

# WEST JORDAN HIGH

## COURSE CATALOG

2017-2018



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## LEGEND (Credit)

A = Fine Art	ES = Earth Science	PS = Physical Science
AAF-M = Applied, Advanced Foundation Math	F = Financial Literacy	PST = Participation Skills & Techniques
AAF-S = Applied, Advanced Foundation Science	GFL = Geography for Life	Sr.LA = Senior Language Arts
BS = Biological Science	HE = Health Education	S = Foundation/Core Science
CS = Chemistry Science	IFA = Individual Fitness Activity	WC = World Civilizations
CT = Computer Technology	ELA = English Language Arts	USH = US History
CTE = Career and Technical Education	LF = Fitness for Life	USGC = US Government & Citizenship
E = Electives	M = Mathematics	

**Important Note:** The type of credit awarded for a course is a result of the type or category of the course, the curriculum delivered, and the instructor's teaching endorsement/credential. When a course listing notes multiple options of credit (i.e. CTE, A or IFA), the instructor's endorsement will influence what type of credit is actually available to the student.

# INTRODUCTORY INFORMATION

This catalog provides information to assist students in selecting classes for the successful completion of middle school and high school. This introductory section contains information about graduation requirements, options for obtaining high school credit, competency testing, fees and fee waivers. The course offerings section provides a list and descriptions of middle and high school courses taught in the district, although not every course is offered at each middle school or high school. The ninth grade offerings are separate from the tenth, eleventh, and twelfth grade offerings because ninth grade credits are earned in the middle school. The catalog also contains listings for Advanced Placement, Utah Students Connect/Jordan Connect, Jordan Academy for Technology and Careers, Canyons Technical Education Center and Concurrent Enrollment courses.

## High School Graduation Requirements

To graduate from a Jordan School District high school, a student must:

- Earn the minimum number of credits designated by the high school a student attends. **In Jordan School District, credit requirements range from 24 to 27 credits, depending upon the scheduling system of each high school.**
- Meet attendance requirements as designated by Jordan School District. *(See Credit Guidelines: Residency Requirement).*
- Pass the U.S. Citizenship Test

## Course and Credit Requirements

Credit is awarded on the basis of a student's participation, mastery of subject matter, and/or attainment of skills. Credit is granted for courses taken in grades 9-12. Credit earned during the summer prior to ninth grade may be applied towards graduation. Jordan School District requires the "minimum core curriculum" as specified by the Utah State Office of Education Rule 277-700-6 along with the additional course credits listed below for high school graduation

### Requirements for Graduating Classes of 2016, 2017, 2018

<b>Language Arts</b> .....	<b>4.0 Credits</b>
1.0 Language Arts 9 or 9 H	
1.0 Language Arts 10 or 10 H	
1.0 Language Arts 11, 11 H, AP Language, AP Literature	
1.0 Language Arts 12, 12A, 12 CP, AP Language, AP Literature, or Approved Senior Language Arts Course	
<b>Social Studies</b> .....	<b>3.5 Credits</b>
1.0 Geography for Life	
1.0 World Civilizations	
1.0 U.S. History	
0.5 U.S. Government & Citizenship (11 <sup>th</sup> or 12 <sup>th</sup> grade)	
<b>Mathematics</b> .....	<b>3.0 Credits</b>
2.0 Foundation/Core Credits	
1.0 Additional Foundation/Core Credit or Advanced, Applied, or Foundation (AAF) Credit	
<b>Science</b> .....	<b>3.0 Credits</b>
2.0 Credits from two different Foundation/Core Areas: Earth, Biology, Chemistry, Physics, Computer Science	
1.0 Additional Foundation/Core or Applied, Advanced, or Foundation (AAF) Credit	
<b>Healthy Lifestyles</b> .....	<b>2.0 Credits</b>
0.5 Health Education	
0.5 Participation Skills & Techniques	
0.5 Fitness for Life	
0.5 Elective Individual Fitness Activity or 2 Seasons of a UHSAA Team Sport	
<b>Fine Arts</b> .....	<b>1.5 Credits</b>
<b>Career and Technical Education</b> .....	<b>1.0 Credits</b>
<b>Computer Technology</b> .....	<b>0.5 Credit</b>
0.5 Computer Technology 1, Exploring Computer Science, or State-Approved Exam	
<b>Financial Literacy</b> .....	<b>0.5 Credit</b>
<b>*Elective Credits</b> .....	<b>8.0 Credit</b>
<b>*TOTAL CREDITS</b> .....	<b>27.0 CREDITS</b>

*\*Note: Valley High School only requires five elective credits. As a result, only 24 total credits are required for a Valley High School Diploma.*

## Alternative Ways to Earn Credit

A number of alternative study programs are available for students to earn credit. **Before registering for any alternative class, a student must contact a counselor to make certain the class will provide the credit needed.** Students in 11<sup>th</sup> and 12<sup>th</sup> Grade are eligible to enroll at Valley High School, an alternative district school. Students in 10<sup>th</sup> Grade are eligible to enroll at Valley High School during the second semester. Contact a high school administrator for enrollment information.

Credit toward high school graduation grades (9-12) may be earned through Valley High School, summer school, concurrent enrollment, online education, and other special programs, including teen parents and home and hospital. Credit may also be earned through accredited private schools and accredited university/college, or accredited home study programs.

Jordan School District secondary schools will accept credit and grades awarded to students from schools or providers accredited by the Northwest Accreditation Commission, a division of AdvancED, or credits approved by the Board without alteration. [State Board Rule R277-705-3B (1)]

### Attendance Requirements

1. **Completion of elementary and middle school:** Each student's permanent record file should indicate that elementary and middle schools have been completed at the time of high school entry. If not, a principal must stipulate that a student has completed elementary school and middle school or their equivalent.
2. **Semester attendance:** A student must complete eight semesters of school grades 9 to 12 with regular class attendance, with the exception of a student who elects to take advantage of the Early Graduation incentive.\*\*.
3. **Disclosure statements:** Each teacher, in a disclosure statement designed for that class, will explain attendance requirements for individual classes. The terms of the disclosure statement determine any penalty for absence from class and whether or not make-up work will be allowed.

### Acceleration Options Alternative Ways to Earn Credit

A number of alternative study programs are available for students to earn credit. **Before registering for any alternative class, a student must contact a counselor to make certain the class will provide the credit needed.** Students in 11<sup>th</sup> and 12<sup>th</sup> Grade are eligible to enroll at Valley High School, an alternative district school. Students in 10<sup>th</sup> Grade are eligible to enroll at Valley High School during the second semester. Contact a high school administrator for enrollment information.

Credit toward high school graduation grades (9-12) may be earned through Valley High School, summer school, concurrent enrollment, online education, and other special programs, including teen parents and home and hospital. Credit may also be earned through accredited private schools and accredited university/college, or accredited home study programs.

Jordan School District secondary schools will accept credit and grades awarded to students from schools or providers accredited by the Northwest Accreditation Commission, a division of AdvancED, or credits approved by the Board without alteration. [State Board Rule R277-705-3B (1)]

### Classroom Fees

Students are expected to furnish their own classroom supplies, including pens, pencils, paper, gym clothing, and towels. Students may be expected to furnish some materials for classes in art, career technology education, or math, etc. These materials become the property of the students. **For fee waiver information, please contact your local school.**

### Math Competency Graduation Requirements

In order to meet the requirements of the Mathematics Competency Board Rule (R277-700-9), beginning with the 2016-17 school year, a *student pursuing a college degree* after graduation shall receive one of the following:

- (i) a score of 3 or higher on an Advanced Placement (AP) calculus AB or BC exam;
- (ii) a score of 3 or higher on an Advanced Placement (AP) statistics exam;
- (iii) a score of 5 or higher on an International Baccalaureate (IB) higher level math exam;
- (iv) a score of 50 or higher on a College Level Exam Program (CLEP) pre-calculus or calculus exam;
- (v) a score of 26 or higher on the mathematics portion of the American College Test (ACT) exam;
- (vi) a score of 640 or higher on the mathematics portion of the Scholastic Aptitude Test (SAT) exam; or
- (vii) a "C" grade in a concurrent enrollment mathematics course that satisfies a state system of higher education quantitative literacy requirement.

Students who do not meet one of these requirements prior to their senior year must take a full year mathematics course during the student's senior year of high school. Failure to meet these requirements will not prevent a student from earning a diploma. Completion of the requirement demonstrates math competency, which will be reflected on their academic transcript.

