CHS Course Catalog
20276-20287

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General Enrollment Information

A. Definition of Terms

a. Prerequisite: A prerequisite or course which must be successfully completed before a student may take another course that is related.
b. Required Course: The State of Kansas and the Board of Education have selected certain courses, which every student must pass if he or she is to receive a high school diploma.
c. Elective Courses: All courses, which are not identified as required courses are considered to be elective courses.

B. Student Load

a. All students must carry a full class load (7 periods) at Chanute High School. Exceptions would be plans approved by an IEP or SIT team. ~~to this would be approved Early Release in the second semester of the student's senior year or noted on the student IEP or Individual Graduation Plan. Such plans must be approved by the IEP team or SIT team.~~

b. Students may enroll in approved college classes and concurrently earn both high school and college credit. Students are responsible to pay tuition and fees for the concurrent credit courses.

c. Early Graduation – Students who complete all state and local graduation requirements may request permission to graduate early. A student who wishes to graduate from high school early may request permission to do so. The student and parents shall consult with high school administrative and/or guidance personnel in order to develop a graduation plan. The board shall approve or deny each request based on the circumstances of the individual student. The student's request shall be in writing, addressed to the superintendent, state the reasons supporting the request, and include a copy of the graduation plan and a letter of support from the student's parents. The letters of request shall be sent to the superintendent, who shall forward them to the board. ~~Students may petition to graduate early. An alternative graduation plan needs to be approved by a Student Improvement Team. This letter of request should be submitted to the counseling office by December of their Junior year~~

C. Valedictorian/Salutatorian

For students to qualify for Valedictorian/ Salutatorian: the student must have the highest rank in the graduating class and have completed the Kansas Honors Scholar Curriculum Program which consists of:

- 4 units of English
- 4 units of Math (minimum courses Algebra I, II, Geometry, Trig (1/2 unit), Probability/ Analytic Geometry (1/2 unit)
- 3 units of Social Studies
- 3 units of Science: Biology, Chemistry, and Physics
- 2 units of the same Foreign Language ~~(same language)~~
    - Tiebreakers will be used to select one Valedictorian and one Salutatorian. Tiebreakers in order of selection importance:
    - ACT composite Score
    - Senior Year Attendance Rating

UNITS REQUIRED FOR GRADUATION

Grades 9, 10, 11, 12 – 25 units

ACADEMIC RIGOR

- The "statement of academic rigor" is necessary to provide Chanute High School students with the greatest challenge and fulfillment possible. Additionally, we believe that each

student attending our school will be prepared for post-secondary education. (The definition for “post-secondary education” in this rigor statement shall refer to student readiness for additional training/not specific to college enrollment)

CHS students will be required and/or encouraged to maintain a schedule that complies with the requirements of the Student Handbook and the Course Description Book, including compliance with the following:

1. Seniors will be enrolled in a minimum of 3 academic courses at all times. At least 4 of their classes must carry ½ unit of weight.
2. Students will be placed in the appropriate math class as a freshman or new student and will complete 3 full units by following the department sequence. Initial placement will be determined by administration, teachers, and counselors using past performance in classes and on achievement tests.

    a. Math Sequence – Algebra I, Geometry, Algebra II~~Math 9, Math 10, Math 11~~ or; Business Math/Banking & Finance based on post-secondary goals.
    b. Seniors who have completed 3 full units of math do not have to enroll in a math class unless they have not yet completed Algebra I, Geometry, or Algebra II~~ or a comparable math course. Completion of Algebra I or progress toward that goal is the building minimum~~.

3. All CHS students must complete ~~1 unit of a~~ Physical Science or PBS, ~~& 1 unit of~~ Biology and are required to take a 3rd unit their Jr or Sr Year.

4. Students “flagged” for improvement in a core class may be required to take 2 classes per semester in that core area based on the following (currently only using Math and Reading):
    a. The student~~Student~~ did not “meet standard” on the previous Kansas Assessment.
    b. Student scores at the 33rd percentile or lower on MAP Assessment combined with lower performance in English classes.

5. Students enrolled in “year-long” courses will only be allowed to drop courses with administrative permission. Such changes will be discouraged.

Chanute High School Graduation Requirements	**Chanute High School Graduation Requirements Starting with the class of 2028**
The following are the requirements for graduation from Chanute High School	**The following are the requirements for graduation from Chanute High School**
25 Credits English (4 units) Mathematics (3 units) Science (3 units) Social Science (3 units) Fine Arts (1 unit) PE (1 unit) Career and Technology Ed (1 unit) Electives (9 units)	**25 Credits** English (3.5) Communication (.5) Mathematics (3 units) Science (3 units) Social Science (3 units) Fine Arts (1 unit) PE (1 unit of which .5 is Health) STEM Elective (1 unit) Electives (8 units) Financial Literacy (1 unit)

Postsecondary Assets (Starting with the class of 2028)	
Career & Real-World Examples:	Academic Examples
Youth apprenticeships	ACT composite score of 21+

40+ Community Service Hours Client=Centered Projects Workplace learning experience Industry recognized certifications Seal of Biliteracy CTE ScholarEagle Scout or Gold Scout 4-H Kansas Key Award Two or more high school athletics/activities JROTC 90% attendance in high school	Workeyes level silver or higher 9+ College hours State Assessment scores of 3 or 4 math, ELA, Science ASVAB per requirements of military branch selected Senior Project/Senior exit interviews SAT Score 1060+ Completing board of regents curriculum International Baccalaureate Exam 4+ Advanced Placement Exam 3+

Kansas Qualified Admissions	
The 6 state universities in KS admissions requirements are now based on ACT score and GPA. However the following are the recommendations for high school graduates pursuing a high school degree.	
English 4 Units	No applied or Skills Courses
Mathematics 3 units	4 units at or above the level of Algebra I, taken in High school & ACT college readiness math benchmark of 22
Science 3 units	No applied Courses Biology, Chemistry and Physics
Social Science 3 units	World History, American History, Government
Foreign Language 2 units	Units of the SAME foreign Language

Kansas Scholars Curriculum	
The following are the requirements for high school graduates wishing to apply for the State of Kansas Scholarship Program. (Completion of the Kansas Scholars Curriculum is one component of the scholarship requirements) This is also a requirement for CHS top 10% distinction, salutatorian/ valedictorian	
English 4 units	No Applied Courses
Mathematics 4 units	(Minimum of Algebra I, Geometry, and Algebra II; plus one unit advanced math beyond Algebra II)
Science 3 units*	Biology, Chemistry, Physics No Applied Courses
Social Science 3 units	World History, American History, Government
Computer Technology 1 unit	
Foreign Language 2 units	2 units of the *SAME* foreign Language
*The ACT test must be taken by December of the student's senior year to be eligible for State Scholar. *Students Must be a Kansas Resident	

Kansas Scholars Curriculum
*Alternative PLTW Science Pathway available
What is the benefit of completing the Kansas Scholars Curriculum? Students that complete this curriculum and meet the other requirements, may be designated as State Scholars, which makes one eligible to receive the Kansas State Scholarship as provided by the Kansas Legislature. The academic profile of recent scholars include an average ACT of 30 and an average GPA of 3.91. State Scholars may receive up to $1,000 annually for up to four undergraduate years (five, if enrolled in a designated five-year program), based on financial need and the availability of State funds. Financial need is measured by federal methodology using data submitted on the FAFSA.

CHANUTE HIGH SCHOOL GRADUATION, QUALIFIED ADMISSIONS, & KANSAS SCHOLARS CURRICULUM
Requirement Checklist - 25 Units Required to Graduate

CHS Graduation Checklist	*Qualified Admissions Checklist	***Kansas Scholars Curriculum Checklist
__ English 4 Credits Any Courses	**__English 4 Credits** No applied or skills courses~~ESU,PSU,FHSU,WSU¶~~ ~~ACT 21+ (SAT 1060) OR cumulative GPA 2.25+¶~~ ~~Cumulative GPA 2.0+ for college credit earned in high school~~	**__English 4 credits** No applied or skills course
__Math 3 Credits Any Courses	**__Math 4 credits** Minimum of Algebra I, Geometry, and Algebra II (equivalent to CHS Math 9, Math 10, Math 11) plus one unit advanced math beyond Algebra II~~K-State¶~~ ~~ACT 21+ (SAT 1060) OR cumulative GPA 3.25+¶~~ ~~Cumulative GPA 2.0+ for college credit earned in high school~~	**__Math 4 credits** Minimum of Algebra 1, Geometry and Algebra II ~~(equivalent to CHS Math 9, Math 10, Math 11)~~ plus one unit advanced Math beyond Algebra II
__Science 3 Credits (Physical Science, Biology, plus one unit of science elective; OR Biology and PLTW pathway	**__Science 3 credits** Biology, Chemistry, and Physics, no applied courses (CHS also requires Physical Science or equivalent)~~KU¶~~ ~~Cumulative GPA 3.25+ OR Cumulative GPA 2.0+ AND ACT 21+ (SAT 1060)¶~~	**__Science 3 Credits** (+1 CHS) Biology, Chemistry, and Physics. No applied courses (CHS also requires Physical Science or Equivalent)
__ Social Science 3 Credits World History or Geography, American History, and Government/Econ	**__Social Science 3 Credits** 1 credit of U.S. History, .5 of U.S. Gov, .5 credit of world History, .5 credit of Economics and .5 credit of another Social Science course~~__English 4 Credits¶~~ ~~No applied or skills courses~~	**__Social Science 3 credits** 1 credit of U.S. History, .5 credit of World History, .5 credit of U.S. Gov, .5 credit of Economics, and .5 credit of another Social Science course
__Physical Education - 1 Credit	**__Physical Education - 1 Credit** **CHS requirement~~__Math 4 credits¶~~** **~~Minimum of Algebra I, Geometry, and Algebra II (equivalent to CHS Math 9, Math 10, Math 11) plus one unit advanced math beyond Algebra II~~**	**__Physical Education 1 credit** CHS requirement~~__Foreign Language 2 credits¶~~ ~~2 credits of the same language ¶~~
__Computer Technology/ Vocational 1 credit	**__Computer Technology/ Vocational 1 credit~~__Science 3 credits¶~~**	**__Computer Technology/ Vocational 1 credit~~__Physical Education 1 credit¶~~** **~~CHS requirement~~**

	~~**Biology, Chemistry, and Physics, no applied courses (CHS also requires Physical Science or equivalent)**~~	
__Fine Arts 1 credit	**__Fine Arts 1 Credit** CHS requirement ~~__Social Science 3 Credits ¶~~ ~~1 credit of U.S. History, .5 of U.S. Gov, .5 credit of world History,¶~~ ~~.5 credit of Economics and .5 credit of another Social Science course~~	**__Fine Arts 1 Credit** CHS requirement
__Financial Literacy - .5 Credit	**__Financial Literacy - .5 Credit**	**__Financial Literacy - .5 Credit** CHS requirement
__Communications - .5 Credit	**__Communications - .5 Credit**	**__Communications - .5 Credit** CHS requirement
__STEM - 1 Credit 4th Math OR 4th Science OR 2nd level CTE course	**__STEM - 1 Credit** 4th Math OR 4th Science OR 2nd level CTE course	**__STEM - 1 Credit** 4th Math OR 4th Science OR 2nd level CTE course
__Elective 7~~9~~ credits	**__Foreign Language 2 Credits** 2 units of the same language	**__Foreign Language 2 credits** 2 credits of the same language ~~__Electives 46 Credits¶~~ ~~CHS Requirement~~
	__Electives 4-6 Credits CHS Requirement	**__Electives 4-6 Credits** CHS Requirement
	ESU,PSU,FHSU,WSU ACT 21+ (SAT 1060) OR cumulative GPA 2.25+ Cumulative GPA 2.0+ for college credit earned in high school	
	K-State ACT 21+ (SAT 1060) OR cumulative GPA 3.25+ Cumulative GPA 2.0+ for college credit earned in high school	
	KU Cumulative GPA 3.25+ OR Cumulative GPA 2.0+ AND ACT 21+ (SAT 1060)	

*KANSAS SCHOLARS CURRICULUM IS RECOMMENDED BUT NOT REQUIRED.
**If you do not meet the qualified admission requirements you are still encouraged to apply. Your applications will be reviewed individually. Contact the university admissions office for more information.
***The Kansas Scholars Curriculum completers are recognized at the Spring Awards Ceremony and may qualify as a KANSAS STATE SCHOLAR. The ACT must be taken by DECEMBER of the students SENIOR YEAR to be considered a candidate for the Kansas State Scholar.

Language Arts

Course Title	Credit	9	10	11	12	Prerequisite
English 9	1	X				None
Honors English 9	1	X				Enrollment in Honors English 9 is by invitation only. Criteria used to determine eligibility for honors will be MAP scores, grades, attendance, teacher recommendation(s), and a writing sample.
Reading Proficiency Development*	.5	X				Teacher Recommendation
English Proficiency Development*	.5	X	X			Teacher Recommendation
English 10	1		X			None~~English 9~~
Honors English 10	1		X			English 9. Enrollment in Honors English 10 is by invitation only. Criteria used to determine eligibility for honors will be MAP scores, grades, attendance, teacher recommendation(s), and a writing sample.
English 11	1			X		None~~English 10~~
College Prep English 11	1			X		None~~English 11~~
AP English Language & Composition	1			X		Students enrolling in this class should have an excellent attendance record and proven academic performance in Honors English 9 and 10 or equivalent courses.
English 12	1				X	None
AP English Literature	1				X	Students enrolling in this class should have an excellent attendance record and proven academic performance by completing AP Language or equivalent courses.
Business Communication	.5			X	X	None
~~Sports in Literature~~	~~.5~~			~~X~~	~~X~~	~~None~~
**English Comp I Concurrent Credit	.5				X	Minimum English score of 18 on the ACT, >=3.25 GPA in previous English courses
** English Comp II Concurrent Credit	.5				X	English Comp I
Drama	.5	X	X	X	X	None
Communications	.5				X	None
Debate*	.5	X	X	X	X	Should have a minimum of 45th percentile on MAP Reading or teacher recommendation.
Forensics*	.5	X	X	X	X	None
***Speech/ Concurrent Credit*	.5			X	X	None
Technical English	1			X	X	Completion of English 9, English 10, a score of 4 on Workkeys Workplace Documents, and completion of technical program
English Language for Beginners Max 2 English Credits	1	x	x	x	x	Level 1 or 2 on KELPA

ESOL Content Support* ~~Elective Credit~~	1	x	x	x	x	ILP

Does not meet English Core Credit
**This is a Neosho County Community College course taught by Chanute High School staff during the school day. Students will be required to complete all NCCC course objectives. The student must pay tuition and books for the course.
***Takes place on the NCCC campus and is taken as a college class.

English 9	**Honors English 9**
In this year-long course students will study grammar, basic writing skills, literature, and will review the Six Trait Writing Model. Students will establish a background in reading and writing about literature by studying plays, mythology, novels, short stories, and poetry as well as non-fiction forms.	As in regular English 9, students will study grammar, basic writing skills, literature, and review the Six Trait Writing Model. Students will establish a background in reading and writing about literature by studying plays, mythology, novels, short stories, and poetry as well as non-fiction forms. The quantity of the content will be accelerated in this course as compared to English 9. The quality and difficulty of the written material will also be more advanced. Students must score at least 80% in Honors in order to progress on to the next semester. Students earning a 74-79% will be in a probationary period. These students will have to bring their grades up to 80% by the next semester's conclusion to continue on in Honors. Students who do not raise their grade to 80% after two consecutive semesters will not remain in Honors. Students who earn a D or an F at semester will be moved to English 9 and will not continue on the Honors pathway.

