a student or of others in the classroom.

**Common Core Standards:** A shared set of evidence based national standards developed through state led initiatives. Common Core is designed to have fewer, simplified standards. They were created by the National Governors Association and Council of Chief State School Officers. Officials from 48 states participated in the process to develop the standards over several years.

**Cumulative File:** The records maintained by the local school district for any student enrolled in school. The file may contain evaluations and information about a student's disability and placement. It also contains grades and the results of standardized assessments. Parents have the right to inspect these files at any time.

**Designated Instruction Services (DIS):** Instruction and services not normally provided by regular classes, resource specialist programs or special day classes. They include speech therapy and adaptive physical education.

**Disability:** Physical or mental impairment that substantially limits one or more major life activities.

**Due Process:** Special education term used to describe the process where parents may disagree with the program recommendations of the school district. The notice must be given in writing within 30 days. IDEA provides two methods for resolving disputes, mediation or fair hearing.

**Emotional Disturbance (SED):** Term used to describe a diagnosable mental, behavioral or emotional disorder that lasts for a significant duration that meets the criteria within the Diagnostic and Statistical Manual of Mental Disorders.

**Extended School Year Services (ESY):** An extended school year is a component of special education services for students with unique needs who require services in excess of the regular academic year. Extended year often refers to summer school.

**Free Appropriate Public Education (FAPE):** Special education and related services are provided at public expense, without charge to the parents.

**Functional Behavior Analysis (FBA):** A process which describes a student's disruptive behaviors, looks for the reasons behind the behaviors and offers interventions that teach new behaviors to replace the undesired ones.

**Inclusion:** Term used to describe services that place students with disabilities in general education classrooms with appropriate support services. Student may receive instruction from both a general education teacher and a special education teacher.

**Individuals with Disabilities Education Act (IDEA 2004):** The original legislation was written in 1975 guaranteeing students with disabilities a free and appropriate public education and the right to be educated with their non-disabled peers. Congress has reauthorized this federal law. The most recent revision occurred in 2004.

**Individualized Education Plan (IEP):** Special education term outlined by IDEA to define the written document that states the disabled student's goals, objectives and services for students receiving special education.



**Individualized Education Program Team:** Term used to describe the committee of parents, teachers, administrators, and school personnel that provides services to the student. The committee may also include medical professional and other relevant parties. The team reviews assessment results, determines goals and objectives and program placement for the student needing services.

**Individualized Transition Plan (ITP):** This plan starts at age 14 and addresses areas of post-school activities, post secondary education, employment, community experiences and daily living skills.

**Intellectual Disability (ID):** Significantly subaverage general intellectual functioning, existing simultaneously with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a student's educational performance.

**Least Restrictive Environment (LRE):** The placement of a special needs student in a manner promoting the maximum possible interaction with the general school population. Placement options are offered on a continuum including regular classroom with no support services, regular classroom with support services, designated instruction services, special day classes and private special education programs.

**Mainstreaming:** Term used to describe the integration of students with special needs into regular classrooms for part of the school day. The remainder of the day is in a special education classroom.

**Modifications:** Changes made to curriculum expectations in order to meet the needs of the student. Modifications are made when the expectations are beyond the student's level of ability. Modifications may be minimal or very complex depending on the student performance and must be clearly acknowledged in the IEP. Modifications change the scope and demonstration of knowledge and skills students are expected to demonstrate.

**Multidisciplinary Evaluation Team (MET or MDT):** The name used for the group of trained professionals that conduct eligibility and review assessments. These members are often the same as the IEP Team, but the law does not define a MET or MDT, simply calls them a group of qualified professionals.

**Occupational Therapists:** Provide consultation and support to staff to improve a student's educational performance related to fine motor, gross motor and sensory integration development.

**Orthopedic Impairment:** Term used to define impairments caused by congenital anomaly, impairments by diseases and impairments by other causes.

**Parent Consent:** Special education term used by IDEA that states you have been fully informed in your native language or other mode of communication of all the information about the action for which you are giving consent and that you understand and agree in writing to that action.

**Physical Therapists:** Provide consultation and support to staff to improve a student's educational performance related to functional gross motor development.

**School Psychologist:** Assist in the identification of intellectual, social and emotional needs of students. They provide consultation and support to families and staff regarding behavior and conditions related to learning. They plan programs to meet the special needs of students and often serve as a facilitator during an IEP meeting.

**Positive Behavior Support (PBS):** An approach to eliminate challenging behaviors and replace them with pro-social skills.

**Present Levels:** A component of an individualized education program (IEP) that defines a student's strengths and weaknesses, current levels of academic achievement, and current levels of functional performance. Before 2004 this part of the IEP was called present levels of performance; the current term is present levels of academic achievement and functional performance (PLAAFP).

**Speech or Language Impairment (SLI):** A communication disorder such as stuttering, impaired articulation, a language impairment or a voice impairment that adversely affects a student's educational performance.

**Speech-Language Pathologist (SLP):** Also known as a speech therapist, a professional who diagnoses and treats communication and swallowing disorders.

**SSDI:** Social security disability insurance benefits are provided to qualified individuals who cannot engage in substantial gainful work activity because of a disability and who have paid into the system or has a parent who has paid into the Social Security system.

**SSI:** Supplemental Security Income benefits are provided to qualified individuals who cannot engage in substantial gainful work activity because of a disability and who fall below certain assets and income levels.

**Transition IEP:** IDEA mandates that at age 16, the IEP must include a statement about transition including goals for post-secondary activities and the services needed to achieve these goals. This is referred to an Individual Transition Plan or (ITP).

**Vision Specialists:** Provide consultation and support to staff and direct instructional support to students with visual impairments. They provide functional vision assessments and curriculum modifications including Braille, large type and aural media.



## SUPPLEMENTARY MATERIALS OBJECTION FORM

The Rapid City Area School District encourages students to read, view, and listen to a variety of supplementary materials. All supplementary materials have been reviewed and approved by practicing teachers who consider the materials to be valuable and pertinent to the themes and ideas addressed within the content of the class. Because some materials contain content of a sensitive nature, a parent may request that an alternative assignment/selection be offered to the student.

Questions regarding the approved supplementary materials used should be directed to the individual classroom teacher and/or building principal. This form must be signed and dated by the parent/guardian and returned to the teacher if the parent is requesting an alternative assignment for the student.

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I **do not** wish (student name) \_\_\_\_\_ to participate  
in the use of or viewing of (title) \_\_\_\_\_  
in (teacher) \_\_\_\_\_'s class.

Signature of Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

I understand that my student is responsible for completing an alternative assignment.