**FINE ARTS CREDIT REQUIREMENTS  
AND APPROVED COURSES FOR MIDDLE SCHOOL AND HIGH SCHOOL**

**7– 8 Grades  
CORE OPTIONS  
1.0 Credits Required**

**DANCE**

Dance 1 and 2  
Advanced Dance

**MUSIC**

Music Connections  
Choir 1 and 2 - Mixed  
Choir 1 - Tenor/Bass and Soprano/Alto  
Choir 3 - Concert  
Band 1 Woodwinds  
Band 1 Brass  
Band 1 Percussion  
Band 1 - Large Ensemble  
Band 2 - Concert  
Band 2 – Concert  
Band 3 – Jazz  
Band 3 - Symphonic  
Orchestra 1, 2, and 3  
Guitar 1 and 2

**THEATRE**

Beginning Theatre  
Intermediate Theatre

**VISUAL ARTS**

Art Foundations, 1 and 2  
Advanced Foundations 2-D Art 1  
Ceramics 1 and 2  
Sculpture 1  
3-D Design 1 and 2  
Drawing 1 and 2  
Painting 1 and 2  
Photography1

**9 – 12 Grades  
CORE OPTIONS  
1.5 Credits Required**

**DANCE**

Dance 1, 2 and 3  
Dance Company  
Social/Ballroom Dance 1, 2, and 3  
Hip Hop 1 and 2

**MUSIC**

Choir 1- Tenor/Bass and Soprano/Alto  
Vocal Technique 1 and 2  
Choir 2 - Mixed  
Choir 3 - Concert Choir  
Choir 3 - Madrigals  
Band 2 - Concert  
Band 3 - Jazz  
Band 3 - Symphonic  
Marching Band  
Percussion Ensemble  
Orchestra  
Guitar 1, 2, and 3  
Music Composition (MIDI)  
American Music of the 20<sup>th</sup> Century  
Music Theory AP  
MUSC 1010

**THEATRE**

Theatre 1, 2, 3, and 4  
THEA 1013

**VISUAL ARTS**

Art Foundations 1 and 2  
Printmaking 1 and 2  
Ceramics 1, 2, 3, and 4  
Sculpture 1 and 2  
Commercial Art/Electronic Media 1 and 2  
3-D Design 1 and 2  
Drawing 1, 2, and 3  
Painting 1 and 2  
Jewelry 1 and 2  
Lettering and Calligraphy 1 and 2  
Photography 1  
Film Studies 1 and 2  
Art History AP  
Studio Art: Drawing AP  
Studio Art: 2-D and 3-D Design AP  
ART 1010 and ART 1020

## HIGH SCHOOL GRADUATION REQUIREMENTS FOR SCIENCE AND APPROVED COURSES

Students must have three science credits for graduation. The first two credits must be from two different Foundation/Core areas. The third credit may be a Foundation/Core or an Applied, Advanced, Foundation (AAF) course (See below). Students who wish to broaden their content background to prepare for ACT testing and college work are recommended to take courses from as many science disciplines as possible.

### FOUNDATION/CORE COURSES

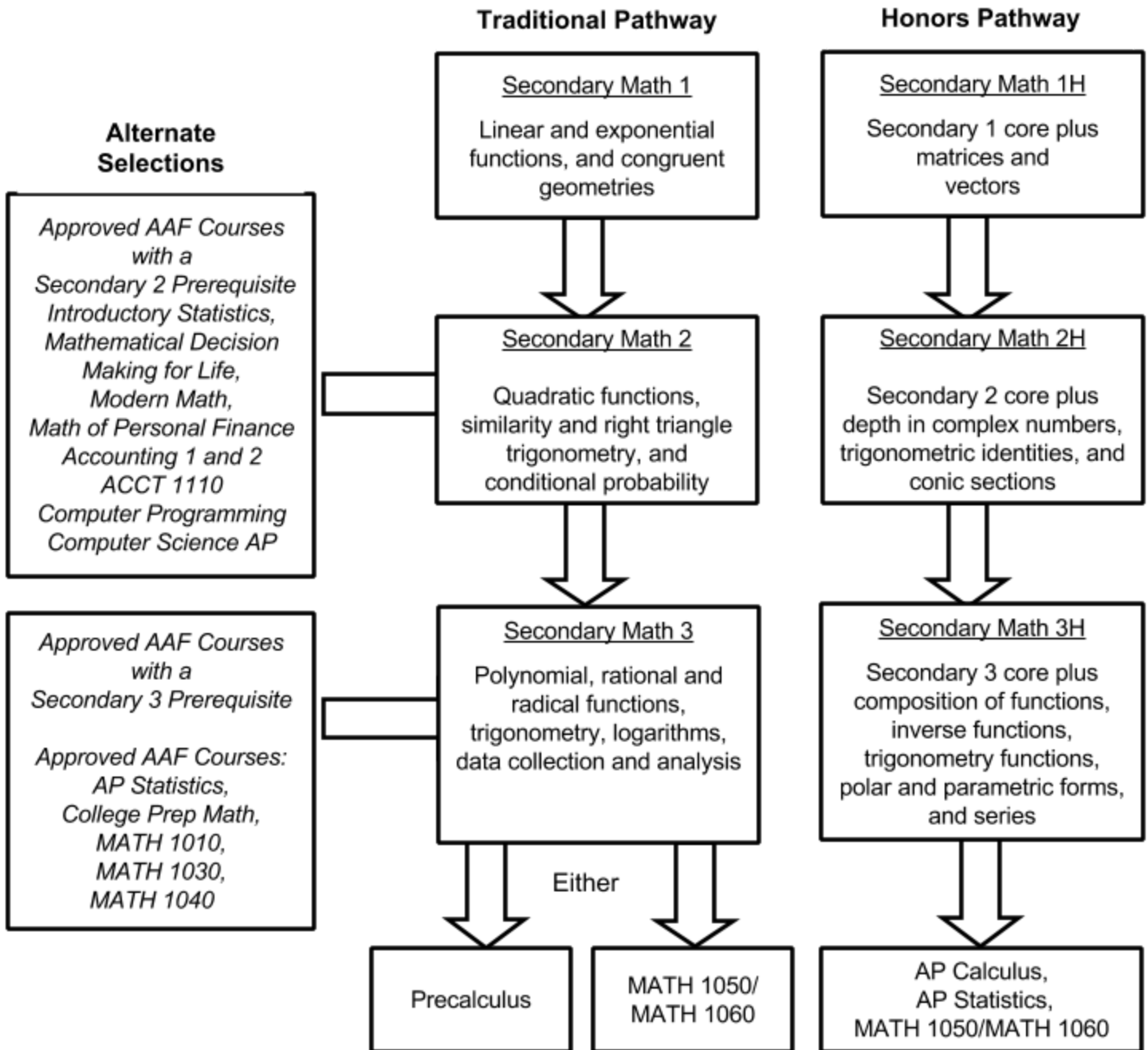
Biology	Chemistry	Earth Science	Physics	Computer Science
Biology  Biology Agricultural Science  AP Biology  BIOL 1010/1015	Chemistry  AP Chemistry  CHEM 1010/1015  CHEM 1110/1115  CHEM 1120/1125	Earth Science  Environmental Science AP	Physics  AP Physics  Physics with Technology	Computer Science AP  Computer Programming 2  Computer Science Principles AP

### Advanced, Applied, Foundation (AAF) Course Options for 3<sup>rd</sup> Science Credit

Astronomy Environmental Science Genetics Geology Human Anatomy & Physiology Marine Biology & Oceanography Wildlife Biology Zoology	BIOL 1090 BIOL 2320/2325 BTEC 1010 BTEC 1015 BTEC 1080 CHEM 1010 GEO 1010 ENGR 1000 MET 1010 PHYS 1040	Animal Science 1 Animal Science 2 Biotechnology Engineering Principles 1 Engineering Principles 2 Engineering Capstone Medical Anatomy & Physiology Natural Resource Science Management Plant and Soil Science and Technology 1 Plant and Soil Science and Technology 2 Principles of Engineering Robotics 1 Robotics 2 Veterinary Assistant 1 Veterinary Assistant 2
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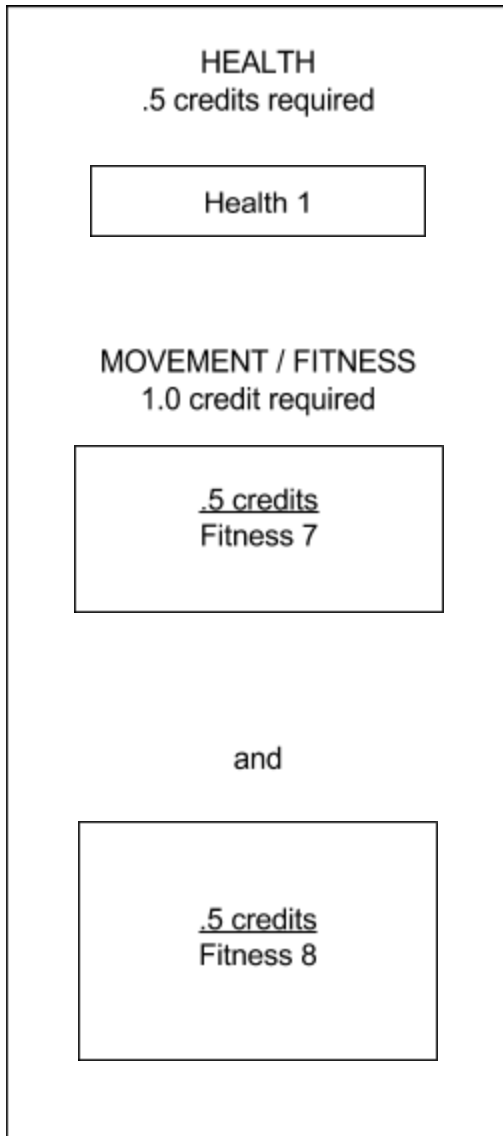
## HIGH SCHOOL GRADUATION REQUIREMENTS FOR MATH AND APPROVED PATHWAYS/COURSES

**3.0 units of credit are required for high school graduation**  
2.0 Core and 1.0 Applied, Advanced, or Foundation (AAF) and  
a minimum of Secondary Math 1 and Secondary Math 2 is required.