English/Reading Proficiency Development	**English 10**
English and Reading Proficiency Development courses are designed to assist students in acquiring the skills necessary to pass proficiency examinations. RPD targets ninth grade students and EPD targets tenth grade students.	The focus of this year-long course will balance between the fundamentals of writing sentences, paragraphs, papers, and the fundamentals of reading, understanding, and evaluating literature. Student compositions will emphasize good structure, organization, and usage. Literature read by students will include a variety of genres, such as poetry, drama, the novel and the short story.

Honors English 10	**English 11**
Studies in the sophomore year would focus primarily on the individual in literature. Students would be expected to read assigned material and respond, in written and verbal analyses, as to how traditional literary figures reflect universal themes such as maturation, social/political, evolution, human behavior, naturalism, moral conflict, duty and isolationism. Grades will be determined by satisfactory completion of written and verbal assessments of the literature studied. Additional information can be obtained from the instructor. In this introductory pre-AP rhetoric, literature, and writing course, students will read and analyze a broad and challenging range of nonfiction and fiction prose selections, deepening their awareness of rhetoric and how language works. Through close reading and frequent writing, they will develop their ability to work with language and text with a greater awareness of	This year-long course emphasizes the study of American literature and essay, expository, report and creative writing. Students will also review grammar and usage skills as they apply to the writing process.

purpose and strategy, while strengthening their own composing abilities. Course readings feature expository, analytical, personal, and argumentative texts from a variety of authors and historical contexts. Students examine and work with essays, letters, speeches, images, and imaginative literature. Students frequently conference about their writing in Comet Time as well as in class. Students also prepare for the AP English Language and Composition and AP English Literature and Composition exams and pathways. Pre-AP English 10 covers the core content of English 10 but at a more rapid pace.

Prerequisite: English 9 or Honors English 9. Criteria used to determine eligibility for honors will be MAP scores, grades, attendance, and teacher recommendation(s). Upon entering Honors English for the first time at CHS, there will be a required parent meeting (at open house) describing the differences in expectations between regular English and Honors-level English. Parents who cannot attend the meeting will be allowed to sign a letter stating that the expectations of the class have been shared. Students must score at least 80% in Honors in order to progress on to the next semester. Students earning a 74-79% will be in a probationary period. These students will have to bring their grades up to 80% by the next semester's conclusion to continue on in Honors. Students who do not raise their grade to 80% after two consecutive semesters will not remain in Honors. Students who earn a D or an F at semester will be moved to English 10 and will not continue on the AP pathway.

College Prep English 11	AP English Language and Composition
College Prep English 11 course develops students' writing skills, emphasizing clear, logical writing patterns, word choice, and usage, as students write essays and begin to learn the techniques of writing research papers. Students continue to read works of American literature, which often form the backbone of the writing assignments. Literary conventions and stylistic devices may receive greater emphasis than in previous courses. College Prep English 11 emphasizes three subject areas-reading, writing, and ACT Prep. Students will read American novels,/plays, etc. as well as a number of short stories, essays, and poems. As college-bound students, they will write often: paragraph-length answers to literature-applying questions, journal writing, and argumentative research papers (MLA). The course includes grammar and its application to writing since the structure that underlies language influences the way words convey meaning. Students will prepare for and are expected to take the ACT in February. Prerequisite: English 9 or Honors English 9 and English 10 or Honors English 10. Criteria used to determine eligibility for college prep English 11 will be grades, attendance, and previous English teacher recommendation(s). Students who earn an F at	AP English Language and Composition is an intensive yearlong course designed to prepare students for the AP English Examination administered each May by the College Board. Students will write about a variety of subjects from a variety of disciplines and demonstrate an awareness of audience and purpose. The overarching objective in this writing course is to enable students to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives. The AP Language course will teach students to read primary and secondary sources carefully, to synthesize material from these texts in their own compositions, and to cite sources using conventions recommended by universities and professional organizations. Another purpose of the AP English Language and Composition course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. Students enrolling in this class should have an excellent attendance record and proven academic performance in Honors English 9 and 10 or equivalent courses.

semester in college prep English 11 will be recommended to English 11 or mythology.

English 12	AP English Literature and Composition
In this full year course, students will read and discuss significant English literature and apply the reading and discussions to written assignments. Students will be assigned numerous short (200-300 word) analytical papers stressing different aspects of academic writing (cause/effect, narrative, technical, contrast/compare, etc.). Students will also complete a significant research project in MLA format. Particular emphasis will be placed on reinforcing student mastery of basic rules of composition and usage while completing analytical prose designed to promote proficiency of critical thinking skills.	The AP English Literature and Composition course is intended to give students the experience of a typical introductory college literature course. It includes an intensive study of representative works from various genres, periods, and cultures, concentrating on works of recognized literary merit. Reading in the course builds on the reading done in their previous English courses. Students learn to read deliberately and thoroughly, taking time to understand a work's complexity, absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. They will also learn to consider the social and historical values a work reflects and embodies. Careful attention to both textual detail and historical context provides a foundation for interpreting a text. Writing is also an integral part of the AP English Literature and Composition course and of the AP Exam. Writing assignments in the course will address the critical analysis of literature and will include expository, analytical, and argumentative essays. This course will provide students with the intellectual challenges and workload consistent with a typical undergraduate university English literature/ Humanities course. As a culmination of the course, they are expected to take the AP English Literature and Composition Exam given in May. The course includes an intensive study of representative works such as those by authors cited in the AP English Course Description. Prerequisite: AP Language and Composition. Students must have completed AP Language and Composition with an 80% or above the previous year. Students who earn a D or an F at semester in AP Literature will be recommended to English 12.

Business Communications	~~Sports in Literature~~
Business Communications courses help students to develop an understanding and appreciation for effective communication in business situations and environments. Emphasis is placed on all phases of communication: speaking, listening, thinking, responding, reading, writing, communicating nonverbally, and utilizing technology for communication. Business communication functions, processes, and applications in the context of business may be practiced through problem-based projects and real world application.	~~These courses have the same aim as general literature courses (to improve students' language arts and critical-thinking skills), but use selected literature to explore a particular theme as expressed from several points of view. Such themes might include The American Dream, Society and Self, Exploration, War and Peace, and the like.¶~~

English 12/ Concurrent Credit (Comp I & Comp II)	Drama
In the first semester, this course will focus on literature that illustrates, explains, and/or considers the plight of the individual when placed in conflict with the primary social, political, and economic systems in cultures and civilizations regardless of the time. The course will also consist of instruction and practice in the fundamentals of writing with emphasis on grammatical correctness, acceptable usage, and effective organization of ideas. Exposition is the primary basis for such emphasis. Students will proceed through basic skills tests. In the second semester, this course will focus on literature that illustrates, explains, and/or considers the plight of the individual when placed in conflict with the primary social, political, and economic systems in cultures and civilizations regardless of the time. Constructive writing is continued with the emphasis on a long investigative paper in MLA style. Readings on moral, political, and social issues are used to acquaint students with contrasting opinions and to encourage them to organize their own ideas on these issues. Practice in effective writing and development of an adequate vocabulary are emphasized. Grades will be determined by satisfactory completion of written and verbal assessments of the literature studied.	Drama is a comprehensive class that exposes students to various aspects of theatre: acting, stagecraft, technical theatre, playwriting, theatre history, and world drama. Students will enhance performance and public speaking skills, design and craft various costumes and sets, write original scenes, and learn about the history of the theatrical arts around the world.

Communications	Debate
Communications courses focus on the application of written and oral communication skills through a variety of formal and informal experiences. The courses are performance-based and emphasize effective interpersonal and team-building skills. Communications courses may also involve the study of how interpersonal communications are affected by stereotypes, nonverbal cues, vocabulary, and stylistic choices.	This class requires the student to master the arts involved in scholastic debate, as well as the mastery of the national debate topic each year. Research, organization, and platform speaking will be stressed. Tests, assignments, and class performance will determine grades. Students are encouraged to take Forensics following Debate. This class may be repeated for credit.

Forensics	Speech/ Concurrent Credit
The student will prepare several selections for class performance in the events of forensics. The events range from reading, speeches, and solo acting to one-act plays. They should also be prepared to perform on occasion for local clubs and organizations in the community of Chanute. Grades will be determined by quality of class and competitive performance, attitude, effort, tests, and assignments. This class will be classified as a Fine Arts credit,	This course is a study of actual speaking situations and how to meet them successfully. The aim of this course is to help the student gain more self-confidence in everyday speaking situations and develop and improve habitual oral skills. This course counts as a Communications credit. ~~This course is offered as part of the Southern High School Initiative and is held on the campus of Neosho County Community College~~¶

Communications, or elective credit. and may be repeated for credit.¶

Technical English	ESOL Content SupportGeneral Literature / Concurrent Credit
Applied English and Communications courses teach students communication skills—reading, writing, listening, speaking—concentrating on "real-world" applications. These courses usually emphasize the practical application of communication as a business tool—using technical reports and manuals, business letters, resumes, and applications as examples—rather than emphasize language arts skills as applied to scholarly and literary materials. This credit is earned as an embedded credit though a technical class taken at Mitchell Career and Technology Center AND a score of 4+ on the WorkKeys test. .	ESOL Content Support provides students with the opportunity and time to complete classroom assignments or school projects from core content areas, with a focus on accessing the English based content in a way that meets the language learning needs of individual students.. This course consists of a study of representative fiction, drama, and poetry. Selections are read, discussed, and analyzed, with consideration of formal literary elements, including plot, characterization, theme, setting, point of view, tone, and symbolism. This course is offered as part of the Southern High School Initiative and is held on the campus of Neosho County Community College.¶ ¶ *Students will be required to complete all NCCC course objectives. The student must pay tuition and books for the course.* ¶ ¶ ¶

English Language for Beginners	Mythology 11 and 12
English as a Second Language (ESL) courses are designed for the rapid mastery of the English language, focusing on reading, writing, speaking, and listening skills. ESL courses usually begin with extensive listening and speaking practice, building on auditory and oral skills, and then move on to reading and writing. These courses provide an explanation of basic structures of the English language, enabling students to progress from an elementary understanding of English words and verb tenses to a more comprehensive grasp of various formal and informal styles and then to advance to "regular" English courses. ESL classes may also include an orientation to the customs and culture of the diverse population in the United States.	In this full year course, students will learn, analyze, and discuss ancient and modern world mythology. Creation stories, heroes and monsters, and end of the world mythology feature prominently. Students will be assigned numerous short (200-300 word) analytical papers. Students will also complete multiple significant research projects. Particular emphasis will be placed on understanding other cultures through their stories to promote proficiency of critical thinking skills. This course includes ELA 11 and 12 students and meets the requirements for both ELA 11 and 12.

MATHEMATICS

Course Title	Credit	9	10	11	12	Prerequisite
Math Proficiency Development*	1	X	X			Qualifying score on MAP Diagnostic Test orand recommendation of math department and/or administration
Algebra I	1	X	X	X	X	Qualifying score on MAP Diagnostic Test
Geometry	1	X	X	X	X	Algebra I or equivalent
Honors Geometry	1	X	X			Algebra I, Qualifying score on MAP Diagnostic Test, orand permission of the Math Department
Honors Algebra II	1		X	X		Accelerated Geometry, Qualifying score on MAP Diagnostic Test, orand permission of the Math Department
**Concurrent Credit Precalculus with Trigonometry	1			X	X	Honors Algebra II
Algebra II	1		X	X	X	Algebra I and Geometry (can be concurrent)
Business MathMoney Management/Investing	1			X	X	Algebra I and Geometry
**Concurrent Advanced College Algebra	.5			X	X	Algebra I, Geometry, Algebra II, Approval from Neosho County Community College
**Elementary Statistics	.5			X	X	Algebra I, Geometry, Algebra II, Approval from Neosho County Community College
**Concurrent Credit Calculus/AP Calculus	1				X	Precalculus with Trigonometry
Technical Math	1			X	X	Algebra, Geometry, and completion of technical program

Does not meet Math Core Credit
**This is a Neosho County Community College course taught by Chanute High School staff during the school day. Students will be required to complete all NCCC course objectives. The student must pay tuition and books for the course.
***Takes place on the NCCC campus and is taken as a college class.*Does not count as Math core credit¶
** This is a Neosho County Community College course taught by Chanute High School staff during the school day. Students will be required to complete all NCCC course objectives. The student must pay tuition, fees, and book costs for the course.

Math Proficiency Development	Algebra I
MPD is a comprehensive course designed for high school freshmen and sophomores to strengthen and extend their understanding of key mathematical concepts. Using the board approved curriculum, students will explore topics such as linear equations, functions, transformations, geometry, statistics, and the foundations of algebraic reasoning. The course emphasizes problem-solving, critical thinking, and the application of math to real-world contexts. Through engaging lessons, collaborative activities, and integrated technology tools, students will develop the skills and confidence needed to complete Algebra I and Geometry simultaneously. MAP and other formative testing will be used throughout the year to monitor each student's accomplishments.	Algebra I is a foundational mathematics course designed for high school freshmen to develop a deep understanding of algebraic concepts and their applications. Using the board approved curriculum, students will explore topics such as linear equations and inequalities, quadratic functions, systems of equations, polynomials, and exponential relationships. The course emphasizes problem-solving, critical thinking, and mathematical reasoning while incorporating real-world scenarios and interactive technology tools to solidify learning. Through collaborative activities and individual practice, students will build the skills necessary for success in advanced math courses and everyday problem-solving. This course serves as the cornerstone for a strong mathematical foundation.
Geometry	**Honors Geometry**
Geometry is a dynamic course designed for high school sophomores to develop a strong understanding of geometric principles and their applications. Using the board approved curriculum, students will study topics such as congruence, similarity, transformations, trigonometry, and the properties of two- and three-dimensional figures. The course emphasizes logical reasoning, spatial visualization, and problem-solving skills through proofs, constructions, and real-world scenarios. With the integration of technology and collaborative activities, students will engage in hands-on learning experiences that build a solid foundation for future mathematics courses. This course encourages critical thinking and practical application of geometric concepts.	Honors Geometry is an advanced mathematics course designed for high school freshmen seeking a rigorous and challenging exploration of geometric concepts. Using the board approved curriculum, students will engage in an in-depth study of topics such as congruence, similarity, trigonometry, geometric transformations, and the properties of shapes. Emphasis is placed on critical thinking, problem-solving, and logical reasoning through proofs and real-world applications. The course integrates dynamic technology tools and collaborative activities to enhance understanding and prepare students for higher-level mathematics courses. Ideal for motivated learners, this course fosters a strong foundation in geometric principles while encouraging analytical and creative thinking.Qualified students may not be enrolled in or have taken Geometry (~~2031/2032). To remain in this class at semester a B average must be obtained. Moreover, to advance to Honors Algebra II the succeeding year an overall average of B must be obtained.~~
Honors Algebra II	****Precalculus with Trigonometry/Concurrent Credit**
Honors Algebra II is an advanced mathematics course designed for high school sophomores seeking to deepen their understanding of algebraic concepts and prepare for higher-level math courses. Using the board approved curriculum, students will explore complex topics such as polynomial, rational, and exponential functions, logarithms, sequences and series, and advanced systems of equations. The course emphasizes critical thinking, problem-solving, and mathematical reasoning, with a focus on real-world applications and modeling. Students will also engage with technology tools and collaborative activities to enhance their learning experience. This rigorous course challenges motivated learners to build a strong foundation for precalculus and beyond. To advance to Precalculus with Trigonometry the succeeding year an overall average of B must be obtained.	Precalculus with Trigonometry is an advanced course designed for high school juniors to prepare for calculus and other higher-level mathematics. Using the board approved curriculum, students will explore topics including advanced functions, trigonometry, polar coordinates, vectors, and analytic geometry. The course emphasizes problem-solving, critical thinking, and mathematical modeling, providing students with the tools to tackle complex mathematical concepts and applications. This course is available for dual credit through Neosho County Community College, offering students the opportunity to earn college credit while completing high school requirements. With rigorous content and integrated technology tools, this course builds a strong foundation for academic and career success in STEM fields. To advance to Calculus the succeeding year an overall average of B must be obtained. ~~This is a Neosho County Community College course taught by Chanute High School staff during the school day. Students will be required to complete all NCCC course objectives. The~~

~~student must pay tuition, fees, and books for the course. (3 credit hours)~~

Algebra II	**Business Math~~Money Management~~/Investing**
Algebra II is a comprehensive mathematics course designed for high school juniors to expand their understanding of algebraic concepts. Using the board approved curriculum, students will study topics such as quadratic, polynomial, and exponential functions, logarithms, complex numbers, sequences and series, and systems of equations and inequalities. The course emphasizes critical thinking, problem-solving, and real-world applications, helping students develop mathematical reasoning and analytical skills. With the integration of technology and collaborative activities, students gain a deeper understanding of algebraic principles and their connections to everyday situations.	We all know money is essential in life, and the financial decisions you make today may have a lasting effect on your future. Explore how to spend and save your money wisely, and learn key financial concepts around taxes, credit, and money management. Discover how education, career choices, and financial planning can lead you in the right direction to making your life simpler, steadier, and more enjoyable.
****College Algebra/ Concurrent Credit**	****Elementary Statistics/ Concurrent Credit**
This is a standard College Algebra course designed for students that have successfully completed Algebra I and Algebra II in high school. It will satisfy the general education requirement for College Algebra and will transfer to all Kansas Regents institutions. Topics covered are: polynomials, rational expression and radicals, equations and inequalities, absolute value, functions and graphs, rational functions, exponential and logarithmic functions, conic sections, matrices and systems of equations and inequalities. Students will be expected to have access to and use a graphing calculator (TI-84~~3~~ is recommended). ~~This is a Neosho County Community College course taught by Chanute High School staff during the school day. Students will be required to complete all NCCC course objectives. The student must pay tuition, fees, and books for the course. (3 credit hours)~~	This is a standard introductory course in elementary statistics with Intermediate Algebra as a prerequisite. The content includes descriptive and inferential statistics and the study of probability. Calculation techniques for descriptive statistics, normal distributions, confidence intervals, sample size, hypothesis testing, and correlation will be presented. The application problems make this course appropriate for students who may need to describe a population or research a problem in a class such as psychology, sociology, business, computer science, biology, education, technology, liberal arts, social science, nursing, allied health care, economics, ecology, and agriculture. Prerequisite: College Algebra. ~~This is a Neosho County Community College course taught by Chanute High School staff during the school day. Students will be required to complete all NCCC course objectives. The student must pay tuition, fees, and books for the course. (3 credit hours)~~
****Calculus/AP Calculus/ Concurrent Credit**	**Technical Math**
AP Calculus is a rigorous, college-level mathematics course designed for high school seniors who are ready to deepen their understanding of calculus concepts. Using the board approved curriculum, students will explore topics such as limits, derivatives, integrals, and the Fundamental Theorem of Calculus, with applications in real-world problem-solving and mathematical modeling. This course prepares students for the AP Calculus AB exam and offers the opportunity to earn dual credit through Neosho County Community College, allowing students to gain both high school and college credit. With a focus on analytical thinking, precision, and critical problem-solving, AP Calculus equips students with the skills needed for success in STEM-related fields and beyond. ~~This is a Neosho County Community College course taught by Chanute High School staff during the school~~	Technical Mathematics courses extend students' proficiency in mathematics, and often apply these skills to technical and/or industrial situations and problems. Technical Mathematics topics may include but are not limited to rational numbers; systems of measurements; tolerances; numerical languages; geometry; algebra; statistics; and using tables, graphs, charts, and other data displays. Technology is integrated as appropriate. This credit is earned as an embedded credit though a technical class taken at Mitchell Career and Technology Center AND a score of 4+ on the WorkKeys test.

day. Students will be required to complete all NCCC course objectives. The student must pay tuition, fees, and books for the course. (5 credit hours)

SOCIAL SCIENCE

Course Title	Credit	9	10	11	12	Prerequisite
World History/ Cultures	1	X	X			None
World Geography	1	X	X	X	X	None
AP European History	1		X			None
American History	1			X		None
**American History CC	1			X		None
U.S. History through War	1			X		None
U.S. History through Sports	1			X		None
Economics	.5				X	None
AP Economics	.5				X	None
Government	.5				X	None
**American Government Concurrent Credit	.5				X	None
***Psychology* Concurrent Credit	.5			X	X	None
***Developmental Psychology*¶ Concurrent Credit	.5			X	X	General Psychology
***Sociology* Concurrent Credit	.5			X	X	None
***Social Problems*¶ Concurrent Credit	.5			X	X	Intro to Sociology
***World Civilization Concurrent Credit*	.5			X	X	None
***World Geography Concurrent Credit*	.5			X	X	None
***Introduction to Philosophy* Concurrent Credit	.5			X	X	None

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Does not meet Social Science Core Credit
**This is a Neosho County Community College course taught by Chanute High School staff during the school day. Students will be required to complete all NCCC course objectives. The student must pay tuition and books for the course.
***Takes place on the NCCC campus and is taken as a college class.*Does not meet CHS core Social Science credit¶
** This is a Neosho County Community College course taught by Chanute High School staff during the school day. Students will be required to complete all NCCC course objectives. The student must pay tuition, fees, and book costs for the course.¶
***Takes place on the NCCC campus and is taken as a college class.

World History/ Cultures	World Geography
This course will present a survey of humankind's political, economic, social and cultural achievements from the earliest civilizations to the modern era. Some units will explore the cultures of non-western peoples.	In the study of world geography, students utilize physical and cultural perspectives to examine people, places, and environments at local, regional, national, and international levels. Students describe the influence of geography on the events of the past and present with emphasis on contemporary.
AP European History	**American History**
Europe since 1450. This course is a survey of European history with an emphasis on political, economic, and cultural developments as well as European interaction with the non-European world. Students will be expected to read college-level material, write essays involving document analysis, and complete significant research projects. Students who take this course will prepare to take the AP exam in European History. Sophomore students may take this as a replacement class for the required World History.	This course is a basic survey course in American history. A chronological approach will be used, beginning with the period of Reconstruction to the modern era
American History/Concurrent Credit	**US History through War**
Concurrent Credit American History is offered for high school credit and NCCC credit. The content follows the outcomes for NCCC courseHIST 201 United States History I (1400-1850) and HIST 202 United States History II (1850-1914). Students should be prepared for essay tests and completing one research project and one book report. ~~This is a Neosho County Community College course taught by Chanute High School staff during the school day. Students will be required to complete all NCCC course objectives. The student must pay tuition, fees, and books for the course.~~	U.S. Wars and Military Conflicts courses focus on the study of one or more wars and major military conflicts in which the United States had a significant role. These courses concentrate on one of many topics related to war, including the causes; U.S. involvement; and social, political, and economic effects. Specific wars may include the Revolutionary War, American Civil War, World War I, World War II, Korean War, Vietnam War, Gulf War, or other contemporary military conflicts
US History through Sports	**Economics**
This course examines U.S. History through sports themes, their societal, historical and political impact on the United States. These themes include; Choices have Consequences, Societies Experience Change and Continuity over Time, Individuals have Rights and Responsibilities, Relationships among People, Places, Ideas, and Environments are Dynamic, and Societies are Shaped by Beliefs, Ideas, and Diversity.	This course integrates economic principles such as free market economy, consumerism and the role of the American government within the economic system, with business concepts such as marketing principles, business law and risk. Emphasis will be placed on demonstration of skills and understanding of academic, technical, ethical and legal issues while developing skills in problem solving, critical thinking and employability skills.
~~AP Economics~~	**Government**
~~AP Economics courses prepare students for the College Board's examinations in both Microeconomics and Macroeconomics; these courses include the content of the two separate courses as described above.¶~~ ¶ ¶ ¶	In this class, the student will study the basic elements of political science, the American election process, other types of government in the world, and the process of government at the local level. In addition, objectives covering current events, the Constitution, the office of the President, development and passing of law, and economics will be studied.

American Government/Concurrent Credit	**Psychology/Concurrent Credit
Concurrent Credit American Government will cover American Government objectives involving the structure of the American Government, the roles of the three branches of government, domestic policy, foreign policy, and major constitutional issues. An historical case study approach will be used integrating 20th Century United States history with American Government. Students will be required to take essay examinations, write persuasive and expository essays over current political issues, and do a research project. ~~This is a Neosho County Community College course taught by Chanute High School staff during the school day. Students will be required to complete all NCCC course objectives. The student must pay tuition, fees, and books for the course.~~	This course is an introduction to the science of psychology including an emphasis on its historical and philosophical basis, the underlying principles of scientific methodology, as well as the principles of neuroscience, learning, intelligence, consciousness, personality, life-span development, and psychopathology and treatment, among others. This course meets or exceeds requirements in content and rigor for General Psychology PSY 155 in the NCCC curriculum.
~~**Developmental Psychology/Concurrent Credit~~	**Sociology/Concurrent Credit
~~Developmental Psychology provides a broad, comprehensive background in the study of human development from conception to death. The course is a chronological survey of the interaction of the biological, cognitive, emotional and social factors that shape the development of the individual.¶~~	Through this course, students will begin to unravel the social factors underlying social phenomena. This course will introduce the student to sociological theories and concepts for evaluating human interactions and institutions. The use of multimedia techniques for gathering information, (e.g. the internet, films, and interactive software) will allow the student to apply the sociological theories and concepts to contemporary social issues. ¶ ~~This course is offered as part of the Southern High School Initiative and is held on the campus of Neosho County Community College.~~
~~**Social Problems/Concurrent Credit~~	~~World Civilization I/Concurrent Credit~~
~~This course is a sociological analysis of selected social problems and their impact on the quality of life. The methodology used for studying and understanding social problems will include models of analysis, patterns of human behavior, social research, fallacies of thinking, social structural factors, and public policy making.¶~~ ¶ ~~This course is offered as part of the Southern High School Initiative and is held on the campus of Neosho County Community College.¶~~ ~~Students will be required to complete all NCCC course objectives. The student must pay tuition and books for the course.¶~~	~~This course studies the origin and historical development of peoples and cultures from antiquity through the Renaissance into the early modern work (500 B.C. – 1500 A.D.) Societies in Europe, Asia, and Africa are surveyed. Written materials from each period are used whenever possible.~~
~~World Geography Concurrent Credit~~	~~World History through Current Events~~
~~This course examines the major geographical regions of the world by surveying the political units, environments, and cultures.~~	~~Should this be 04064 or 04065 or~~

SCIENCE

Course Title	Credit	9	10	11	12	Prerequisite
Intro to Health Care	.5	X	X	X	X	None
Physical Science	1	X				None
Biology	1		X			None
Honors Biology	1		X			Teacher recommendation and preferred English MAP of 235.
Principles of Biomedical Science	.5~~1~~	X	X	X	X	None
Human Body Systems*	1		X	X	X	Principles of Biomedical Science or teacher recommendation
Medical Interventions*	1			X	X	Principles of Biomedical Science and Human Body Systems
Biomedical Innovations*	1			X	X	Principles of Biomedical Science, Human Body Systems, and Medical Interventions
~~**General Biology Lecture¶ Concurrent Credit*~~	~~.5~~			~~X~~	~~X~~	~~Co-enrollment with General Biology Lab~~
~~**General Biology Lab Concurrent Credit~~	~~.5~~			~~X~~	~~X~~	~~Co-enrollment with General Biology Lecture~~
Chemistry	1			X	X	Completed or currently enrolled in Algebra II plus a Math MAP score of 240 is preferred.
~~**Intro to Chemistry Lecture Concurrent Credit *~~	~~.5~~			~~X~~	~~X~~	~~Co-enrollment with Intro to Chemistry Lab~~
~~**Intro to Chemistry Lab¶ Concurrent Credit*~~	~~.5~~			~~X~~	~~X~~	~~Co-enrollment with intro to Chemistry Lecture~~
Physics	1				X	3 Math Courses through Algebra II or above.
Sports Medicine I*	1		X	X	X	PBS & Intro to Healthcare or Teacher Recommendation
Sports Medicine II*	1			X	X	Sports Medicine I
Environmental Science	.5			X	X	None
Earth and Space Science	1			X	X	None
Intro to Energy*	.5		X	X	X	None
Technical Science	.5			X	X	4 or higher on WorkKeys
Anatomy & Physiology~~Human Physiology~~	1			X	X	None
Health Science Work Based Learning ~~Health Science IV Shadow/Work~~	1			X	X	Previous Pathway Classes~~None~~
~~Health Science V Shadow/Work~~	~~1~~				~~X~~	~~Health Science IV Shadow/ Work~~
Biotechnology Work Based	1			X	X	Previous Pathway Classes~~None~~

Learning~~Medical Workplace Experience~~						
**Certified Nursing Assistant/CC	.5			X	X	CNA certificate, student must turn 18 by the completion of the class or within a reasonable time period approved by counselor/administration Only offered 1st semester
**Certified Medical~~tion~~ Assistant/CC	.5			X	X	CMA certificate, student must turn 18 by the completion of the class or within a reasonable time period approved by counselor/administration Only offered 2nd semester
**Medical Terminology/CC ~~Concurrent Credit~~	.5			X	X	None Only Offered Second Semester
~~**Human Anatomy & Physiology Concurrent Credit~~	~~.5~~			~~X~~	~~X~~	~~General Biology Concurrent Credit~~

Does not meet Science Core Credit unless taken Junior Year or Later
**This is a Neosho County Community College course taught by Chanute High School staff during the school day. Students will be required to complete all NCCC course objectives. The student must pay tuition and books for the course.
***Takes place on the NCCC campus and is taken as a college class.~~*Does not meet CHS core science credit unless taken Junior year or Later ¶~~
~~**This is a Neosho County Community College class taught by a college instructor at Chanute High School during the school day. The student must pay required tuition, fees, and book costs for the course.~~
~~Takes place on the NCCC campus and is taken as a college class.~~

Intro to Health Care	**Physical Science**
This course provides students with the basic knowledge of health/wellness professionals in private business and industry, community organizations, and health care settings. Includes instruction in personal health, community health and welfare, nutrition epidemiology, disease prevention, fitness and exercise, and health behaviors.	The physical science program consists of providing a learning atmosphere that enhances the student's curiosity and discovery on understanding the world around them. This course helps students understand the value of science in their lives. For students planning to take physics and/or chemistry later on, physical science provides a good base of understanding in those subject areas and for students who do not plan to take physics or chemistry, this course provides a hands-on learning environment to help them better understand the world around them. Specific topics of study include: Chemistry - the structure and properties of matter, atoms and the periodic table, and chemical reactions; and Physics - motion and forces, machines, electricity and magnetism, heat, light and sound
Biology	**Honors Biology**

In taking this course the student will utilize traditional classroom methods and scientific investigations in order to develop their scientific knowledge of the study of Life and Living Organisms. The students will learn science concepts related to the Scientific Method, Critical Thinking, General Science, and Biology.	The purpose of this course is to provide advanced sophomore students the ability to develop Biology process skills through exploratory experiences, laboratory and real-life applications in the biological sciences. Students will be expected to move at a faster pace than the regular level sophomore biology class in order to help prepare students for the rigors and challenges that they will experience in an upper level or college advanced science course. The content includes the nature of science (matter, energy and chemical processes of life), cells (biology, reproduction and communication), Mendelian and molecular genetics (principles, diversity and biotechnologies), levels of organization (classification and taxonomy), structure, function and reproduction of microorganisms, plants and animals, Darwinian theories of evolution, biological selection, adaptations and changes in populations through time. Throughout the course, agricultural, food, medical technologies and careers in biological fields will also be addressed. Laboratory investigations are an integral part of this course and include the use of scientific research, measurement, laboratory technologies and safety procedures.