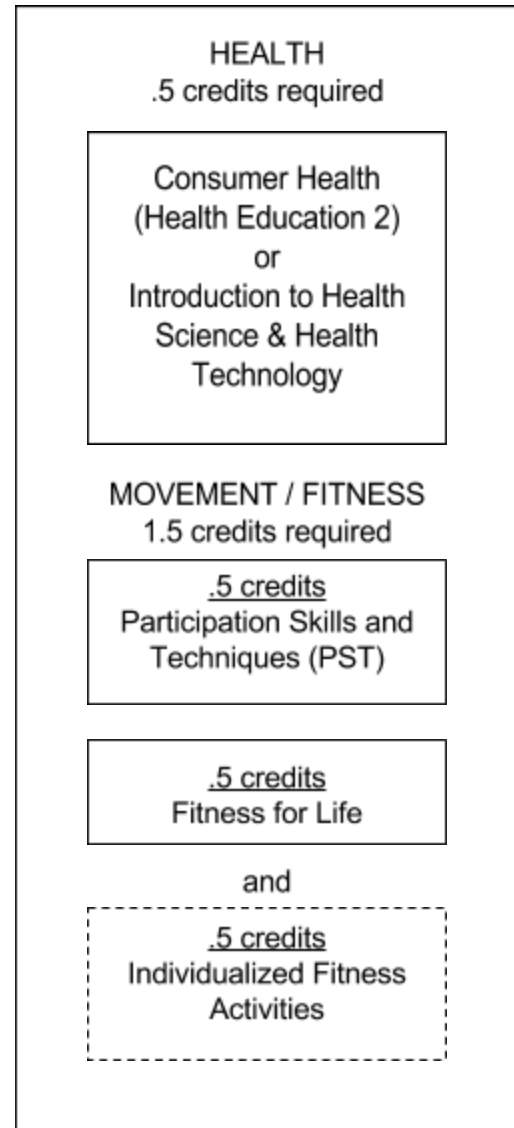


**HEALTH AND PHYSICAL EDUCATION CREDIT REQUIREMENTS  
AND APPROVED COURSES FOR MIDDLE SCHOOL AND HIGH SCHOOL**

**7 – 8 Grades**



**9 – 12 Grades**





# HIGH SCHOOL COURSE OFFERINGS

## 10-12 Grades

### FINANCIAL LITERACY

<b><u>Financial Literacy</u></b>	<b>2200</b>	<b>(F)</b>	<b>11, 12</b>	<b>.5</b>
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This course will prepare students for the choices and challenges of today's financial markets. A better understanding of personal finance will help students move into adulthood making more informed monetary decisions, realizing a greater potential for personal wealth, and fostering a stronger state and national economy. The class will focus on income, money management, spending and credit, saving and investing, consumer protection, and risk management.

<b><u>Adult Roles and Financial Literacy</u></b>	<b>2210</b>	<b>(F, CTE)</b>	<b>11, 12</b>	<b>1.0</b>
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This course prepares students to understand the nature, function, and significance of individual and family relationships integrated with general financial literacy. Topics include: decision-making to set and implement financial goals, values, communication skills, self-awareness, families, sources of income and the relationship between income and career preparation, crisis management, marriage preparation, marriage, money management, saving, investing, parenting, and retirement planning. FCCLA may be an integral part of the course. Students who complete the entire course can fulfill the General Financial Literacy graduation requirement. They can be awarded .5 Financial Literacy credit and .5 CTE credit.

### FINE ARTS

*(Refer to the chart on Page 6 for the credit requirements and list of approved courses.)*

### VISUAL ARTS

A lab fee may be required.

<b><u>Ceramics 1</u></b>	<b>1029</b>	<b>(A)</b>	<b>10-12</b>	<b>.5/1.0</b>
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Ceramics develops basic skills in the creation of 3-D forms and pottery in clays. Techniques in hand building, wheel throwing, basic glazing, and firing are taught. With an emphasis on studio production, this course is designed to develop higher-level thinking and art-related technology skills. Some art criticism, art history, and aesthetics may be included.

<b><u>Ceramics 2</u></b>	<b>1030</b>	<b>(A)</b>	<b>10-12</b>	<b>.5/1.0</b>
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*Prerequisite: Ceramics 1*  
This is an intermediate course that builds upon the concepts and skills learned in Ceramics 1. Students will then consistently produce quality pieces of ceramics.

<b><u>3-D Design 1</u></b>	<b>1042</b>	<b>(A)</b>	<b>10-12</b>	<b>.5</b>
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*Prerequisite: Art Foundations or Instructor approval*  
3-D Design provides an overview and introduction to fine crafts, their media, and the cultures they represent. Students will work with mixed media (macramé, batik, hooking, soft sculpture, wood carving, stained-glass, etc.) to create art objects that have a utilitarian purpose. With an emphasis on studio production, this course is designed to develop higher-level thinking skills and art-related technology skills. Some art criticism, art history, and aesthetics may be included.

<b><u>Art History AP</u></b>	<b>1028</b>	<b>(A)</b>	<b>11, 12</b>	<b>1.0</b>
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*Prerequisite: Instructor approval*  
This is a year-long course that teaches the history and appreciation of great art works from the Western Art traditions. It starts with prehistoric works and ends with post-modern works. University credit can be earned with a successful performance on the Advanced Placement (AP) exam.

<b><u>Drawing 1</u></b>	<b>1044</b>	<b>(A)</b>	<b>10-12</b>	<b>.5</b>
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Drawing focuses on black and white or monochromatic rendering from life, pictures, masterworks, and imagination. With an emphasis on studio production, this course is designed to develop higher level thinking and art-related technology skills. Some experiences in art criticism, art history, and aesthetics may be included.

<b><u>Drawing 2</u></b>	<b>1045</b>	<b>(A)</b>	<b>10-12</b>	<b>.5</b>
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*Prerequisite: Drawing 1*  
This is an intermediate course in drawing that builds on the skills and concepts taught in Drawing 1. The use of value is emphasized. Atmospheric perspective and accurate shading are studied along with composition.

<b><u>Painting 1</u></b>	<b>1046</b>	<b>(A)</b>	<b>10-12</b>	<b>.5/1.0</b>
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*Prerequisite: Drawing 1*  
This course includes wet and dry color media with processes such as transparent and opaque painting focusing on the operations of color. Techniques with color media and preparation of grounds and supports will be covered. With an emphasis on studio production, this course is designed to develop higher-level thinking skills and art-related technology skills. Some art criticism, art history, and aesthetics may be included.

<b><u>Painting 2</u></b>	<b>1047</b>	<b>(A)</b>	<b>10-12</b>	<b>.5/1.0</b>
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*Prerequisite: Painting 1*  
This is an intermediate course that builds on the skills and concepts learned in Painting 1. More complex techniques and processes are taught. Composition is emphasized as the student learns to make a clear visual statement in a painting.

**Lettering and Calligraphy 1** 1056 (A) 10-12 .5  
 This course covers ink pen and ink brush use in the creation and execution of various lettering styles. Design and layout are emphasized in the creation of a work of calligraphy.

**Photography 1** 1058 (A) 10-12 .5  
 This High School level course focuses on basic procedures for operating a digital and/or analog camera and understanding light. It may include darkroom work in developing film and making prints and enlargements and/or digital software editing and product

**Photography 2** 1059 (A) 10-12 .5  
*Prerequisite: Photography 1*  
 This is an intermediate course emphasizing photography as an art form. Students are encouraged to use photography as a creative and expressive tool through time exposures and multiple images. It may include high contrast.

**Film Studies 1** 1651 (A) 10-12 .5  
 This class explores the art of film through the study of various aspects and styles of film. Students will critique films from various viewpoints and fulfill writing assignments with different critical approaches toward film. Students will view and analyze films and do class work and outside study of the elements of filmmaking and filmmakers.

### THEATRE

**Theatre 1** 1626 (A) 10-12 .5/1.0  
 This course is an introductory course in theatre which includes film analysis, improvisation, and the following competitive areas: dramatic and humorous interpretations, mono acting, scenes from plays, and pantomime.

**Theatre 2** 1627 (A) 10-12 .5/1.0  
*Prerequisite: Instructor approval*  
 This advanced course in theatre introduces stage make-up and Shakespearean acting. Students are given the opportunity to participate in competitive events.

**Theatre 3** 1628 (A) 11, 12 .5/1.0  
*Prerequisite: Instructor approval*  
 This course in theatre introduces theatre history, audition skills, and playwriting. Advanced competitive techniques are emphasized.

**Stage Technology** 1630 (E) 10-12 1.0  
*Prerequisite: Instructor approval*  
 This course provides an overview and experience of the technical phases of theatre including lighting, sound, and management.

**Musical Theatre** 1632 (E) 11, 12 .5/1.0  
 This is a performing arts elective course focusing on musical theatre productions.

### DANCE

**Aerobics** 7124 (IFA) 10-12 .5  
 This course is designed to help individuals become physically fit and trim through continuous movement activities coordinated with music.

**Dance 1** 7140 (A, IFA) 10-12 5/1.0  
 This course offers instruction in the basic fundamentals of dance techniques and composition. Performances outside of the regular school day may be required, and they will constitute a portion of the course grade.

**Dance 2** 7141 (A, IFA) 10-12 .5/1.0  
*Prerequisite: Dance 1 or Instructor approval*  
 This intermediate course emphasizes techniques, choreography, and improvisation. Performances outside of the regular school day may be required, and they will constitute a portion of the course grade.

**Dance 3** 7142 (A, IFA) 10-12 5/1.0  
*Prerequisite: Dance 2 or Instructor approval*  
 This advanced course teaches dance technique with further development of skills in choreography and composition.

**Dance Company** 7143 (A, IFA) 10-12 .5/1.0  
*Prerequisite: Auditions*  
 This course emphasizes the development of a performing group. Members develop skills in all forms of dance and choreography. Students perform for the school and community. Performances, as well as rehearsals outside of the regular school day are required and constitute a portion of the course grade.

**Social/Ballroom Dance 1** 7144 (A, IFA) 10-12 .5/1.0  
 This course offers instruction and practice in the social dance steps, rhythms, and techniques. The following dances may be included: foxtrot, cha-cha, waltz, swing, mambo, western swing, and western line dance. Performances and rehearsals outside of the regular school day are required and will constitute a portion of the course grade.

**Social/Ballroom Dance 2** 7145 (A, IFA) 10-12 .5/1.0

*Prerequisite: Ballroom Dance 1 or instructor approval*

This intermediate course offers instruction and practice in intermediate ballroom dance steps, rhythms and techniques. Performances as well as rehearsals outside the school day are required and will constitute a portion of the course grade.

**Hip Hop 1**

**7155**

**(A. IFA)**

**10-12**

**.5**

Through the implementation of the state core curriculum, students are taught technique, elements of dance, and the choreographic process. Students are required to meet performance based assessments, self-evaluations, peer evaluations, teacher evaluations, and visual data collection standards. They are also taught the history and culture behind each dance form and use this knowledge to apply historical impact to their dancing.

**MUSIC**

**A participation fee or instrument rental may be required.**

**Music Independent Study**

**1328**

**(E)**

**10-12**

**.5/1.0**

*Prerequisite: Instructor approval*

This course is designed for students who want to practice individually with the aid of a music instructor. An opportunity is provided for students to practice for private lessons, solos, ensembles, and for performing groups.

**Music Theory AP**

**1329**

**(A)**

**11, 12**

**1.0**

*Prerequisite: Instructor approval/May require a workbook*

This course is designed for students who are college-oriented and choose to participate in the Advanced Placement (AP) program. Elements include music theory, history, composition, and analysis. University credit can be earned with a successful performance on the (AP) exam.

**Guitar 1**

**1330**

**(A)**

**10-12**

**.5**

*May require a workbook and/or CD*

This course provides opportunities for students to develop their musical potential and aesthetic understanding through learning to play a guitar. Emphasis will be placed on playing position, tone production, fundamental technique, simultaneous playing and singing, reading music, and composing songs/lyrics. Knowledge and skills will include experiences in singing, playing, listening, and connecting to cultures. Instrument required.

**Choir 1 - Tenor/Bass**

**1332**

**(A)**

**10-12**

**.5/1.0**

This music course is open to all students with a vocal range of tenor or bass. Ability to match pitch may be helpful. Two, three, and four-part music is performed at various concerts. Primary consideration is given to part-singing, good vocal production, and the rudiments of music. Rehearsals and performances outside of the class time are part of the course requirement and constitute a portion of the grade.

**Choir 1 - Soprano/Alto**

**1333**

**(A)**

**10-12**

**.5/1.0**

This music course is open to all students with a vocal range of soprano or alto. Two, three, and four-part music is performed at various concerts. Primary consideration is given to part-singing, good vocal production, and rudiments of music. Rehearsals and performances outside of class time are part of the course requirement and constitute a portion of the grade.

**Choir 3 - Concert**

**1335**

**(A)**

**10-12**

**1.0**

*Prerequisite: Audition*

This course is designed to help students gain more experience and understanding of choral music, as well as to increase their techniques of singing by learning and performing more challenging choral literature. Rehearsals and performances outside of class time are part of the course requirement and constitute a portion of the grade.

**Choir 3 - Madrigals**

**1336**

**(A)**

**10-12**

**1.0**

*Prerequisite: Audition/Membership in Choir 3 - Concert may be required*

This course is composed of a select group of experienced and knowledgeable singers. Emphasis is on performance and choral literature. Rehearsals and performances outside of class time are part of the course requirement and constitute a portion of the grade.

**Orchestra 2**

**1303**

**(A)**

**10-12**

**1.0**

This is an intermediate-level orchestra class focusing on intermediate-level literature for orchestra. Rehearsals and performances outside of class time are part of the course requirements and will constitute a portion of the grade. Practice outside of class time with instrument is required. If available, a viola, a cello, or a string bass may be rented from the school for a nominal fee.

**Orchestra 3 (Chamber)**

**1304**

**(A)**

**10-12**

**1.0**

*Prerequisite: Instructor approval (Audition and/or interview possible)*

This is an orchestra class focusing on advanced-level literature for orchestra. Rehearsals and performances outside of class time are part of the course requirement and will constitute a portion of the grade. Practice outside of class time with instrument is required.

**Band 2 - Concert**

**1346**

**(A)**

**10-12**

**1.0**

*Prerequisite: Audition/Interview*

This intermediate-level band course encourages increased technical and expressive musical proficiency through performance and the study of music. Marching band may be part of the course requirement during marching season. Rehearsals and performances outside of class time are part of the course requirement and constitute a portion of the grade. If available, an oboe, bass clarinet, bassoon, tenor saxophone, baritone saxophone, French horn, baritone horn, euphonium, or tuba may be rented at the school for a nominal fee.

**Band 3 - Jazz** 1348 (A) 10-12 1.0

*Prerequisite: Audition/Membership in Band 2 - Concert or Band 3 - Symphonic may be required*

This course is open to students whose interests are in performing jazz, rock, Latin and related music literature. The group is designed to provide fundamental knowledge of this music through performance. Rehearsals and performances outside of class time are part of the course requirement and constitute a portion of the grade.

**Band 3 - Symphonic** 1349 (A) 10-12 1.0

*Prerequisite: Audition/Interview*

This advanced course performs varied, advanced-level music. Marching band may be part of the course requirement during marching season. Rehearsals and performances outside of class time are part of the course requirement and constitute a portion of the grade. If available, an oboe, bass clarinet, bassoon, tenor saxophone, baritone saxophone, French horn, baritone horn, euphonium, or tuba may be rented at the school for a nominal fee.

**Marching Band - Large Ensemble** 1350 (A) 10-12 .5/1.0

*Prerequisite: Concert/Symphonic Band or Percussion Ensemble membership may be required*

This course is designed for students who will perform music at field shows, football games, parades, festivals, and competitions.

**Marching Band Auxiliary** 1351 (E) 10-12 .5/1.0

This course is designed for students who wish to perform, using flags and other props, with the high school marching band. Emphasis is on growth and technical skill. Rehearsals and performances outside of class time are part of the course requirements and constitute a portion of the grade. Audition may be required.

**Percussion Ensemble** 1352 (A) 10-12 .5/1.0

This course is designed for students to perform as a percussion ensemble as well as possibly performing with concert band, marching band, symphonic band, and in pep band activities. Students with drum or mallet percussion experience (i.e., marimba, xylophone, and bells) are encouraged to improve their skills in a large-group setting. Rehearsals and performances outside of class time are part of the course requirement and constitute a portion of the grade.

## SCIENCE

*(Refer to the chart on Page 7 for the credit requirements and list of approved courses.)*

**Biology (Foundation/Core)** 3111 (BS) 10-12 1.0

The Biology Core includes three major concepts for instruction. (1) The structures in all living things occur as a result of necessary functions. (2) Interactions of organisms in an environment are determined by the biotic and abiotic components of the environment. (3) Evolution of species occurs over time and is related to the environment in which the species live.

**Biology H (Foundation/Core)** 3004 (BS) 10-12 1.0

*Prerequisite: Instructor approval*

The Biology Core includes three major concepts for instruction. (1) The structures in all living things occur as a result of necessary functions. (2) Interactions of organisms in an environment are determined by the biotic and abiotic components of the environment. (3) Evolution of species occurs over time and is related to the environment in which the species live. Students will be expected to design investigations in the laboratory and field using research technologies.

**Biology AP (Foundation/Core)** 3112 (BS) 10-12 1.0

*Prerequisite: Biology or instructor approval*

This is a full-year introductory college course in biology with laboratory. The major content areas are molecules and cells; heredity and evolution; and organisms and populations. University credit can be earned with a successful performance on the Advanced Placement AP Biology exam.

**Biology Lab AP** 3180 (E) 10-12 1.0

This is an advanced laboratory course which is designed reinforce and apply the theoretical concepts learned in an Advanced Placement (AP) Biology course.

**Biology-Agricultural Science (Foundation/Core)** 8207 (CTE, BS) 10-12 1.0

This course covers biology with an agricultural emphasis. Students who have already taken a biology course will repeat much of what they have learned such as the structure of cells, how genetic information is passed on, biological diversity, the process of evolution, and how organisms interact with their environment. Students learn how to apply this information in plants and animals through laboratory activities. Students will explore recent advances in biotechnology (genetics, embryos, etc.) that are being used in agriculture and other biology related sciences. Participation in the FFA youth leadership organization may be an integral part of this course.