Principles of Biomedical Science	**Human Body Systems**
In this introductory course of the Project Lead the Way Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems. This course may replace a student's Physical Science credit.	Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal Manikin®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.
Medical Interventions	**Biomedical Innovations**
Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.	In the final course of the PLTW Biomedical Science sequence, students build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students address topics ranging from public health and biomedical engineering to clinical medicine and physiology. They have the opportunity to work on an independent design project with a mentor or advisor from a university, medical facility, or research institution
~~General Biology Lecture/Concurrent Credit~~	**Chemistry**
~~This is an introductory biology class designed for non-majors or majors to fulfill an introductory biology requirement. Coursework includes the study of basic biological principles, plants, animals, microorganisms and the environment in which these organisms live. By studying these areas, the student is exposed to the major fields of biological study. This course must be taken in conjunction with General Biology Lab/CC.~~¶	This course is directed toward the college bound students to give them an understanding in chemical theory, which will be beneficial in advanced science classes. The non-science oriented student will obtain basic scientific knowledge to help them better cope with science in their daily lives. The student will learn to work with a periodic table and to write and balance chemical equations. The topics studied will include the mole concept, the gas laws, ionization, acid-base theory, periodicity, atomic theory, solutions, and types of reactions. There will be problems related to all areas of studies.

~~This course is offered as part of the Southern High School Initiative and is held on the campus of Neosho County Community College.¶~~
~~Students will be required to complete all NCCC course objectives. The student must pay tuition and books for the course.~~

~~Intro to Chemistry Lecture/Concurrent Credit~~	**Physics**
~~This course is designed for those students needing a beginning course in general chemistry or for science majors who have no high school chemistry. It is a study of the basic principles, laws, and theories of chemistry, and will aid the student in developing an understanding of the role of chemistry in the world today. In addition, it will provide a strong foundation for those continuing in chemistry. This course must be taken in conjunction with Intro to Chemistry Lab/CC.¶~~ ~~Students will be required to complete all NCCC course objectives. The student must pay tuition and books for the course. ¶~~	After a brief introduction to units and vectors, several areas will be examined. Mechanics is the study of force and motion, acceleration and velocity, work, and energy. The properties of light are studied and three classical models are explored. Electricity and magnetism and a survey of nuclear physics, conclude the course.
Sports Medicine I	**Sports Medicine II**
Sports Medicine I will provide students an overview of the specialized health care needed in the wide world of sports and physical activity. Students will learn what sports medicine is and the multidisciplinary approach to athletic health care. The course will also introduce students to basic body systems in addition to the physical and mental demands of physical activity at all levels. The students will be introduced to such things as kinesiology, bleeding and shock, the bones and soft tissue, the foot, ankle, and lower leg, the knee, the hip and pelvis, the elbow, wrist, and hand, the shoulder, the chest and abdomen, the head and face, the spine, and lastly special considerations in athletes	Sports Medicine II will provide students a hands-on approach to Athletic Training. Topics to be covered are the central training room, the athletic training student-aid program, emergency preparedness, injury game plan, the pre-participation physical examination, rehabilitation and preseason conditioning, nutrition and the athlete, dietary supplements and performance enhancers, sports psychology, assessment and evaluation of sports injuries, therapeutic physical modalities, and proper taping and wrapping. This course allows students to do a series of clinical internships with medical professionals in the community pertaining to sports medicine. These internships are designed for students who have a serious interest in pursuing a career in the sports medicine field.
Environmental Science	**Earth Space**
This course provides students with a comprehensive understanding of the natural world and the human impact on it, aligned with state standards in environmental science. Through inquiry-based learning, hands-on activities, and real-world case studies, students will explore the following key areas: Ecosystems, Energy, Population Dynamics, Interspecies Interactions, Global Environmental Issues, and Sustainability.	This course is designed to study the geology of planet Earth, and its place in the solar system and the galaxy. Plate tectonics is the driving force of the geology of our planet and will be studied in depth. Astronomy topics will include the earth-moon-sun system, small and large bodies in the solar system, stellar evolution, and galaxies. Field trips to local geological sites and astronomical observatories are possible depending upon resources and time.
Intro to Energy	**Anatomy and Physiology~~Human Physiology~~**
An Introductory course designed to teach students about the occupations in the Energy field and the skills required for those occupations. The following topics will be introduced: Types of energy, how humans utilize energy, electricity generation and usage, energy audits, global warming and the use of alternative, more environmentally friendly sources of energy. Emphasis will be placed on renewable sources such as solar and wind energy. This course is a pre-requisite for those students interested in pursuing furthering their studies in the wind energy program.	This course is designed to give the student a basic understanding of the structure and functions of the human body. A review of the cell structure and its function are covered, followed by an exploration of the gross skeletal and muscular systems. The remainder of the course will deal with the nervous, digestive, circulatory, respiratory, endocrine, reproductive, excretory, and integumentary systems.

Technical Science	
Technical Science courses introduce students to scientific tools and methods and provide an introduction to chemistry and physics. Topics covered typically include measurement conversion, model creation, use of scientific methods, interpretation of atoms, identification of the properties of common compounds, analysis of chemical equations, the impact of force on linear motion, and the study of various physical phenomena and forms of energy. This credit is earned as an embedded credit though a technical class taken at Mitchell Career and Technology Center AND a score of 4+ on the WorkKeys test. ~~An Introductory course designed to teach students about the occupations in the Energy field and the skills required for those occupations. The following topics will be introduced: Types of energy, how humans utilize energy, electricity generation and usage, energy audits, global warming and the use of alternative, more environmentally friendly sources of energy. Emphasis will be placed on renewable sources such as solar and wind energy. This course is a pre-requisite for those students interested in pursuing furthering their studies in the wind energy program.~~	~~This course is designed to give the student a basic understanding of the structure and functions of the human body. A review of the cell structure and its function are covered, followed by an exploration of the gross skeletal and muscular systems. The remainder of the course will deal with the nervous, digestive, circulatory, respiratory, endocrine, reproductive, excretory, and integumentary systems.~~
Health Science Work Based Learning~~Health Science IV Shadow/Work~~	**~~Health Science V Shadow/Work~~**
This course connects classroom learning to experience in a workplace setting. Students will design a field study that meets their personal and professional goals. The workplace experience may include critical analysis and reflection on an occupation, understanding workplace culture, setting and achieving goals, and making connections between learning and the field study.	~~This course connects classroom learning to experience in a workplace setting. Students will design a field study that meets their personal and professional goals. The workplace experience may include critical analysis and reflection on an occupation, understanding workplace culture, setting and achieving goals, and making connections between learning and the field study~~
Biotechnology Work Based Learning ~~Medical Workplace Experience~~	**Certified Nursing AssistantCC**
This course connects classroom learning to experience in a workplace setting. Students will design a field study that meets their personal and professional goals. The workplace experience may include critical analysis and reflection on an occupation, understanding workplace culture, setting and achieving goals, and making connections between learning and the field study.	A program that prepares students to perform routine nursing-related services to patients in hospitals or long-term care facilities, under the training and supervision of an approved teacher, registered nurse, or licensed practical nurse. This class results in the opportunity to test for KS certification in CNA. *Offered first semester only.
Certified Medical~~tion~~ Assistant/CC	**Medical Terminology /CC~~Concurrent Credit~~**

This course includes the development of knowledge related to many commonly prescribed medications. Students will learn the classification, side effects and techniques of administration, including preparation and accurate distribution of medications. Safe administration of oral medications is discussed and demonstrated. Students who are 18 years of age prior to the end of the course will be prepared to take the Kansas CMA examination

**Offered second semester only.

Human Anatomy & Physiology/Concurrent Credit
This introductory course is a study of the function, structure and interrelationships of the various organs and systems of the human body. Coursework is designed to meet the needs of those students interested in allied health sciences. ¶
¶
Prerequisites: It is strongly recommended that all learners complete either BIOL 111/BIOL 112 or BIOL 251/BIOL 252 prior to enrolling in this course.

In Medical Terminology courses, students learn how to identify medical terms by analyzing their components. These courses emphasize defining medical prefixes, root words, suffixes, and abbreviations. The primary focus is on developing both oral and written skills in the language used to communicate within health care professions.

**Offered second semester only.

Digital Media, Engineering, Marketing, Business Management & Entrepreneurship

Course Title	Credit	9	10	11	12	Prerequisite
Computer Applications through E-Sports	1	X	X	X	X	None
Business EssentialsIntroduction to Business	.5.5	XX	XX	XX	XX	NoneBusiness EssentialsNone
Introduction to Business	.5	X	X	X	X	Business Essentials
Business Essentials¶	.5¶	X¶	X¶	X¶	X¶	None¶

Business Management	.5	X	X	X	X	Business Essentials~~None~~
Money Management 101	.5	X	X	X	X	None
Investing	.5	X	X	X	X	None
Graphic Design	.5	X	X	X	X	None
Principles of~~Intro to~~ Marketing	1	X	X	X	X	None
Audio Video Production Fundamentals	.5	X	X	X	X	None
Photo Imaging	.5	X	X	X	X	None
Television Broadcasting	1	*X	X	X	X	Audio Video Production Fundamentals or teacher recommendation. *If student has had previous TV production experience
Computer Science Principles	1		X	X	X	Math 9
Accounting I	1		X	X	X	None
Advanced Accounting	1			X	X	Accounting I
Comet Creations Unlimited I	1		X	X	X	None
Comet Creations Unlimited II - Business or Marketing	1			X	X	Intro to Business & Comet Creations Unlimited I
Comet Creations Unlimited III	1			x	x	Comet Creations Unlimited II
Business Management Work Based Learning	1				X	Business Management Pathway Classes
Advanced Finance Work Based Learning	1				X	Finance Pathway Classes
Digital Marketing and Advertising	.5		x	x	x	
Sports/Entertainment Marketing	.5		x	x	x	Principles of Marketing
Newspaper IA Yearbook IA~~Intro to Web and Digital Media~~ (05254)	.5	x	x	x	x	~~This is a required prerequisite course to be a completer in this pathway unless students took Computer Applications (60004) in 8th grade.~~ None
~~Journalism and Media Communications:~~ Newspaper IB Yearbook IB (30100)	.5	X	X	X	X	~~To be a completer: Intro to Web and Digital Media or Computer Applications (60004) in 8th grade~~ None
~~Journalism and Media Communications: Yearbook I (30100)~~	~~.5~~	~~x~~	~~x~~	~~x~~	~~x~~	~~To be a completer: Intro to Web and Digital Media or Computer Applications (60004) in 8th grade~~
Newspaper II (05162)	1		X	X	X	~~To be a completer: Intro to Web and Digital Media (05254) or Computer Applications (60004) in 8th grade~~¶ ¶ **Newspaper I** **~~NOTE:~~** ~~Students will compose photographs and create designs and graphics, because of this aspect of photography and design, students may count this course as a fine arts credit with permission from the counseling staff and/or administration.~~
Yearbook II (05162)	1		X	X	X	~~To be a completer: Intro to Web and Digital Media (05254) or Computer Applications (60004) in 8th grade~~. Yearbook I **~~NOTE:~~** ~~Students will compose photographs and create designs and graphics, because of this aspect of photography and design, students may count this course as a fine arts credit with permission from the counseling staff and/or administration.~~
Newspaper III (30151)	1			X	X	~~To be a completer: Intro to Web and Digital Media (05254) or Computer Applications (60004) in 8th grade and Newspaper II (05162).~~ Newspaper II **~~NOTE:~~** ~~Students will compose photographs and create~~

						designs and graphics, because of this aspect of photography, students may count this course as a fine arts credit with permission from the counseling staff and/or administration
Yearbook III (30151)	1			X	X	To be a completer: Intro to Web and Digital Media (05254) or Computer Applications (60004) in 8th grade and Yearbook II (05162). Yearbook II **NOTE:** Students will compose photographs and create designs and graphics, because of this aspect of photography, students may count this course as a fine arts credit with permission from the counseling staff and/or administration.
Newspaper IV (31091)	1				X	To be a completer: Intro to Web and Digital Media (05254) or Computer Applications (60004) in 8th grade, Newspaper II (05162), and Newspaper III (30151). Newspaper III **NOTE:** Students will compose photographs and create designs and graphics, because of this aspect of photography, students may count this course as a fine arts credit with permission from the counseling staff and/or administration.
Yearbook IV (31091)	1				X	To be a completer: Intro to Web and Digital Media (05254) or Computer Applications (60004) in 8th grade, Yearbook II (05162), and Yearbook III (30151). Yearbook III **NOTE:** Students will compose photographs and create designs and graphics, because of this aspect of photography, students may count this course as a fine arts credit with permission from the counseling staff and/or administration.
Introduction to Engineering	1	X	X	X	X	None
Principles of Applied Engineering	1		X	X	X	Engineering Design
Engineering Design & Capstone~~Development~~	1			X	X	Engineering Design & Principles of Applied Engineering
~~Advanced Business Management & Entrepreneurship Workplace Experience~~	~~.5~~				~~X~~	~~Must have taken two business courses~~
~~Finance Workplace Experience~~	~~.5~~				~~X~~	~~Must have taken two Business Courses~~
~~Engineering Workplace Experience~~	~~.5~~				~~X~~	~~Must have taken two Engineering courses~~
~~Marketing Workplace Experience~~	~~.5~~				~~X~~	~~Must have taken two Marketing courses~~
Marketing Applications	1			X	X	Must have taken an Intro and Technical Marketing Pathway Courses

Computer Applications through E-Sports

In Computer Applications courses, students acquire knowledge of and experience in the proper and efficient use of previously written software packages. These courses explore a wide range of applications, including (but not limited to) word-processing, spreadsheet, graphics, and database programs, and they may also cover the use of electronic mail and desktop publishing.

Introduction to Business

An introductory course that examines the skills needed to be a successful entrepreneur. This course will also explain the role and purpose of business in our economic system. The course emphasizes what everyone should know to perform effectively as a consumer, worker, and citizen in the free enterprise system.

Business Essentials

Business Management

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

Business Management courses to acquaint students with management opportunities and effective human relations. These courses provide students with the skills to perform planning, staffing, financing, and controlling functions within a business. In addition, they usually provide a macro-level study of the business world, including business structure and finance, and the interconnections among industry, government, and the global economy. The course may also emphasize problem-based, real-world applications of business concepts and use accounting concepts to formulate, analyze, and evaluate business decisions.

~~**Money Management 101**~~ ~~**Name Change?**~~ **Business Math**	**Investing**
This course teaches students how to identify and manage resources for achieving consumer goals. The student is taught to manage resources to achieve personal and family goals; to make informed consumer decisions; to create financial stability; and to maintain a healthy living environment. Students will learn how to make wise decisions about food, clothing, transportation, housing, credit, savings, investments, citizenship, the environment, and more. Process Skills, Career Development Skills, and FCCLA are integrated throughout this course.	Investing courses emphasize the formulation of business and individual investment decisions by comparing and contrasting the investment qualities of cash, stock, bonds, and mutual funds. Students typically review annual reports, predict growth rates, and analyze trends. Stock market simulations are often incorporated into Investing courses.

Graphic Design	**Principles of** ~~**Intro to**~~ **Marketing**
Students enrolled in Graphic Design will develop an understanding of the graphic design process. Topics include analyzing the design elements and principles, exploring industry tools, software and equipment, and learning composition techniques to develop a quality product. This course is a Fine Arts credit.	Principles of Marketing courses offer students insight into the processes affecting the flow of goods and services from the producer to the consumer. Course content ranges considerably as general marketing principles such as purchasing, distribution, and sales are covered; however, a major emphasis is often placed on kinds of markets; market identification; product planning, packaging, and pricing; and business management.

Audio Video Production Fundamentals	**Photo Imaging**
Audio Video Production Fundamentals provides a basic understanding of producing video for a variety of uses. Topics include analyzing the pre-production,	Students enrolled in Photo Imaging will learn the technical skills needed to produce quality images for use in a variety of applications. Topics include use of equipment, software and

production and post-production process, as well as explore the equipment and techniques used to develop a quality video production. This course is a Fine Arts credit.

techniques to take, edit and manipulate digital images. Students will compose photographs and create designs and graphics, because of this aspect of photography, students may count this course as a fine arts credit.

Television Broadcasting	**Computer Science Principles**
Video Production provides students with: 1) an introduction to the process of planning for a television production; 2) the opportunity to use equipment needed to produce a television program; and 3) the experience of collecting materials to edit and produce a finished program ready to be televised. The content will be presented through lecture and class laboratory activities that allow for students to use their creative thinking skills. The goal is to provide a large spectrum of the television industry in and out of class. Students will have the opportunity to produce live in-house productions, as well as live activities and sporting events out of class. This course is a Fine Arts credit.	The course introduces students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity, and how computing impacts our world. Students will develop the computational thinking skills needed to fully exploit the power of digital technology and help build a strong foundation in core programming and problem-solving.

Accounting I	**Advanced Accounting**
Accounting courses introduce and expand upon the fundamental accounting principles and procedures used in businesses. Course content typically includes the full accounting cycle, payroll, taxes, debts, depreciation, ledger and journal techniques, and periodic adjustments. Students may learn how to apply standard auditing principles and to prepare budgets and final reports. Calculators, electronic spreadsheets, or other automated tools are usually used. Advanced topics may include elementary principles of partnership and corporate accounting and the managerial uses of control systems and the accounting process. This course may count as a 3rd or 4th year Math credit.	Advanced Accounting expands upon the foundational accounting principles and procedures used in business. Course content typically includes the full accounting cycle, payroll, taxes, debts, depreciation, ledger, and journal techniques, and periodic adjustments. Students learn how to apply standard auditing principles and to prepare budgets and final reports. Calculators, electronic spreadsheets, and other automated tools are usually used. Topics may include elementary principles of partnership and corporate accounting and the managerial uses of control systems and the accounting process and further enhancement of accounting skills. This course may count as a 3rd or 4th year Math credit

Comet Creations Unlimited I - Business or Marketing	**Comet Creations Unlimited II - Business Marketing**
This course is a project-based class designed to give students workplace experience by completing projects for local businesses and community members. Students will work with the teacher and potential clients from concept development to delivery of the final product. During this time students will demonstrate their graphic design skills, time management skills and communication skills. Students will utilize a multitude of software packages and equipment that is used in the workplace in creating identity packages (logos and branding), publications (magazines, newspapers, newsletters, etc.), advertisements and product packaging. Need to add Comet Creations III Here	Comet Creations Unlimited II students will expand on the knowledge and skills a student has learned throughout the entire pathway of courses and provides a second level of application in the industry.

~~Through School Based Enterprise this course provides students with work-based learning experiences in industries and occupations related to the assigned pathway.~~

Introduction to Web & Digital Media	Journalism and Media Communications: Newspaper I and Journalism and Media Communications: Yearbook I
Students in this class explore the creative and conceptual aspects of designing and developing interactive, multimedia web sites that emphasize the principles of graphic design, interactivity, and usability. Students learn about a variety of visual, navigational, and structural approaches to navigation systems, visual hierarchy, basic animations, image preparation and file transferring protocols. Topics may include conceptual development and structure, interactivity, and design aesthetics; appreciation and analysis development, construction, and programming of virtual, multimedia, and interactive experiences; their applications in Internet communications; and contextual, cultural, and historical aspects and considerations.¶ ¶	Journalism and Media Communications: Newspaper and Journalism and Media Communications: Yearbook enable students to understand and critically evaluate the role of media in society. Course content typically includes investigation of visual images, printed material, and audio segments as tools of information, entertainment, and communication in relation to media. Topics include an exploration of the role media, and the communications industry has in society, the development of the technical skills related to journalistic writing and interviewing, as well as understanding the ethical and legal issues related to the field.

Newspaper II, III, IV	Yearbook II, III, IV
Newspaper II, III, IV will provide students with the opportunity to apply the fundamental technique learned in Digital Media Technology course as well as the topics covered in Journalism and Media Communications: Newspaper I through the production of a multimedia project for public presentation. Topics include developing a production schedule, working as a team, utilizing composition principles and embedding audio, video or other content in digital formats. • Fine arts	The goal of this course is to provide the student with work-based learning opportunities in graphic design. It will be focused on applying technical skills to solve real-world graphic design problems. This course will also provide graphic design instruction in the organization and presentation of his or her work in a portfolio format of professional quality. A portfolio, digital portfolio archive, self-promo, resume and business ensemble will be produced. Instruction in interviewing techniques and employment searches will also be provided. • Fine arts

Introduction to Engineering	Principles of Applied Engineering
An Introductory level course designed to introduce students to concepts in Engineering with a focus on Science, Technology, Engineering, & Math; including units on safety and tools, computer use, design, automation, robotics, space, flight, and electricity. ¶	A Technical level course designed to expand student knowledge in the area of applied engineering and allow students to apply learning related to multiple topics in the field of Engineering.

Engineering Design & Capstone ~~Development~~	Advanced Business Management & Entrepreneurship Work Based Learning ~~place Experience~~
Engineering Design and Capstone ~~Development~~ courses provide students with the opportunity to apply engineering research principles as they design and construct a solution to an engineering problem. Students typically develop and test solutions using computer simulations or models but eventually create a working prototype as part of the design solution.	Application Level: Business Management Work Based Learning~~place Experience~~ courses provide students with work experience in fields related to business management. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace. Students are able to take Business Management Workplace Experience as a .5

credit course or year-long 1 credit course for a more in-depth study of the business management industry.

Business Finance Work Based Learning~~place Experience~~	**Engineering Work Based Learning~~orkplace Experience~~**
Workplace Experience courses provide students with work based learning ~~experience~~ in fields related to finance. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.	Application level work based learning ~~workplace experience~~/internship completed by students at a business location or within the school that is an engineering occupational experience.

Marketing Work Based Learning~~orkplace Experience~~	**Marketing Applications**
Work Based Learning ~~place Experience~~ provides students with work experience in fields related to finance. Goals are typically set cooperatively by the student, teacher, and employer (although students are necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace. ¶ ¶	Marketing Applications furthers student understanding and skills in the various marketing functions. Students coordinate channel management with other marketing activities, discuss the nature of marketing plans, generate product ideas, coordinate activities in the promotional mix, and demonstrate specialized sales processes and techniques. Economic and financial concepts are also stressed throughout the course. Current technology will be used to acquire information and to complete the projects. Throughout the course, students are presented problem solving situations for which they must apply academic and critical-thinking skills.

Computer Concepts & Applications	**Digital Marketing**
This course consists of a survey of applications, information needs in business, microcomputers, and information systems designed to meet these needs. Standard software packages available to support a microcomputer-based executive workstation will be reviewed. Included are descriptions of and hands-on work disk operating systems, word processing, electronic spreadsheets, file management systems, and local area networks.	Digital marketing covers the principles and functions of marketing from the standpoint of conducting business on the internet. Students will work with local area businesses on providing marketable videos, beginning in the planning stages, transitioning to the filming and editing stages and ending with the presentation of the finished video.
~~Digital Media Technology~~Computer Concepts & Applications	**~~Sports/Entertainment Marketing~~Digital Marketing**

This course consists of a survey of applications, information needs in business, microcomputers, and information systems designed to meet these needs. Standard software packages available to support a microcomputer-based executive workstation will be reviewed. Included are descriptions of and hands-on work disk operating systems, word processing, electronic spreadsheets, file management systems, and local area networks.	Digital marketing covers the principles and functions of marketing from the standpoint of conducting business on the internet. Students will work with local area businesses on providing marketable videos, beginning in the planning stages, transitioning to the filming and editing stages and ending with the presentation of the finished video.
Digital Media Technology	**Sports/Entertainment Marketing**
Digital Media Technology teaches the technical skills needed to work with electronic media. Topics include exploring the use of digital imaging and video today and in the future, a study of the relationship of workflow to project planning and completion and the software, equipment and tools used in the industry.	Sports and Entertainment Marketing courses introduce students to and help them refine marketing and management functions and tasks that can be applied in amateur or professional sports or sporting events, entertainment or entertainment events, and the sales or rental of supplies and equipment.

FOREIGN LANGUAGE

Course Title	Credit	9	10	11	12	Prerequisite
Spanish I	1	X	X	X	X	None
Spanish II	1	X	X	X	X	Spanish I
Spanish III	1		X	X	X	Spanish II
Spanish IV	1			X	X	Spanish III
Spanish V	1			X	X	Spanish III

Spanish I	Spanish II
This course is designed to give the student an opportunity to explore his ability and interest in the language. This part of the course stresses almost exclusively the listening-speaking aspect of language learning, using textbooks very little. Reading and writing are introduced phonetically. The object of the course is to give the students the skills necessary to begin expressing themselves in the language. Textbooks are used primarily for the purpose of learning to read and write those things that they have already learned to understand and say. Stress is placed on listening-speaking skills with further emphasis on reading and writing. Students should begin to be able to express themselves in both speech and writing and be able to understand more complex phrases. The student should be able to carry on short sustained conversations and to write short compositions.	This course is basically a continuation of Spanish I. Listening-speaking skills are still stressed with a gradual increase in reading and writing skills. The student eventually studies all the basic structural patterns used to communicate in Spanish. Upon successful completion of this course, the student will be ready to pursue the more advanced and more specialized Spanish courses.
Spanish III	**Spanish IV & V**
This is an advanced level course designed to develop the student's vocabulary, reading and speaking skills, and to teach students the basic principles of translation. One of the major goals of the course is to help students prepare for advanced level college classes	These courses are designed to reinforce and build on previously acquired knowledge through the study of culture and literature. Selected grammar points and vocabulary will be presented through selected readings, cultural units, and conversation units. Emphasis will be placed on reading, speaking, and composition in Spanish. *Spanish IV and Spanish V are taught in alternate years, one being taught one year, the other the next. Students in the class who have had three years of Spanish receive credit for Spanish IV. Those with four years of Spanish receive credit for Spanish V. The only difference between the two classes is the specific content. They are both the same level of difficulty.*

FAMILY & CONSUMER SCIENCES

Course Title	Credit	9	10	11	12	Prerequisite
Culinary Essentials	.5	X	X	X	X	None
~~Career & Life Planning~~	~~.5~~	~~X~~	~~X~~	~~X~~	~~X~~	~~None~~
Culinary Arts I	1		X	X	X	Culinary Essentials
Culinary Arts II	.5			X	X	Culinary Arts I
Baking and Pastry I	.5		X	X	X	Culinary Arts I
Baking and Pastry II	.5			X	X	Baking and Pastry I Culinary Arts I
Human Growth & Development	.5	X	X	X	X	None
Family Studies	.5	X	X	X	X	None
Restaurant and Event Planning Work Based Learning~~Culinary Workplace Experience~~	1				X	2 previous hospitality courses
~~Career & Community Connections~~	~~1~~			~~X~~	~~X~~	~~Completion of the introduction and technical courses in the Human Services and Restaurant & Event Planning Pathway~~
Leadership Service in Action	.5	X	X	X	X	None
Coaching & Leadership(19154)	.5	X	X	X	X	None
Introduction to Education (19199)	.5	x	x	x	x	None
Teaching as a Career	1	(unless prereq filled at the middle school)	X	X	X	~~To be a completer: Introduction to Education (19199) or Family and Consumer Sciences (19251)~~
Teaching/Training Work Based Learning ~~Teaching Internship~~	1			X	X	Teaching as a Career
~~Education — Workplace Experience~~	~~1~~				~~X~~	~~Two courses in the approved pathway.~~
Human Service Work Based Learning	.5/1				x	Previous Pathway classes
Event Planning & Management	.5	x	x	x	x	None

Culinary Essentials	~~Comet Focus and Career Prep~~ ~~Career & Life Planning~~
This course was designed to give a thorough overview to the foodservice portion of the overall industry. Investigate dry heat food production methods. Investigate moist heat food production methods. Investigate combination food production methods. Investigate cold food production	~~This course guides students to link their options and skills for success in careers, families, and communities. The student is taught to develop a life management plan for life beyond high school; to care for self and others; and to plan to assure career success and to coordinate personal and career responsibilities. Personal life choices made now and throughout life determine quality of life. Through the integration of Process Skills, Career Development Skills, and exposure to pathways and FCCLA, students discover their strengths, target goals, and initiate a plan for achieving the lifestyle they desire.~~

Culinary Arts I	Culinary Arts II
This course integrates the knowledge, skills and practices required for careers in the restaurant industry. Topics include the sources, symptoms and prevention measures for common food illnesses, meal management, correct use of food production equipment and production and facility management principles. Students will also begin to develop culinary skills for a variety of food products.	This course builds upon the Culinary Arts I course by expanding student knowledge, skills and practices. Whereas Culinary Arts I focused on beginning culinary skill development, Culinary Arts II expands those skills as well as adds topics such as event management, internal and external customer service and working with special dietary needs.

Baking and Pastry I	Baking and Pastry II
This course looks at the baking and pastry industry, and the equipment and procedures required. Topics include baking science, ingredient function and methods used for a quality product based upon industry standards.	This course builds upon the Baking and Pastry I course by refining and expanding skills of production management. Topics also include analyzing the scientific reactions during production and expanding the skill development to address the finer aspects of the field.