**Chemistry (Foundation/Core)** 3121 (CS) 10-12 1.0

This course is organized around major concepts of matter, structure, energy, and change. The concepts, principles and laws that describe the conservation of matter, changes in the structure of matter, and changes in energy will provide a framework for this course. Chemistry students should design and perform experiments, and value inquiry as the fundamental scientific process.

**Chemistry H (Foundation/Core)** 3122 (CS) 10-12 1.0

*Prerequisite or Co-requisite: Secondary Mathematics 3*

This course is organized around major concepts of matter, structure, energy, and change. Chemistry students should design and perform experiments and value inquiry as the fundamental scientific process. Honors Chemistry places more emphasis on understanding the core curriculum through the use of mathematics. It is recommended that students have completed or are enrolled in Secondary Mathematics 3.

**Chemistry AP (Foundation/Core)** 3123 (CS) 11, 12 1.0

*Prerequisite: Chemistry or Instructor approval*

Advanced Placement (AP) Chemistry is a full-year introductory college course. The study includes advanced theoretical and physical understanding of chemistry. University credit can be earned with a successful performance on the AP Chemistry exam.

**Chemistry Lab AP** 3181 (E) 10-12 1.0

This is an advanced laboratory course which is designed to correlate with and complement the theoretical knowledge learned in Advanced Placement science courses.

**Physics (Foundation/Core)** 3131 (PS) 10-12 1.0

The three major concepts included in the Physics Core are: (1) motion of objects, (2) forces acting on objects, and (3) energy. Physics students should design and perform experiments, and value inquiry as the fundamental scientific process.

**Physics H (Foundation/Core)** 3134 (PS) 10-12 1.0

*Prerequisite: Secondary Mathematics 2*

The three major concepts included in the Physics Core are: (1) motion of objects, (2) forces acting on objects, and (3) energy. Physics students should design and perform experiments, and value inquiry as the fundamental scientific process. Honors physics students will place more emphasis on using mathematics to address the core curriculum.

**Physics 1 AP (Foundation/Core)** 3136 (PS) 10-12 1.0

*Prerequisite: Physics and Secondary Mathematics 2*

This is a full-year, college-level course physics course. The topics for this course include introductory mechanics, waves, and electric fields and forces. University can be earned with a successful performance on the AP Physics exam.

**Astronomy** 3141 (AAF-S) 11, 12 .5/1.0

This is a course that investigates space science, aeronautics, and biology. Various classroom and laboratory experiences provide students with an understanding of interrelationships between each of these areas.

**Wildlife Biology** 3160 (AAF-S) 11, 12 .5/1.0

This course is a hands-on comprehensive examination of North American wildlife. Students study a wide variety of local animal life, the management of those animals, and their habitats.

**Genetics** 3164 (AAF-S) 11, 12 .5/1.0

This course focuses on understanding how traits are inherited and how DNA controls most aspects of cell behavior. DNA, pedigrees, environmental influences and cell function are studied.

**Marine Biology and Oceanography** 3166 (AAF-S) 11, 12 .5/1.0

The study of the marine environment, living and non-living, will be studied in this course. Fish, marine mammals, the physical environment of the sea and environmental challenges facing the worlds' oceans are examined.

**Human Anatomy/Physiology** 3170 (AAF-S) 11, 12 .5/1.0

This course provides activity-based instruction pertaining to the structures and functions of organ systems of the human bod

**Zoology** 3163 (AAF-S) 11, 12 .5/1.0

Zoology is the study of the world of animals. Animal body structures, physiology, behaviors, habitats and classification are examined in this field of study.

## WORLD LANGUAGES

**Please be aware that the 2<sup>nd</sup> year of a World Language no longer counts for Senior Language Arts credit.**

**French 1** 4100 (E) 10-12 1.0

This course is designed to teach elementary skills in listening, speaking, reading, and spelling. The curriculum covered in this course will give students the skills to communicate in culturally-appropriate ways in the target language. By the end of this course, student skill level should be at novice-mid level according to the American Council on the Teaching of Foreign Language (ACTFL) standards. Students will develop an appreciation for the culture of the countries where the language is spoken.

**French 2** 4101 (E) 10-12 1.0

*Prerequisite: French 1*

This course is designed to teach intermediate skills in listening, speaking, reading, and spelling. The curriculum covered in this course will give students the skills to communicate in culturally-appropriate ways in the target language. By the end of this course, student skill level should be at novice-high level according to the American Council on the Teaching of Foreign Language (ACTFL) standards. Students will develop an appreciation for the culture of the countries where the language is spoken.

**French 3 H** 4103 (E, Sr. ELA) 10-12 1.0

*Prerequisite: French 2*

This course is designed to teach intermediate skills in listening, speaking, reading, and spelling. The curriculum covered in this course will give students the skills to communicate in culturally-appropriate ways in the target language. By the end of this course, student skill level should be at intermediate-low level according to the American Council on the Teaching of Foreign Language (ACTFL) standards.

**American Sign Language 1** 4170 (E) 10-12 1.0

*Prerequisite: Adequate English, reading and speaking skills; adequate vision*

This course has been designed to give students an introduction to American Sign Language (ASL) and the deaf community. Students will learn basic sentence structures and common vocabulary. Students will learn appropriate cultural behaviors as well as study important people and events in deaf history and their impact on society. This course will be conducted predominantly in ASL, a deaf-friendly voice-off environment.

**American Sign Language 2** 4171 (E) 11, 12 1.0

*Prerequisite: C+ or Better in American Sign Language 1*

This course has been designed to continue students' use of American Sign Language (ASL) at an intermediate level. The focus shifts toward improving expressive skills and refining receptive skills. Students are expected to use appropriate cultural behaviors. Students will continue to learn about important people and events in deaf history and their impact on society. This course will be conducted predominantly in ASL, a deaf-friendly voice-off environment.

**American Sign Language 3 H** 4172 (E, Sr. ELA) 12 1.0

*Prerequisite: B- or Better in American Sign Language 2*

This course has been designed to integrate and refine both receptive and expressive features of American Sign Language (ASL). Students will use culturally appropriate behaviors. Students will use higher level thinking skills to increase their understanding of deaf culture as they make comparisons with other cultures in the world. This course will be conducted predominantly in ASL, a deaf-friendly voice-off environment.

**Spanish 1** 4180 (E) 10-12 1.0

This course is designed to teach elementary skills in listening, speaking, reading, and spelling. The curriculum covered in this course will give students the skills to communicate in culturally-appropriate ways in the target language. By the end of this course, student skill level should be at novice-mid level according to the American Council on the Teaching of Foreign Language (ACTFL) standards. Students will develop an appreciation for the culture of the countries where the language is spoken.

**Spanish 2** 4181 (E) 10-12 1.0

*Prerequisite: Spanish 1*

This course is designed to teach intermediate skills in listening, speaking, reading, and spelling. The curriculum covered in this course will give students the skills to communicate in culturally-appropriate ways in the target language. By the end of this course, student skill level should be at novice-high level according to the American Council on the Teaching of Foreign Language (ACTFL) standards.

**Spanish 3 H** 4183 (E, Sr. ELA) 10-12 1.0

*Prerequisite: Spanish 2*

This course is designed to teach advanced skills in listening, speaking, reading, and spelling. The curriculum covered in this course will give students the skills to communicate in culturally-appropriate ways in the target language. By the end of this course, student skill level should be at intermediate-low level according to the American Council on the Teaching of Foreign Language (ACTFL) standards.

**Spanish 4 H** 4186 (E, Sr. ELA) 10-12 1.0

*Prerequisite: Spanish 3 H*

This course is designed to teach listening, speaking, reading, and spelling. The curriculum covered in this course will give students the skills to communicate in culturally-appropriate ways in the target language. By the end of this course, student skill level should be at intermediate-mid level according to the American Council on the Teaching of Foreign Language (ACTFL) standards.

**Spanish Language AP** 4184 (E, Sr. ELA) 10-12 1.0

*Prerequisite: Spanish 3 H or instructor approval*

This is an accelerated course designed as a review of grammar, guided and free composition, literature, and conversation skills. University credit can be earned with a successful performance on the Advanced Placement (AP) exam.