Human Growth & Development	Family Studies
This course is an introduction to human development including child development and all other life stages. Students are provided with knowledge about physical, mental, emotional, and social growth and development. Interpersonal relationship skills for all stages of life are explored with an emphasis on building interpersonal skills with children. Management Skills, Process Skills, Career Development Skills, and FCCLA are integrated throughout this course.	This course emphasizes building and maintaining healthy interpersonal relationships among family members and other members of society. Topics explored include family structures, functions of the family unit, roles and responsibilities of parents, balancing work and childcare needs, and growth and development of children. Management Skills, Process Skills, Career Development Skills, and FCCLA are integrated throughout this course.

Restaurant and Event Planning Work Based Learning~~Culinary Workplace Experience~~	Human Services Work Based Learning~~Career & Community Connections~~
Restaurant, Food, and Beverage Services— Work Based Learning~~Workplace Experience~~ courses	Description: Work Based Learning Experience courses provide students with work based learning experiences in industries

provide work experience in fields related to restaurant, food, and beverage services. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace. Formerly Restaurant, Food and Beverage Services—Workplace Experience	and occupations related to assigned pathway. ~~Career and Community Connections is an application level course that applies the technical skills in careers related to the needs of providing the needs of humans. This professional learning experience provides the opportunity for learners to focus on 21st century skills, and acquire job-seeking and retention skills needed to advance within the workplace. Leadership is a main focus of this course.~~

Leadership Service in Action	**Coaching & Leadership**
Provide student leaders with frameworks, tools, techniques, situations and concepts that will help them develop as leaders, create opportunities for them to apply these things “on the job” as leaders at the school, and provide coaching, feedback and mentoring to facilitate their growth and development, today and in the future.	In this course students determine the role of educators, leaders, coaches, and trainers in effective instruction. Students examine the role of mentoring in skill attainment and effective staff support and develop an understanding of the role and opportunities for life-long learning in the educational and training industry. Students will learn the importance of establishing a positive climate to promote effective coaching, while exploring opportunities with the educational setting and outside of traditional K-12 or post-secondary teaching.

¶

Introduction to Education (19199)	**Teaching as a Career**
This course is designed to help direct students who are considering a career in teaching. The course explores the teaching profession for students as potential teachers. Throughout this course, students will become familiar with the career paths within education and related careers. They will examine developmentally appropriate practices for educational settings. Students will explore curriculum and instruction models to meet a variety of needs. Students will demonstrate skills for building positive relationships. Students will be able to engage in class discussion, hands-on activities, and meaningful reflection.	This course is to introduce students to the principles of teaching and the responsibilities and duties of teachers.

Teaching and Training Work Based Learning- ~~Internship & Education Workplace Experience~~	**Event Planning & Management**

Internship & Workplace Experience courses provide students with work experience in fields related to education. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

Need to add ~~another class~~ Human Services Work Based Learning here
~~Description: Work-Based LEarning Experience courses provide students with work based learning experiences in industries and occupations related to assigned pathway.~~

This course provides students with the knowledge and skills related to the event planning and implementation process. It will include establishing client relationships, the importance of communication, planning process, resource management, quality service and staffing issues.

AGRICULTURE, FOOD, & NATURAL RESOURCES

Course Title	Credit	9	10	11	12	Prerequisite
Introduction to Agriculture	1	X	X	X	X	None
Agriscience	1	X	X	X	X	None
Animal Science	1		X	X	X	Agriscience
Advanced Animal Science	1			X	X	Animal Science
Animal Health	1			X		Animal Science
Horticulture	1		X	X	X	Agriscience
Horticulture II~~Floriculture and Greenhouse Management~~	1			X	X	~~Agriscience,~~ Horticulture I
Horticulture III ~~Nursery and Landscape Operations~~	1				X	Horticulture II~~Agriscience, Horticulture I, and Floriculture and Greenhouse Management~~
Ag Welding I	1		X	X	X	Agriscience
Ag Welding II	1			X	X	Ag Welding I
Agriculture Fabrications	1				X	Ag Welding II
~~Agriculture Power~~	~~1~~		~~X~~	~~X~~	~~X~~	~~Agriscience~~
Agriculture Mechanics ~~& Equipment~~	1		X	X	X	Agriscience
Advanced Ag Mechanics	1			X	X	~~Agriscience,~~ Ag Mechanics
~~Small Gas Engines~~	~~1~~		~~X~~	~~X~~	~~X~~	~~Agriscience~~

Agriculture Leadership & Communications	1			X	X	Completion of introduction and technical courses in the Comprehensive Ag pathway
Agricultural Technology and Mechanical Systems Work Based Learning~~Internship in Agriculture~~	1				X	Completion of introduction and technical courses in the ~~Comprehensive Ag~~ pathway
Animal Science, Health, and ard Related Industries Work Based Learning~~Advanced Internship in Agriculture~~	1				X	Completion of introductiona and technical courses in pathway~~Internship in Agriculture~~
Diversified Agricultural Science Work Based Learning	1				x	Completion of introduction and technical courses in pathway
Plant Science and Industry Operations Work Based Learning	1				x	Completion of introduction and technical courses in pathway

~~** This is a Neosho County Community College course taught by Chanute High School staff during the school day. Students will be required to complete all NCCC course objectives. The student must pay tuition, fees, and book costs for the course~~¶

Introduction to Agriculture	**Agriscience**
Introduction to Agriculture courses survey a wide array of topics within the agricultural industry, exposing students to the many and varied types of agriculture and livestock career opportunities and to those in related fields (such as natural resources). These courses serve to introduce students to the agricultural field, providing them an opportunity to identify an area for continued study or to determine that their interest lies elsewhere. They often focus on developing communication skills, business principles, and leadership skills.	Agriscience introduces the scientific agricultural approach to animal science and selection, plant and land science, and agricultural mechanics. Agricultural career opportunities will be emphasized in each class.

Animal Science	**Advanced Animal Science ~~(Large Animal Care)~~**
Animal Science includes the production of animals for food, fiber, and companionship. During this course we will study animal production systems and their relevance to the world population. Topics covered will include careers in animal science, animal nutrition, digestion, reproduction, anatomy and physiology, health, as well as consumer animal products. Students will be encouraged to further their leadership and career development skills through the FFA. Every student will be required to have and complete records on a Supervised Agricultural Experience Program.	Large Animal Care courses focus on the care and management of large animals. Animal nutrition, health, behavior, reproduction and breeding, anatomy and physiology, facilities, use of qualitative and quantitative analyses for decision making, facilities, handling and training, and grooming are typical areas of study. Course topics may include product processing and marketing

Animal Health	**Horticulture**

This course imparts information about the causes, diagnosis, and treatment of diseases and injuries of animals, typically emphasizing domestic and farm animals. Course topics focus on anatomy and physiology, nutrition, behavior, and reproduction, but may also include other areas of study as appropriate.

An introduction to the principles and practices in the development, production and use of horticultural crops (fruits, vegetables, greenhouse, turf, nursery, floral and landscape). Includes the classification, structure, growth and development, and environmental influences on horticultural plants: horticultural technology: and an introduction to the horticultural industries.

Horticulture II ~~Floriculture & Greenhouse Management~~	Horticulture III ~~Nursery & Landscape Operations~~
Plant Identification and floral design are necessary knowledge skills along with the selection of greenhouse plants and management of greenhouses for production of plants and flowers in the industry.	Courses provide instruction that incorporates plant science, soil and media mixtures, plant identification and optimal environments, and landscape design. These courses emphasize applying such knowledge & skill to the design, establishment, and maintenance of lawns, parks, open space & similar environments.

Ag Welding I	Ag Welding II
Welding courses enable students to gain knowledge of the properties, uses, and applications of various metals, skills in various processes used to join and cut metals (such as oxyacetylene, shielded metal, metal inert gas, and tungsten arc processes), and experience in identifying, selecting, and rating appropriate techniques. Welding courses often include instruction in interpreting blueprints or other types of specifications.	This course provides students with the skills & knowledge that are specifically applicable to the welding industry with advanced blueprint reading and welding in the OH, V and H position along with pipe welding and TIG welding that could result in welding certification.

Ag Fabrications	~~Ag Power~~
This course provides students with the skills & knowledge that are specifically applicable to the construction, maintenance, and repair of structures integral to the agricultural industry, including but not limited to animal enclosures, irrigation systems, & storage facilities. In these courses, students typically study design, planning, and construction knowledge and skills, in addition to the safe operation of tools and machines. This class will teach proper use of a CNC machine.	~~Courses enable students to understand the principles underlying various kinds of mechanics (aircraft, auto, diesel, & marine) and how energy is converted, transmitted, & controlled. Topics typically include maintaining & servicing machines, engines & devices while emphasizing energy sources, electricity, and power transmission. The courses may also provide information on career opportunities within the field of mechanics and/or transportation~~

Agriculture Mechanics ~~Mechanics & Equipment~~	Advanced Ag Mechanics
Agriculture Mechanics/Equipment/Structures courses provide students with the skills and	Agriculture Mechanics and Equipment courses provide students with the engineering and power technology principles, skills,

knowledge that are specifically applicable to the tools and equipment used in the agricultural industry. While learning to apply basic industrial knowledge and skills (engine mechanics, power systems, welding, and carpentry, among others), students may explore a broad range of topics, including the operation, mechanics, and care of farm tools and machines; the construction and repair of structures integral to farm operations; a study of electricity and power principles; and safety procedures.

and knowledge that are specifically applicable to the agricultural industry. Typical topics include the operation, maintenance, and repair of power, electrical, hydraulic, and mechanical systems.

~~Small Gas Engines~~	Agriculture Leadership & Communications
~~Courses provide students with the opportunity to learn how to service & recondition small engines, typically emphasizing two and four-cycle engines. Courses provide students with opportunities to troubleshoot and repair speed controls, lubrication, ignition, fuel, power transfer, cooling, exhaust, and starting systems; use hand, power, and overhaul tools; and read and interpret service manuals and parts' catalogs. Applications may include lawn mowers, tractors, tillers, power tools~~¶ ¶	Students will analyze current agricultural issues, determine how they affect people on all sides of the issue and enhance their written and oral communication skills by presenting their views and opinions to the class through debates, speeches, and interviews in order to be effective leaders in today's society. Students will gain the knowledge and leadership experiences to help them to become successful in life and in the workplace; thus, enhancing their potential for leadership development, personal growth, and career success. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.
Agricultural Technology and Mechanical Systems Work Based Learning~~Internship in Agriculture~~ **~~(Add the 4 seperate ones with this description~~**	**Animal Science, Health, and ard Related Industries Work Based Learning**~~**Agricultural Technology and Mechanical Systems Work Based Learning**Advanced Internship in Agriculturee~~
Students will intern and gather work experience with industries from the community in the use of equipment and materials of production in the intern's interest for their major field.	. Students will intern and gather work experience with industries from the community in the use of equipment and materials of production in the intern's interest for their major field. ~~Advanced Internship in Agriculture -- Full year course (1 unit) Course No. C1519~~¶ ~~This course allows additional time for students to be exposed to careers in an internship area as related to the AFNR cluster in a specific career.~~¶
Diversified Agricultural Science Work Based Learning~~Ag Structures~~	**Plant Science and Industry Operations Work Based Learning**
Students will intern and gather work experience with industries from the community in the use of equipment and materials of production in the intern's interest for their major field.~~Agriculture Structures courses provide students with the skills and knowledge that are specifically applicable to the construction, maintenance, and repair of structures integral to the agricultural industry, including but not limited to animal enclosures, irrigation systems, and storage facilities. In these courses, students typically study design, planning, and construction knowledge and skills (such as survey, carpentry, plumbing, concrete, and electrical systems), in addition to the safe operation of tools and machines~~	Students will intern and gather work experience with industries from the community in the use of equipment and materials of production in the intern's interest for their major field.~~Agriculture Structures courses provide students with the skills and knowledge that are specifically applicable to the construction, maintenance, and repair of structures integral to the agricultural industry, including but not limited to animal enclosures, irrigation systems, and storage facilities. In these courses, students typically study design, planning, and construction knowledge and skills (such as survey, carpentry, plumbing, concrete, and electrical systems), in addition to the safe operation of tools and machines~~¶ ¶ ¶ ¶



ART

Course Title	Credit	9	10	11	12	Prerequisite
Intro to Art	.5	X	X	X	X	None
2D I	.5	X	X	X	X	Intro to Art
2D II	.5		X	X	X	2D I
3D I	.5		X	X	X	Intro to Art
3D II	.5		X	X	X	Intro to Art, 2D I or 3D I
Advanced Art	.5		X	X	X	2D II or 3D II

*Art Appreciation Concurrent Credit	.5			X	X	None

*Takes place on the NCCC campus and is taken as a college class.

Intro to Art	2D I
This course offers general exposure to the Chanute High School art department: Projects will be completed in drawing, painting, and printmaking. This course will give a broad overview of the advanced individual classes available to students upon completion of Introduction to Art. Grading will be based on projects relating to each area. All work will be done in class, so daily attendance, attitude, and work habits are important.	This is a course to explore the many aspects of drawing. Work will include drawings done in pencil, charcoal, pastel, pen and ink, colored pencil, and collage. Subject matter will range from still life and abstract, to landscape and portraiture. Grading will be determined by the student's attitude and work habits in respect to assignments during the semester.

2D II	3D I
This course is a further examination into techniques of drawing for the serious art student. Work habits and quality of work done during the semester will determine grading	This is a class dealing in the media of watercolors and acrylics, with subject matter ranging from still life and non-objective to landscape and portraiture. Basic work on mixing hues, composition, painting techniques, and styles will be included. Grading will be determined by the student's attitude and work habits in respect to paintings, which will be completed in the classroom

3D II	Advanced Art
This course is a further examination into techniques of painting for the serious art student. Particular attention will be paid to the student's specific interests in painting and some work on collage. Work habits and quality of work done during the semester will determine grading.	This course is designed for the serious art student. Students will have the opportunity to explore areas of art interest. Problem solving and critical thinking strategies will be implemented in course projects. Grading will be determined by the student's attitude, work ethic, and projects completed in respect to this course.

Art Appreciation Concurrent Credit
This course is an investigation of works of art via description, analysis, interpretation and expressed value judgments in order to gain an appreciation of said works.¶ This course is offered as part of the Southern High School Initiative and is held on the campus of Neosho County Community College.¶ Students will be required to complete all NCCC course objectives. The student must pay tuition and books for the course.¶

MUSIC

Course Title	Credit	9	10	11	12	Prerequisite
Marching/ Concert Band	1	X	X	X	X	None
~~Advanced Instrumental Music/ Jazz Band~~	~~1~~		~~X~~	~~X~~	~~X~~	~~Marching/Concert Band~~
Select Ensemble	1		X	X	X	Audition
Women's Ensemble	1	X	X	X	X	None
Men's Ensemble	1	X	X	X	X	None
General Music	.5	X	X	X	X	None
Concert Choir	1	X	X	X	X	None

Musical Production Introduction	.5	X	X	X	X	None
~~*Music Appreciation Concurrent Credit~~	~~.5~~			~~X~~	~~X~~	~~None~~

~~*Takes place on the NCCC campus and is taken as a college class.~~

Marching/ Concert Band	**~~Advanced Instrumental Music~~**
This course consists of marching band during the football season and changes to concert band for the remainder of the year. The band will participate in marching and concert festivals as well as parades, half-time shows, and concerts. Students may enter band at the beginning of second semester for 1/2 unit credit but may not drop band at the end of first semester without special permission from the instructor and principal.	~~Individual Technique—Instrumental Music courses provide individuals with instruction in instrumental techniques. These courses may be conducted on either an individual or small group basis.~~

Select Ensemble	**Women's Ensemble**
This is a select choral ensemble that requires an audition, before enrollment is approved. Members need to possess sound music fundamentals in sight-reading and ear training, primary consideration for selection will be voice quality, while secondary consideration will be choreographic skills. Literature performed will have a wide range that will include classical, popular, and Broadway selections. Group members will represent the school and community on several occasions throughout the year, and must be willing to devote time outside of regular in school rehearsal to prepare.	This is a soprano and alto ensemble for all grades ensemble composed of students in grades 9 and 10. Fundamentals of ear training and sight-reading skills will be reviewed. Literature performed will range from classical, sacred, secular to popular, and Broadway selections. The main thrust in performances will be a Christmas and Spring concert and KSHSAA Festival.

Men's Ensemble	**General Music**
This is a tenor and bass ensemble for all grades. Fundamentals of ear training and sight-reading skills will be reviewed. Literature performed will range from classical, sacred, secular to popular, and Broadway selections. The main thrust in performances will be a Christmas and Spring concert and KSHSAA Festival.	This is a non-performance class. This course is designed to explore the rich tapestry of musical history through the lens of influential composers and their masterpieces. This course will take students on a journey from the origins of music to contemporary styles, highlighting key figures and movements that have shaped the musical landscape

Concert Choir	**Musical Production Introduction**
This is a soprano, alto, tenor, bass ensemble for all grades. Fundamentals of ear training and sight-reading skills will be taught. The main trust in performances will be a Christmas and Spring concert and KSHSAA Festival.	Integrated Fine Arts courses explore self-expression across the fine arts: any subset or all of the visual arts, music, drama, theater, and literature may be included in the curriculum for these courses. Students both study and critique the works of others and participate in or produce art themselves. These courses often include comparative study of various art forms over time (i.e., the interrelationship of literature, music, and the performing arts of a particular time period and culture).

Music Appreciation Concurrent Credit

This course emphasizes the development of listening skills with which the student may perceive and understand fundamental music elements as they are heard in various musical styles. This course acquaints the student with major composers and stylistic characteristics of music of the Middle ages, Renaissance, Baroque, Classical, Romantic, and Contemporary Periods.

PHYSICAL EDUCATION

Course Title	Credit	9	10	11	12	Prerequisite
Physical Dimensions	1	X				None
Health	.5	X	X	X	X	None
CoEd General Physical Education	.5		X	X	X	Physical Dimensions
Strength and Conditioning	.5	X	X	X	X	None~~Physical Dimensions~~
Walking	.5		X	X	X	None

Physical Dimensions

All 9th grade students are required to take this freshman PE/Health year-long course. This course is designed to provide young adults with the knowledge and skills to enjoy a physically healthy lifestyle. The three areas of focus are: health-related fitness, lifetime physical activity, and health/wellness concepts and skills. To educate students to be well rounded physically, mentally, and socially, we provide a variety of team and individual activities with an emphasis on lifetime and fitness activities. Activities will depend upon facilities available and weather conditions. Appropriate attire is required. One-fourth of this course will be held in a classroom setting.

CoEd General Physical Education

Students enrolling in this class should expect to be exposed to basic rules and beginning skill techniques of the various activities taught. The following is a partial listing of activities that may be included in this course: aerobic conditioning, archery, badminton, basketball, bowling, dance, floor tennis, football, Frisbee, golf, inline skating, jogging, jump rope, orienteering, pickleball, personal fitness/wellness, racquetball, self-defense, soccer, softball, team handball, tennis, various team games, volleyball, water activities, and weightlifting. Team play, sportsmanship, knowledge of rules, knowledge of skill techniques, and safety will be stressed. Appropriate attire is required.

Strength and Conditioning

This course stresses the safety rules and terminology of weightlifting, as well as plyometric. Workouts in power, Olympic, and plyometric conditioning will be taught. Aerobic exercises in the form of games will be used on non-lifting days. Daily participation and improvement in the lifts will be criteria for grading. Appropriate attire is required.

Walking

Students enrolling in this class should expect to participate in the oldest form of exercise, walking,
and to gain a fitness walking knowledge base. An individualized walking program will be created by students and the instructor, which will incorporate decision-making, goal-setting, critical health skills,
and the use of technology. Activities will vary with weather conditions and facilities available. Daily participation and improvement in fitness goals will be used as criteria for grading. Appropriate attire is required.

Health

Topics covered within Health Education courses may vary widely, but typically include personal health (nutrition, mental health and stress management, drug/alcohol abuse prevention, disease prevention, and first aid) and consumer health issues. The courses may also include brief studies of environmental health, personal development, and/or community resources.

MISCELLANEOUS

Course Title	Credit	9	10	11	12	Prerequisite
Financial Literacy	.5	X				None
Comet Focus & Career Prep	.5	X				None
~~ACT Prep~~	~~.5~~		~~X~~	~~X~~	~~X~~	~~None~~
Advisory~~Seminar~~	.25	X	X	X	X	None
Teachers Aid	.25	X	X	X	X	None
Drivers Education	.25	X	X	X	X	Minimum age of 14 when the application is submitted
Credit Recovery	.5		X	X	X	Enrollment subject to Teacher/Counselor/ Administration Review
Senior Project	.25				X	Application, enrollment subject to Counselor/ Administration Review
Work Based Learning	.5			X	X	Application enrollment is subject to Career & Technical Education Coord./Administration Approval
~~Early Release~~	~~0~~				~~X~~	~~Enrollment subject to Counselor/Administration review~~
Success	.5	X	X	X	X	Enrollment subject to Counselor/Administration review

Financial Literacy

Financial literacy course provides students with an understanding of the concepts, principles and skills involved in making and applying sound financial decisions. This course emphasizes earning income, spending, saving, investing, managing credit and managing risk.Required by all Seniors

~~Comet Focus and Career Prep~~

~~Career and Life Planning This course will introduce students to the skills and strategies needed to be focused, productive individuals. Emphasis is placed on goal-setting, decision making, time and personal management. Development of workplace skills, knowledge and attitudes needed to be successful in various career, community and family settings will be incorporated throughout this course.~~ Required for all Freshman

~~ACT Prep~~

Advisory~~Seminar~~

~~The class will provide practice in test taking techniques in math, written usage, and reading comprehension of the ACT. The class will not guarantee success on the ACT assessment. However, reviewing, practicing, and attaining essential skills along with taking Board of Regents Curriculum prior to testing gives a student their best chance of scoring at their highest level on the ACT. Fall semester students will be required to register and take the December ACT test, and spring semester students will be required to register and take the June ACT test.~~

A block of time for student improvement in an area specific to each student for personal development or academics. This is a mandatory course.

Teachers Aid	**Drivers Education**
Students may earn one-fourth unit of credit for each semester of service to a staff member. This includes service to a teacher, the librarian, the main office, or the guidance office. No credit will be awarded for length of service less than one semester. The grade earned will be Pass or Fail. The principal reserves the right to review, limit and or deny the privilege of being a student aide.	This Pass/Fail class is divided into classroom and driving phases. Students will spend 30 hours in the classroom and four hours behind the wheel. Passing the course requires 80% test scores on all classroom and driving tests. Students are asked to take the written test to receive their Kansas Instructional Permit prior to the beginning of the class. Upon successful completion of the class the students will be given a Completion Certificate which can be exchanged for a Restricted or Regular License. The fee for the class is $110.00.
Credit Recovery	**Senior Project**
Students do not receive credit for ~~students~~ attending class, but for classes that are completed.	Students in good standing may apply to participate in Senior Project per admin and or councilor approval. The grade given for this course will be Pass or Fail and the credit earned will be ¼ unit per semester.1 class period will require 5 working hours throughout the week and 2 class periods will require 10 working hours throughout the week. This class will only be used in unique cases when WBL is not a good fit.
Work Based Learning	**~~Early Release~~**
Work Based Learning courses provide students with work experience in a field related to their interests. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace. Note: if the particular subject area is known, use the code associated with the Workplace Experience course within that subject area.	~~Students may be released from 1-2 hours during the school day during the second semester. During the semester prior to enrollment, the student must have a 95% attendance record and may not have any D's or F's. Current semester progress will be monitored and this class may be revoked according to their good standing~~
Success	**~~JAG~~**
This course is an intervention course for students	~~Dropout Prevention Program courses vary widely, but typically~~

who have been targeted as at-risk. Students may be enrolled in this course by assignment only. Students cannot opt into this course. Instruction in this course will include working with students to develop and enhance skills and strategies that will help them be more successful in the school setting, as well as life in general. Some areas of focus will include time management skills, learning how to self-assess needs, create plans, and execute goals. The instructor will help students apply such strategies to other classroom assignments and activities.

~~are targeted at students who have been identified as being at risk of dropping out of or failing in school. Course content may include study skills and individual tutorials; job preparation, readiness, application, or interview skills; communication skills; personal assessment and awareness activities; speaker presentations; and small group seminars.~~ ¶

Special Education

The following levels/courses are offered in special education via ANW Coop. Placement in these classes is made through lawful screening and staffing procedures and mandated by ANW Coop policy.

****English – One semester course (1/2 credit) Course No. C7143***
Math – One semester course (1/2 credit) Course No. C7141
Social Studies – One semester course (1/2 credit) Course No. C7145
Science – One semester course (1/2 credit) Course No. C7144
General Studies – One semester course (1/2 credit) Course No. C7146
VOC Building Trades I – Full year course (1 unit) Course No. C8361 / C8362
VOC Building Trades II – Full year course (1 unit) Course No. C8421 / C8422

Instruction includes classroom as well as job-site activities and experiences. Students work with measurements, mathematical calculations, and listings of materials from blueprints as they work with building materials and equipment. Students develop an understanding of career options available to carpenters including rough-in work, finish work, roofing, general contracting, and many specialty areas. Carpenters may be self-employed or work for contractors, homebuilders, manufacturing firms, or utility companies in new construction or repair work. Students learn to work with sub-contractors and construction inspectors. Students study building plans, building permits, insurance coverage, and building codes. Students are required to provide specific tools and safety equipment.

Level offered: 9, 10, 11, 12
Prerequisite: None

Special Education Elective Courses
C8281 - *General Studies
C8341 - *Work Placement
C8351 / C8352 - *Work Experience
C8362 - *Vocational Building Trades
C8391 / C8392 - *Adapted Physical Education
C8401 / C8402 - *Vocational Studies

Ways to Earn College Credit While Still in High School

Concurrent Credit CTE Programs and General Education Concurrent Credit Classes

CHS offers dual enrollment classes for high school juniors and seniors. High school students must complete the application, assessments as required, and provide payment for tuition. Dual credit classes are aligned with the curriculum. To be eligible to enroll in NCCC classes students must have a cumulative GPA of 2.0 or 2.5 (depending on the class) and have completed 50% or more of their required high school credits.

Class Name	Grade(s)	Type	Semester
~~Certified Nurse Aide~~	~~11 or 12~~	~~CTE~~	~~First Semester~~
~~Certified Medical Aide*~~	~~12~~	~~CTE~~	~~Second Semester Only~~
~~Medical Terminology~~	~~11 or 12~~	~~CTE~~	~~Second Semester Only~~
Construction Year 1 Construction Year 2	11 &/or 12	CTE - MCTC	All Year
Welding Year 1 Welding Year 2	11 &/or 12	CTE - MCTC	All Year
~~Wind Energy Year I¶ Wind Energy Year 2~~	~~11 &/or 12~~	~~CTE~~	~~All year~~
Aerostructures Year 1	11 or 12	CTE - MCTC	All year
Ind MainTech Yr 1 Ind Main Tech Yr 2	11 &/or 12	CTE - MCTC	All Year
Paralegal Year 1 Paralegal Year 2	11 &/or 12	CTE - MCTC	1st Sem 2nd Sem
Plumbing Year 1 Plumbing Year 2	11 or 12	CTE - MCTC	All Year
Electrical Year 1 Electircal Year 2	11 or 12	CTE - MCTC	All Year
HVAC Year 1 HVAC Year 2	11 or 12	CTE - MCTC	All Year
Automotive Yr 1 Automotive Yr 2	11 &/or 12	CTE - MCTC	All Year
Certified Nurse Aide	11 or 12	CTE - CHS	First Semester
Certified Medical Aide*	12	CTE - CHS	Second Semester Only
Medical Terminology	11 or 12	CTE - CHS	Second Semester Only
Pre-Calc with Trigonometry	11	College Now	Taken all year but only enrolled CC 2nd Semester
Analytical Geometry and Calculus I	12	College Now	Taken all year but only enrolled CC 2nd Semester
College Algebra	12	College Now	First Semester
Elementary Statistics	12	College Now	Second Semester
American Government	12	College Now	Second Semester

English Comp I English Comp II	12	College Now	First Semester Second Semester
American History I American History II	11	College Now	First Semester Second Semester
General Psychology	11 or 12	College Now	First Semester Second Semester
Intro to Sociology	11 or 12	College Now	First Semester Second Semester
General Biology & Lab	11 or 12	Southern Initiative	First Semester Second Semester
General Chemistry & Lab	11 or 12	Southern Initiative	First Semester
Anatomy & Physiology & Lab*	11 or 12	Southern Initiative	Second Semester
World Civilization	11 or 12	Southern Initiative	Second Semester
World Geography	11 or 12	Southern Initiative	First Semester
Intro to Philosophy	11 or 12	Southern Initiative	Second Semester
Computer Concepts and Applications	11 or 12	Southern Initiative	First Semester
Intro to Business	11 or 12	Southern Initiative	Second Semester
Music Appreciation	11 or 12	Southern Initiative	First Semester
Fundamentals of Speech	11 or 12	Southern Initiative	First Semester Second Semester
Art Appreciation	11 or 12	Southern Initiative	First Semester
General Literature	11 or 12	Southern Initiative	Second Semester
Developmental Psychology*	11 or 12	Southern Initiative	Second Semester
Social Problems*	11 or 12	Southern Initiative	First Semester Second Semester

Type of Class	Location of Class	Cost of Class per Credit Hour	Book Info
CTE Classes	Usually Off-Campus	Free (with some exceptions)	Free
College Now	Chanute High School	$25 a credit hour to CHS	Usually $50 to NCCC
Southern Initiative	NCCC	$75 a credit hour to NCCC	Usually $50 to NCCC

NCCC Placement Scoring Chart
Current as of 5/2018

For **English Composition I** students must have placement scores equal to or higher than the following **or** have met the minimum GPA standard:

ACT:	18 on Writing
	17 on Reading
Accuplacer:	255 on Writing
(Next Generation)	

OR

Have a GPA of at least 3.25 in previous English courses.

For **Math Courses** (College Algebra and higher) students must have placement scores equal to or higher than the following **or** have met the minimum GPA standard:

ACT:	22 on Math
Accuplacer:	263 on Math
(Next Generation)	

OR

Have a GPA of at least 3.25 in previous Math courses. For Calculus, a GPA of at least 3.75 or a C+ in Math 11 or comparable course.