## LANGUAGE ARTS

<b><u>Language Arts 10</u></b>	<b>4601</b>	<b>(ELA)</b>	<b>10</b>	<b>1.0</b>
This course, based on the 10 <sup>th</sup> Grade Utah English Language Arts (ELA) Core Standards, is designed for grade-level instruction in reading comprehension, writing, methods of inquiry, and the processes, skills, and strategies for effective communication.				
<b><u>Language Arts 10 A</u></b>	<b>4600</b>	<b>(ELA)</b>	<b>10</b>	<b>1.0</b>
<i>Prerequisite: Instructor approval</i>				
This course, based on the 10 <sup>th</sup> Grade Utah English Language Arts (ELA) Core Standards, is designed for students requiring basic instruction with targeted intervention in reading comprehension, writing, methods of inquiry, and the processes, skills, and strategies for effective communication.				
<b><u>Language Arts 10 H</u></b>	<b>4602</b>	<b>(ELA)</b>	<b>10</b>	<b>1.0</b>
<i>Prerequisite: Instructor approval</i>				
This course, based on the 10 <sup>th</sup> Grade Utah English Language Arts (ELA) Core Standards, is designed for students who qualify for more advanced instruction in reading comprehension, writing, methods of inquiry, and the processes, skills, and strategies for effective communication.				
<b><u>Language Arts 11</u></b>	<b>4611</b>	<b>(ELA)</b>	<b>11</b>	<b>1.0</b>
This course, based on the 11 <sup>th</sup> Grade Utah English Language Arts (ELA) Core Standards, is designed for grade-level instruction in reading comprehension, writing, methods of inquiry, and the processes, skills, and strategies for effective communication in, with an emphasis on American literary texts.				
<b><u>Language Arts 11 A</u></b>	<b>4610</b>	<b>(ELA)</b>	<b>11</b>	<b>1.0</b>
<i>Prerequisite: Instructor approval</i>				
This course, based on the 11 <sup>th</sup> Grade Utah English Language Arts (ELA) Core Standards, is designed for students requiring basic instruction in reading comprehension, writing, methods of inquiry, and the processes, skills, and strategies for effective communication.				
<b><u>Language Arts 11 H</u></b>	<b>4612</b>	<b>(ELA)</b>	<b>11</b>	<b>1.0</b>
<i>Prerequisite: Instructor approval</i>				
This course, based on the 11 <sup>th</sup> Grade Utah English Language Arts (ELA) Core Standards, is designed for students who qualify for more advanced instruction in reading comprehension, writing, methods of inquiry, and the processes, skills, and strategies for effective communication, with an emphasis on American literary texts. The course also prepares students for college entrance exams (e.g. ACT and SAT).				
<b><u>Language Arts 12</u></b>	<b>4621</b>	<b>(ELA)</b>	<b>12</b>	<b>1.0</b>
This course, based on the 12 <sup>th</sup> Grade Utah English Language Arts (ELA) Core Standards, is designed for grade-level instruction in reading comprehension, writing, methods of inquiry, and the processes, skills, and strategies for effective communication, with an emphasis on British literary texts.				
<b><u>English Language and Composition AP</u></b>	<b>4631</b>	<b>(ELA)</b>	<b>11, 12</b>	<b>1.0</b>
<i>Prerequisite: Instructor approval</i>				
English Language and Composition AP is based on the 11-12 Grade Utah English Language Arts Core Standards, as well as College and Career Ready Standards. This is an accelerated course, audited and approved by the College Board, designed to increase students' close-reading abilities and strengthen analytical and argumentative writing skills. The course emphasizes rhetorical and literary analysis of both fiction and nonfiction texts, as well as instruction in grammar and language usage to prepare students for the AP Language and Composition Exam at an additional fee. Students passing the exam can earn college credit.				
<b><u>English Literature and Composition AP</u></b>	<b>4630</b>	<b>(ELA)</b>	<b>11, 12</b>	<b>1.0</b>
<i>Prerequisite: Instructor approval</i>				
English Literature and Composition AP is based on the 11-12 Grade Utah English Language Arts Core Standards, as well as College and Career Ready Standards. This is an accelerated course, audited and approved by the College Board, designed to increase students' abilities as skilled readers of literary text and poetry in a variety of genres. Students will critically read literature selections and write analytically about what they have read. The course emphasizes literary analysis of literature (fiction) informational texts (non-fiction) and poetry to prepare students for the AP Literature and Composition exam in the spring. Students passing the exam can earn college credit.				
<b><u>School Newspaper Staff</u></b>	<b>4642</b>	<b>(E, Sr. ELA)</b>	<b>10-12</b>	<b>1.0</b>
<i>Prerequisite: Journalism 1 and/or Instructor approval</i>				
This course, based on College and Career Ready Standards, is designed for students to publish the school newspaper and study past and current trends and issues in journalism.				
<b><u>Mythology 1</u></b>	<b>4651</b>	<b>(E, Sr. ELA)</b>	<b>11, 12</b>	<b>.5</b>
This is a survey course in mythological literature, based on the Utah English Arts (ELA) Core Standards, with plays and myths as the major emphasis. Cultural history, vocabulary building, and writing assignments are related to the course content. A research project is a course requirement.				
<b><u>Creative Writing 1</u></b>	<b>4655</b>	<b>(E, Sr. ELA)</b>	<b>10-12</b>	<b>.5</b>

This semester course, based on the Utah English Arts (ELA) Core Writing Standards, is designed as an introduction to imaginative writing of personal experiences, character sketches, short fiction, and poetry. It provides students with the opportunity to prepare manuscripts for publication, awards, and scholarships.

**Creative Writing 2** 4656 (E, Sr. ELA) 10-12 1.0

*Prerequisite: Creative Writing 1*

This course, based on the Utah English Arts (ELA) Core Writing Standards, is designed to emphasize imaginative writing through the study and writing of longer fiction, one-act plays, and poetry. Students will have the opportunity to prepare manuscripts for publication, awards, and scholarships.

**Secondary Reading** 4699 (E) 10-12 .5/1.0

*Prerequisite: Instructor Approval*

This course is designed to help struggling readers in high school. This course will implement the Utah Core reading standards for both informational and literary text through a focus on improving reading comprehension, decoding, fluency, annotation, and close reading skills.

**Literary Magazine Staff** 4657 (E, Sr. ELA) 11, 12 1.0

*Prerequisite: Creating Writing 1*

This course, based on the Utah English Arts (ELA) Core Writing Standards, is designed to publish the school literary magazine. Students have the opportunity to meet and discuss their work with professional writers.

**Fantasy and Science Fiction-An Examination of Genre** 4661 (Sr. ELA) 11, 12 .5

This course, based on the Utah English Arts (ELA) Core Standards, is designed for students who devour science fiction and fantasy in their spare time. The curriculum will include short stories, novels, plays, essays, and information texts. The goals of this course are to use science fiction and fantasy texts to increase reading and comprehension skills, broaden thinking and analysis skills, improve writing skills, and build a community of similar interests.

**Contemporary Young Adult Literature** 4662 (E, Sr. ELA) 11, 12 .5

This course, based on the Utah English Arts (ELA) Core Standards, is designed for reading, discussing, and exploring young adult literature relative to the issues facing teenagers today. The course will include inquiry projects, peer collaborations and authentic writing opportunities.

**Literature and Film** 4701 (E, Sr. ELA) 11, 12 .5/1.0

This course, based on the Utah English Arts (ELA) Core Standards, is designed for students to read and analyze literary pieces and then explore how film enhances and/or detracts from the work. It focuses on class discussion and analysis of selected films.

**Debate 1** 1645 (E) 10-12 1.0

This course, based on the Utah English Arts (ELA) Core Standards, is designed to introduce students to debate, analysis, reasoning, delivery skills, organization, writing techniques, research, and provides opportunities for impromptu speaking, original oratory, extemporaneous speaking, Lincoln-Douglas debate, and student congress.

**Debate 2** 1646 (E, Sr. ELA) 10-12 1.0

*Prerequisite: Debate 1*

This course, based on the Utah English Arts (ELA) Core Standards, is designed to provide an in-depth study of the areas introduced in Debate I. Students will have the opportunity to participate in competitive debate.

## **MATHEMATICS**

*(Refer to the chart on Page 6 for the credit requirements and approved pathways/courses)*

**College Prep Math** 5126 (AAF-M) 11, 12 .5/1.0

*Prerequisite: Secondary Mathematics 3*

This course formalizes and reinforces concepts from the Secondary Mathematics series to provide students with the foundational skills and understanding prerequisite to College Algebra (MATH 1050). Students will reason abstractly and quantitatively while solving linear and quadratic equations and linear inequalities. They will efficiently use polynomial and rational expressions and functions, radicals and complex numbers, and exponential and logarithmic expressions and functions to model and solve mathematical problems. They will explore conic sections and represent parabolic data.

**Mathematics of Personal Finance** 5127 (F, AAF-M) 11, 12 .5/1.0

*Prerequisite: Secondary Mathematics 2*

Mathematics of Personal and Business Finance will help students compute and make reasonable estimates, perform operations with real numbers, and identify meanings of variables in financial formulas. Students will collect and organize data in graphs of all kinds, calculate mean, median, mode and range, and use spreadsheets to evaluate data. Students who complete the entire course can fulfill the General Financial Literacy graduation requirement. They can be awarded .5 Financial Literacy credit and .5 AAF-Math credit instead of 1.0 AAF-Math

**Calculus AB** 5134 (AAF-M) 10-12 .5/1.0

*Prerequisite: Pre-calculus or MATH 1050*



In this course students will develop a conceptual understanding of limits, derivatives, and integrals through discovery and applications. Students will study polynomial, radical, exponential, logarithmic, and rational functions with an emphasis on graphical analysis preparatory to the study of limits. Student will compare the concept of slope with the formal definition of the derivative as well as develop and apply different techniques of integration to model and solve a variety of problems. Students will survey the basic topics of calculus and demonstrate their application in a wide variety of fields. Students will explore calculus concepts through inquiry using technology and develop explicit methods to use calculus in applications

**Mathematics Lab** 5174 (E) 10-12 .5/1.0

A course designed to give students additional time for math work as well as re-teaching of concepts to help students be successful in their core math course. Students will receive a pass/fail grade.