FOr Tech classes: Requirements

Whether you are planning on going to College or Workforce, CTE is the right path for you!

Notice to Parents

The Chanute High School Career and Technology Education (CTE) program offers coursework that is designed to prepare students to be successful whether they choose to pursue higher education, technical or trade school, or to enter the workforce after completing their high school education. At Chanute, we utilize our community members as a part of our Advisory Team when determining pathway courses and content that is taught. Our goal is to be relevant to today's employer's desire and current with the technology, tools, equipment, supplies, and instruction that the students will see in the workplace.

Definition and Purpose of the CTE Handbook

- The handbook includes a description of all of our CTE pathways and the courses in each pathway taught at CHS. The instructors strongly encourage students to follow the recommended course sequence in each pathway.
- A **CTE pathway** is a sequence of two or more CTE courses within a student's area of interest. The goal of pathways is to connect the courses that students take in high school to college, industry certifications, and/or a career.
- This handbook is to assist parents and students in choosing courses for the Individual Plan of Study (IPS). The IPS is a plan to help students choose a path to graduation that is individualized by the student. This is a four-year plan for high school that is driven by the data from Xello.

- **Prerequisites** are courses that must be taken and a passing grade of C or better before the advanced class can be taken. Prerequisites are noted with a **.

Kansas CTE Terminology

- **CAREER AND TECHNICAL EDUCATION (CTE)**: Organized educational activities that offer a sequence of courses that provide individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions. It provides technical skill training leading to, an industry-recognized credential, a certificate, or an associate degree, may include prerequisite courses (other than remedial courses) that meet other requirements; and include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship of an individual.
- **CAREER AND TECHNICAL EDUCATION (CTE) COURSE:** A CTE course (for an approved cluster/pathway) is one in a progression leading from introductory to technical to application levels that support state and national standards and competencies. The foundation for CTE courses is the inclusion of knowledge and skills that all students should achieve for a given career. Each course is required to provide enhanced and improved instruction through the integration of rigorous academics, career success skills, career development skills and student leadership. Courses may include experience-based learning opportunities. Courses, if applicable, can be articulated with a postsecondary institution for advanced placement credit. A course can be a part of a sequence of courses that creates an overall program of study assisting the student in preparing an individual plan of study.
- **Xello** is a software program designed to assist students in discovering their career interests based on interest, personality, and learning surveys. Students are able to determine and investigate each career and/or major in the following areas.

- Career description
- Educational Major description
- College location options

- Educational Cost
- Certification options
- High School class options that relate to chosen career
- Pros and Cons of the career choices
- Resume building and much more

- **CTSO – Career Technical Student Organization** – Student-led organizations which are aligned and integrated into CTE programs at the middle, secondary and/or post-secondary institutions. Members develop and demonstrate leadership, personal growth, civic engagement, technical skills and 21st century skills in authentic, real world applications.
  - **FFA** – Comp. Ag Science, Power, Structural, & Technical Systems, Plant Science, and Animal Science
  - **FCCLA** – Restaurant & Event Management and Family, Community, & Consumer Services
  - **FBLA** – Business Finance and Marketing
  - **HOSA** – Health Science and BioMedical
- **Kansas Career Pathway(s):** Organized groupings of rigorous academic cad career related courses leading from education to employment, that identify each step, skill, educational requirement and aptitude needed to be successful within any specific career. Currently there are 35 state approved pathways identified within 16 clusters.
- **Pathway Participant:** A student who has earned a minimum of 1 credit, but less than two (2) secondary level credits in a single career and technical education (CTE) pathway.
- **Pathway Concentrator:** A student who has earned two (2) or more secondary level credits in a single CTE pathway, which are a combination of at least two of the three levels: Introductory, Technical and Application and meets a 70% proficiency on a technical skills assessment measured by the average of the letter grades, an average percentage on end-of-course assessments, or on the competency profile
- **Pathway Completer:** A student who has completed a minimum of three (3) secondary level credits in a single CTE pathway, with at least two (2) of those credits being a combination of technical and application level courses. A Completer must also earn an industry-recognized certification or a passing score on a third-party, end-of-pathway assessment.

- **Kansas CTE Scholar**: A Kansas initiative to recognize well-rounded, outstanding career and technical education (CTE) students finishing their senior year of high school. To be a CTE scholar a student must complete courses in the same pathway all four years of high school. If a student becomes a pathway completer, they will receive a cord to wear at high school graduation.
- **Individual Plan of Study**: An individual plan developed by a student (with guidance) to help guide them through the education process. It includes interest assessments to help students identify career preferences, assists with course selections based on career interests, looks at their postsecondary options, and has a portable electronic portfolio.
- **Internship:** A supervised work-based experience that links a learner with an employer for a planned set of activities designed to give the learner a broad overview of a business or occupational field (can be for a short or long term period/paid or unpaid)
- **Career Success Skills:** Foundational skills that are essential for success in all careers; including applied knowledge (academic and critical thinking skills), effective relationships (interpersonal skills and personal qualities), and workplace skills (resource management, information and communication, systems thinking and technology). Kansas CTE has identified the US Department of Education's Employability Skills Framework as a model of career success skills.
- **High-Demand Occupation:** An occupation that: 1. Has a critical shortage of workers to fill the employment demands of industry, and 2. Requires formal training exceeding that which can be provided on the job.
- **High-Skill Occupations:** An occupation that requires all of the following: 1. Specialized technical training, 2. An advanced level of skill sets as defined by each industry and/or education (examples: independent decision making, critical thinking, problem solving), 3. A recognized validation of skill attainment or credential (examples: certification, registration, licensure), and 4. Included mandatory continuing education and/or training.
- **High-Wage Occupation:** An occupation that: 1. Has a median wage for the occupation that is at least 200% above federal poverty level for a specific area/region or an entry wage of $11.43 or higher, and 2. Offers a wage progression strategy.

USD 413
CTE EMBEDDED CREDIT POLICY

Chanute High School offers **English**, **Math**, and **Science** embedded credits for those students who complete an approved **CTE pathway program**. Credits are awarded on a pass/fail basis.

.Definitions

A. *Embedded Credit Course.* Incorporates content standards and objectives for an embedded credit from one credit bearing high school course into another (host) course(s) and allows students to earn credit for both.

A. *Embedded Credit.* The approved content standards and objectives for a credit bearing high school course that are embedded within a second course or courses to receive credit for both courses.

II. **Process for Providing and Awarding Embedded Credit**

A. Embedded Credit Courses will be offered for the following:

1. Fourth English
2. Third Math
3. Third Science

A. Students will have the opportunity to earn an embedded credit in a CTE pathway and if their specific internship requires the use of English, Mathematics or Science. These embedded credits will be evaluated on a case by case basis and determined by the CTE Coordinator, Counselor, and Administrator.

B. Successful proficiency will be measured by utilizing the ACT WorkKeys and will be used for the following:

1. **Workplace Documents (English)**
2. **Applied Math (Math)**
3. **Graphic Literacy (Science)**
    1. Students must receive a score of 4 or higher on the ACT WorkKeys assessment to be awarded the core embedded credit. If a student does not receive this score, the student must retake the assessment.
    2. Students must pass the CTE course content to earn an embedded credit in the identified areas.

CTE Embedded Credits
Quick View

All Embedded Credits require a score of 4 or higher on the correlating WorkKeys subtest

Program	Embedded Credit
Construction	Year 1 - ½ 3rd Math Year 2 - ½ 3rd Math & 4th English.
Welding	Year 1 - ½ 3rd Math Year 2 - ½ 3rd Math & 4th English
Aerostructures	Year 1 - 4th English, 3rd Math, & 3rd Science
Industrial Maintenance Tech	Year 1 - ½ 3rd Science & ½ 3rd Math. Year 2 - you earn ½ 3rd Science & ½ 3rd Math & 4th English
Automotive	Year 1 - 3rd Math Year 2 - 3rd Science & 4th English
~~Wind Energy~~	~~Year 1 - 3rd Math & 3rd Science~~¶ ~~Year 2 - 4th English~~
HVAC	Year 1 - ½ 3rd Math Year 2 - ½ 3rd Math & 4th English.
Plumbing	Year 1 - ½ 3rd Math Year 2 - ½ 3rd Math & 4th English.
Electrical	Year 1 - ½ 3rd Math Year 2 - ½ 3rd Math & 4th English.
Paralegal	4th English
CNA	3rd Science

- Exceptions may apply per admin/counselor approval to students who only complete one year of a program

Post-Secondary Program

Students may enroll in Post-Secondary Programs their junior year of high school. Some exceptions may apply for sophomores. All college coursework program-planned by our partner Community Colleges will be eligible for Dual credit and may meet above mentioned embedded credit qualification.

https://www.neosho.edu/Academics-and-Services/Academic-Programs/Career-and-Technical-Education

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Construction Trades¶	**Automotive Technology**¶
Semester 1¶ CMCT 105 OSHA 10 Safety Orientation ¶ CMCT 106 Introduction to Craft Skills ¶ CMCT 107 Carpentry Basics ¶ **Semester 2**¶ CMCT 110 Floors, Walls & Ceiling Framing ¶ CMCT 111 Roof Framing ¶ CMCT 112 Windows, Doors and Stairs ¶ ¶ Total Level I Credits 18¶ **Semester 3**¶ CMCT 205 Site Layout, Handling Concrete ¶ CMCT 206 Drywall, Window, Door & Ceiling ¶ **Semester 4** ¶ CMCT 210 Roofing & Exterior Finishes ¶ CMCT 211 Electric, HVAC, Drain, Waste ¶ ¶ Courses taught at MCTC by NCCC ¶	**Semester 1**¶ Electrical 1¶ Electrical 2¶ Engine Performance I¶ FA/Heartsaver CPR¶ **Semester 2**¶ Automatic Transmission/Transaxles¶ Engine Performance II¶ Professional Development I¶ **Semester 3**¶ Automotive Engines¶ Manual Power Trains/Four-Wheel Drive¶ **Semester 4**¶ Brakes I¶ Climate Control System¶ Suspension and Steering I¶ ¶ Courses taught at Flint Hills and MCTC by NCCC¶

Wind Energy

Semester 1

WE100 Introduction to Wind Energy
WE110 Electrical Theory
WE120 Hydraulics

Semester 2

WE150 Mechanical Systems
WE210 Electronics
WE265 Field Training & Operations

Semester 3

WW225 Motors, Generators, PLC's
WE105 Employability, Safety, & Blueprint Reading
CS155 Networking & Computer Technology

Semester 4

WE250 Data Acquisition & Communications
WE230 Substation & Voltage Regulation
We270 Transformer Theory

Total Credits 30

Courses taught at RRTC by Cloud County Comm. College

Welding

Semester 1

MFGT 112 Welding Safety/OSHA 10
MFGT 114 Welding Cutting Processes
MFGT 118 Shielded Metal Arc Welding

Semester 2

MFGT 116 Gas Tungsten Arc Welding
MFGT 120 Gas Metal Arc Welding
MFGT 122 Welding Blueprint Reading

Total Level I Credits 16

Semester 3

MFGT 126 Adv Gas Metal Arc Welding
MFGT 128 Adv Shielded Metal Arc Welding

Semester 4

MFGT 124 Adv Gas Tungsten Arc Welding
MFGT 130 Specialized Welding

Courses taught at MCTC by NCCC

Industrial Maintenance Technician

Semester 1

OSHA 10 Safety Orientation
Introduction to Craft Skills
Mechanical Systems
Industrial Maintenance Technology I

Semester 2

Industrial Programmable Logic Controls
Industrial Maintenance Technology II
Electrical Fundamentals

Semester 3

Mechanical Systems Reliability
Industrial Maintenance Technology III
Electrical Control Systems I
Industrial Internship

Semester 4

Industrial Process Control
Industrial Fluid Power
Industrial Maintenance Technology IV
Electric Control Systems II
Industrial Internship

Courses taught at MCTC by NCCC

Aerostructures

Semester 1

OSHA 10 Safety Orientation
Precision Instruments
Aerostructures Blueprint Reading
Basic Drilling

Semester 2

Aerostructures Assembly
Introduction to Sealing
Aerostructures Adhesive Bonding

Total Credits 16
Courses taught at MCTC by NCCC

Dietary Manager

Semester 1

Nutrition for Dietary Managers
Foodservice, Sanitation, and Safety

Semester 2

Business Operations, Personnel and Communication
Food Production
Dietary Manager Fieldwork Experience

Courses taught at MCTC by NCCC

HVAC¶

Semester 1 ¶

OSHA 10 Safety Orientation¶
General Construction Skills¶
Electrical Fundamentals¶

Semester 2 ¶

Workplace Skills¶
Heating System Fundamentals¶
Heating Systems Lab¶

Semester 3¶

EPA 608¶
HVAC Fundamentals¶
HVAC Lab¶

Semester 4¶

Advanced HVAC I¶
Advanced HVAC II¶

Semester 5¶

Pipefitting¶
Commercial HVAC¶
Industrial Internship¶
¶
Courses taught at MCTC by NCCC¶
¶

Plumbing¶

Semester 1¶

OSHA 10 Safety Orientation¶
Introduction to Craft Skills¶
Print Reading¶

Semester 2¶

Plumbing Fundamentals¶
Plastic & Copper Pipe, Tube, and Fittings¶

Semester 3¶

Cast Iron & Carbon Steel Pipe and Fittings¶
Fixtures & Drain, Waste, & Vent Systems¶

Semester 4¶

Plumbing Externship¶
¶
Total Credits 21¶
¶
Courses taught at MCTC by NCCC¶

Electrical¶

Semester 1¶

OSHA 10 Safety Orientation¶
Introduction to Craft Skills¶
Print Reading¶

Semester 2¶

AC/DC Circuits I¶
Residential Wiring I¶

Semester 3¶

National Electrical Code I¶
Commercial Wiring I¶

Semester 4¶

National Electrical Code II¶
Electrical Externship¶
¶
Courses taught at MCTC by NCCC¶
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Paralegal¶

Prerequisite Semester¶

The Paralegal in the Legal System¶

Semester 1¶

Paralegal: Civil Procedure I (8 weeks)¶
Paralegal: Civil Procedure II (8 weeks)¶
Paralegal: Contracts¶

Semester 2¶

Paralegal: Real Property Law¶
Paralegal: Legal Research & Writing (8 weeks)¶
Paralegal: Adv. Legal Research & Writing (8 weeks)¶
Paralegal: Family Law¶
General Psychology¶

Semester 3¶

Paralegal: Ethics, Interviewing and Investigation¶
Paralegal: Criminal Law¶
Paralegal: Wills, Estates, and Trusts¶
Paralegal: Labor and Employment Law¶
Paralegal: Business Organizations¶
Semester 4¶
Paralegal: Paralegal Internship¶
¶
Total Credits: 64¶
¶
Courses taught online & on campus at Neosho County Community College¶

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Need to add/update Automotive and anything else new.¶

Edmentum

Online Coursework used at Chanute Extension Academy, Credit Recovery, Virtual Students and/or CTE Lab. All classes offered by Edmentum will be conditionally approved by the board through this course catalog approval. Students enrolling through Edmentum must have approval of the counselor and administration to ensure the credits are aligned with USD 413 standards.