**Introductory Statistics** 5141 (AAF-M) 11, 12 .5/1.0

*Prerequisite: Secondary Mathematics 2*

An introductory, non-calculus based course which exposes the students to the major concepts and tools for descriptive and inferential statistics. The course includes collecting, analyzing, characterizing and drawing conclusions from data. Studies will be planned and executed using double-blind, matched pairs and blocking designs. Probability will be covered in detail and its fundamental importance to statistics will be emphasized. Inferential statistics will be introduced in context of real-life applications from medicine, manufacturing, sports performance, politics, business, health and physical science. The use of the statistical capabilities of graphing calculators will be taught.

**Secondary Mathematics 1** 5300 (M) 10 1.0

*Prerequisite: 8<sup>th</sup> Grade Mathematics*

Students in Secondary Mathematics 1 will deepen and extend their understanding of linear relationships, in part by contrasting them with exponential phenomenon, and in part by applying linear models to data that exhibit a linear trend. Students will use properties and theorems involving congruent figures to deepen and extend their understanding of geometric knowledge. Algebraic and geometric ideas are tied together. Students will experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problems situations.

**Supplemental Math 2** 5331 (E) 10, 11 .5/1.0

This course is for students in Secondary Math 2 who need extra help in their core math course. The course will review key concepts that are necessary for the students to be successful in their core class.

**Secondary Mathematics 2** 5310 (M) 10, 11 1.0

*Prerequisite: Secondary Mathematics 1*

Students in Secondary Mathematics 2 will focus on quadratic expressions, equations, and functions, extend the set of rational numbers to the set of complex numbers, link probability and data through conditional probability and counting methods, study similarity and right triangle trigonometry, and study circles with their quadratic algebraic representations.

**Secondary Mathematics 2 H** 5311 (M) 10, 11 1.0

*Prerequisite: Secondary Mathematics 1 or Secondary Mathematics 1 Honors*

Students in Secondary Mathematics 2 Honors will focus on quadratic expressions, equations, and functions, extend the set of rational numbers to the set of complex numbers, link probability and data through conditional probability and counting methods, study similarity and right triangle trigonometry, and study circles with their quadratic algebraic representations. Honors students will also represent complex numbers and their operations on the complex plane, solve systems of equations, prove and apply trigonometric identities, and express conic sections algebraically.

**Supplemental Math 3** 5332 (E) 10-12 .5/1.0

This course is for students in Secondary Math 3 who need extra help in their core math course. The course will review key concepts that are necessary for the students to be successful in their core class.

**Secondary Mathematics 3** 5320 (M) 10-12 1.0

*Prerequisite: Secondary Mathematics 2*

Students in Secondary Mathematics 3 will pull together and apply the accumulation of learning they have from previous courses. They will apply methods from probability and statistics to draw inferences and conclusions from data, expand their repertoire of functions to include polynomial, rational, and radical functions, expand their study of trigonometry to include general triangles, and use functions and geometry to create models and solve contextual problems.

**Secondary Mathematics 3 H** 5321 (M) 10-12 1.0

*Prerequisite: Secondary Mathematics 2 or Secondary Mathematics 2 Honors*

Students in Secondary Mathematics 3 Honors will pull together and apply the accumulation of learning they have from previous courses. They will apply methods from probability and statistics to draw inferences and conclusions from data, expand their repertoire of functions to include polynomial, rational, and radical functions, expand their study of trigonometry to include general triangles, and use functions and geometry to create models and solve contextual problems. Honors students will also use logarithmic and trigonometric functions, build functions from existing functions, extend the domain of trigonometric functions using the unit circle, and prove trigonometric identities. Students completing Secondary Mathematics 1, 2, and 3 are prepared for Calculus.

**MATHEMATICS - ADVANCED PLACEMENT**

**Calculus AB AP** 5135 (M) 10-12 1.0

*Prerequisite: Mastery of Pre-calculus or Secondary Mathematics 3 Honors*

This is an introduction to differential and integral calculus topics which are equivalent to a college level Calculus 1 course. The course uses advanced skills in algebra, geometry, and trigonometry to analyze real world problems involving movement and variable rates of change. Graphing calculator investigations are an integral part of the course and the Advanced Placement (AP) exam. University credit can be earned with a successful performance on the (AP) exam.

**Calculus BC AP** 5136 (M) 10-12 1.0

*Prerequisite: Calculus AB*

This course teaches the extension of the differential and integral calculus topics of Calculus AB, which are equivalent to two semesters of college level Calculus 1 and 2 courses. The course uses advanced skills in algebra, geometry, and trigonometry to analyze real world problems involving movement and variable rates of change. This course focuses on the application of calculus using vectors, parametric/polar modeling, and power series. Graphing calculator investigations are an integral part of the course and the Advanced Placement exam. University credit can be earned with a successful performance on the Advanced Placement (AP) exam.

**Statistics AP** 5140 (M) 11, 12 1.0

*Prerequisite: Secondary Mathematics 3*

An introductory, non-calculus based college level course which introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data, including exploring data, statistical inference, planning a study, and using probability and simulation to anticipate patterns. Graphing calculators with statistical capabilities are an integral part of the course and of the Advanced Placement (AP) exam. University credit can be earned with a successful performance on the (AP) exam.

### **SOCIAL STUDIES**

**World Civilizations** 6101 (WC) 10-12 1.0

This study of world civilizations emphasizes the increasing interrelationships over time of the world's peoples. These interrelationships have developed in two major arenas. First, the relationships have developed among major regions of the world: East Asia, Middle East, Africa, Europe, North America and Latin America. Second, they have developed within all aspects of human activity: political, economic, social, philosophical, religious, scientific, technological, and artistic.

**World History AP** 6114 (WC) 10-12 1.0

*Prerequisite: Instructor approval*

This college-level course helps students develop a greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. Emphasis is placed in advanced study, research and analytical skills. The course covers the period from approximately 1000 C.E. to the present and focuses on Asia, Africa, Latin America, and the religion and culture of Islam. University credit can be earned with a successful performance on the Advanced Placement (AP) exam. This course fulfills the core requirement for graduation.

**European History AP** 6103 (WC) 10-12 1.0

*Prerequisite: Instructor approval*

This college-level course in European history is intended for the above average history student. Emphasis is placed on advanced study, research, and analytical skills. The course covers European history from 1450 C.E. to the present and focuses on intellectual-cultural, political-diplomatic, and social-economic history. University credit can be earned with a successful performance on the Advanced Placement (AP) exam. This course fulfills the core requirement for graduation.

**World War II** 6106 (E) 11-12 0.5

This course will be a semester long course covering the causes, course, and results of World War II. The Holocaust, as well as aggression in Europe and Asia/Pacific will also be discussed. In addition, the long term effects of the war on the soldier, civilians, the home front, the economy and society will be explored.

**United States History** 6111 (USH) 10-12 1.0

Understanding United States history is essential for the continuation of our republic. This course will help students make connections between their world and the rich heritage of United States history. The course is designed as a survey of American history with an emphasis on post-Reconstruction America (1876-present), but should include a review of the earlier period. The course may be taught using a thematic approach or in chronological order.

**United States History H** 6112 (USH) 10-12 1.0

*Prerequisite: Instructor approval*

Understanding United States history is essential for the continuation of our republic. This course will help students make connections between their world and the rich heritage of United States history. The course is designed as a survey of American history with an emphasis on post-Reconstruction America (1876-present), but should include a review of the earlier period. The course may be taught using a thematic approach or in chronological order. This is a college preparatory, intensive writing course that emphasizes more in-depth and independent study of topics in United States history.

**US History AP** 6113 (USH) 10-12 1.0

*Prerequisite: Instructor approval*

This course is a college-level course in American history from the period of the first European explorations of the Americas to the present. The course emphasizes political institutions and behavior, public policy, social and economic change, diplomacy

and human relations, and cultural and intellectual developments. University credit can be earned with a successful performance on the Advanced Placement (AP) exam.

**U.S. Government and Citizenship** **6128** **(USGC)** **11, 12** **.5**

The goal of this course is to foster informed, responsible participation in public life. Knowing how to be a good citizen is essential to the preservation and improvement of United States democracy. Upon completion of this course, the student will understand the major ideas, protections, privileges, structures, and economic systems that affect the life of a citizen in the United States political system. This course is recommended for seniors due to their proximity to voting and draft age. This course fulfills the core requirement for graduation.

**Government and Politics: American AP** **6124** **(USGC)** **11, 12** **.5/1.0**

*Prerequisite: Instructor approval*

This college level course covers Constitutional underpinnings of United States government; political beliefs and behaviors; political parties, interest groups and mass media; institutions of national government; the Congress, the presidency, the bureaucracy, and the federal courts; public policy; and civil rights and civil liberties. University credit can be earned with a successful performance on the Advanced Placement (AP) exam.

**Psychology 1** **6133** **(E)** **10-12** **.5/1.0**

This course covers human behavior including the development of personality, sensation, perception, learning, and language. It also includes experiments and classroom participation. Advanced work emphasizes emotions, mental disorders and their treatment, personality theories, therapies, and testing.

**Psychology AP** **6135** **(E)** **10-12** **1.0**

*Prerequisite: Instructor approval*

This college-level course covers the history of psychology, research methods, biological bases of behavior, sensation/perception, states of consciousness, learning, cognition, motivation, developmental psychology, personality, testing, abnormal psychology, treatment of psychological disorders, and social psychology. University credit can be earned with a successful performance on the Advanced Placement (AP) exam.

**Sociology 1** **6140** **(E)** **10-12** **.5/1.0**

This course is the systematic study of human society. Topics to be covered include basic theories of interpersonal and group interaction, culture, socialization, groups and their effect on the individual, deviance and crime, race and ethnicity, religion, social class, the family, gender roles and the environment.

**Comparative World Religions** **6118** **(E)** **11, 12** **.5**

This course is an introduction to the historical and philosophical foundations of the major religions of the world. Religions to be studied include Hinduism, Buddhism, Judaism, Islam, Christianity and various Chinese religions.

**Art History AP** **6115** **(E)** **11, 12** **1.0**

This is a year-long course that teaches the history and appreciation of great art works from the Western art traditions. It starts with prehistoric works and ends with postmodern works. University credit can be earned with a successful performance on the Advanced Placement (AP) exam.

**HEALTH AND PHYSICAL EDUCATION**

***(Refer to the chart on Page 7 for the credit requirements and approved courses)***

**Consumer Health (Health Education 2)** **7100** **(HE)** **10-12** **.5**

This course emphasizes the physical, social, and mental health dimensions people make in their lives and offers students an opportunity to evaluate health practices, products, and services.

**Introduction to Health Sciences** **7101** **(CTE, HE)** **10-12** **1.0**

Health Science is a class that acquaints students with a wide variety of careers in the health fields. Students learn basic anatomy, medical terminology, C.P.R., first aid, vital signs, ethics, job skills, etc. Health Science is not required but is recommended as a preparatory class for all medical related classes at the Jordan Technical Center. This full year class fulfills the required health credit for graduation from Jordan School District. Participation in your local HOSA or SkillsUSA chapter is strongly recommended.

**Team Sports** **7110** **(IFA)** **10-12** **.5**

This course is designed to teach sports which require group participation and cooperation.

**Fundamentals of Basketball** **7111** **(IFA)** **10-12** **.5**

This course offers instruction and practice in the fundamentals of basketball. Not for students on the school basketball team.

**Fundamentals of Volleyball** **7113** **(IFA)** **10-12** **.5**

This course offers instruction and practice in the fundamentals of volleyball. Not open to students who have played on the school volleyball team.

**Volleyball 2** **7114** **(IFA)** **11, 12** **.5**

*Prerequisite: Fundamentals of Volleyball and/or Instructor approval*

This course is a continuation of fundamentals of volleyball emphasizing further development of offensive and defensive strategies, effective teamwork, and sportsmanship.

<b><u>Fitness for Life</u></b>	<b>7120</b>	<b>(LF)</b>	<b>10-12</b>	<b>.5</b>
This course is designed for continued physical fitness improvement with an increased understanding of the components that make up fitness i.e., heart/lung fitness, strength, flexibility, muscle endurance, weight control/nutrition, and stress management. <u>This class is required for graduation.</u>				
<b><u>Aerobic Fitness</u></b>	<b>7125</b>	<b>(IFA)</b>	<b>10-12</b>	<b>.5</b>
This course is designed to help individuals become physically fit through continuous movement activities to music.				
<b><u>Weight Training 1</u></b>	<b>7130</b>	<b>(IFA)</b>	<b>10-12</b>	<b>.5</b>
This course is designed as an introduction to proper weight lifting techniques and includes the development of individual programs that develop body tone, muscle strength, and physical conditioning.				
<b><u>Weight Training 2</u></b>	<b>7131</b>	<b>(IFA)</b>	<b>10-12</b>	<b>.5</b>
<i>Prerequisite: Weight Training 1 or Instructor approval</i> This course is a continuation of Weight Training 1, emphasizing further development of programs that develop body tone, muscle strength, and physical condition.				
<b><u>Power Lifting</u></b>	<b>7132</b>	<b>(IFA)</b>	<b>10-12</b>	<b>.5</b>
<i>Prerequisite: Instructor approval</i> This is an advanced weight training course that offers instruction in heavy power lifting routines. It stresses strength, weight gains, and flexibility for injury prevention and agility. The course is designed to offer a higher level of proficiency and more in-depth instruction in weight training. Students learn that weight training is a fitness activity with many benefits, including improving personal health, increasing longevity, and quality of life through the reduction of stress. Through focused instruction, students are able to identify the benefits and dangers of various dietary supplements such as vitamins, minerals, herbs, power drinks, steroids, and performance enhancing drugs.				
<b><u>Dance 1</u></b>	<b>7140</b>	<b>(A, IFA)</b>	<b>10-12</b>	<b>.5/1.0</b>
This course offers instruction in the basic fundamentals of dance techniques and composition.				
<b><u>Dance 2</u></b>	<b>7141</b>	<b>(A, IFA)</b>	<b>10-12</b>	<b>.5/1.0</b>
<i>Prerequisite: Dance 1 or Instructor approval</i> This class teaches intermediate dance technique with emphasis on techniques, choreography, and improvisation.				
<b><u>Dance 3</u></b>	<b>7142</b>	<b>(A, IFA)</b>	<b>10-12</b>	<b>.5/1.0</b>
<i>Prerequisite: Dance 2 or Instructor approval</i> This is an advanced course in dance technique, with further development of skills in choreography and composition. There will be performances outside of class time that are part of the course requirements, and they will constitute a portion of the grade.				
<b><u>Dance Company</u></b>	<b>7143</b>	<b>(A, IFA)</b>	<b>10-12</b>	<b>.5/1.0</b>
<i>Prerequisite: Auditions</i> This is a performing group where members refine skills in all forms of dance and choreography. School and community performances are given throughout the year. Performances as well as rehearsals outside of the regular school day are required and constitute a portion of the course grade.				
<b><u>Social/Ballroom Dance 1</u></b>	<b>7144</b>	<b>(A, IFA)</b>	<b>10-12</b>	<b>.5/1.0</b>
This course offers instruction and practice in the basic social dance steps, rhythms, and techniques. The following dances may be included: fox-trot, cha-cha, waltz, swing, mambo, western swing, and western line dance. Performances and rehearsals outside of the regular school day may be required and will constitute a portion of the course grade.				
<b><u>Social/Ballroom Dance 2</u></b>	<b>7145</b>	<b>(A, IFA)</b>	<b>10-12</b>	<b>.5/1.0</b>
<i>Prerequisite: Social/Ballroom Dance 1 or Instructor approval</i> This is an intermediate course offering instruction and practice in intermediate ballroom dance steps, rhythms and techniques. Performances as well as rehearsals outside the school day are required and will constitute a portion of the course grade.				
<b><u>Social/Ballroom Dance 3</u></b>	<b>7150</b>	<b>(A, IFA)</b>	<b>10-12</b>	<b>.5</b>
<i>Prerequisite: Ballroom Dance 2 or instructor approval</i> This course offers further study and more in-depth work with the elements of design, dance choreography, and technique. Along with expanding the student's repertoire in various dance styles, students will also be required to choreograph and perform as a group. Students will also review the work of other performers and learn how to analyze the purpose and meaning in a dance piece as well as give constructive feedback.				
<b><u>Social/Ballroom Performing 3</u></b>	<b>7151</b>	<b>(A, IFA)</b>	<b>10-12</b>	<b>.5/1.0</b>
<i>Prerequisite: Audition or instructor approval</i> This course offers advanced instruction in the elements of design, dance, choreography, and technique (ballroom and other forms) with an emphasis in performance. This course expands the student's experience with critical thinking and learning how to artistically infuse concepts like historical and cultural contexts within their performance. Students are expected to work as team members and manifest a higher level of technique and artistry in their performance. This course offers a strong focus on self/group analysis, creativity and what it means to be a responsible partner and performer; as well as the steps necessary in preparing an actual dance performance.				

<b><u>Hip Hop 1</u></b>	<b>7155</b>	<b>(A. IFA)</b>	<b>10-12</b>	<b>.5</b>
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Through the implementation of the state core curriculum, students are taught technique, elements of dance, and the choreographic process. Students are required to meet performance based assessments, self-evaluations, peer evaluations, teacher evaluations, and visual data collection standards. They are also taught the history and culture behind each dance form and use this knowledge to apply historical impact to their dancing.

<b><u>Athletics</u></b>	<b>7201-7202</b>	<b>(IFA)</b>	<b>9-12</b>	<b>Varies</b>
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*Prerequisite: Coach Approval*  
This course is for students who compete on athletic teams.

<b><u>Cheerleading/Songleading</u></b>	<b>7203</b>	<b>(E)</b>	<b>10-12</b>	<b>1.0</b>
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*Prerequisite: Audition*  
This course is designed for cheerleaders/songleaders who are elected or selected according to school constitutions.

<b><u>Drill Team</u></b>	<b>7204</b>	<b>(E)</b>	<b>10-12</b>	<b>1.0</b>
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*Prerequisite: Audition*  
This course is for those interested in promoting school spirit through performances in extra-curricular activities.

**CAREER AND TECHNICAL EDUCATION**  
**WORK-BASED LEARNING**

<b><u>Careers (Career Orientation and Exploration)</u></b>	<b>0216</b>	<b>(E)</b>	<b>10-12</b>	<b>.25/.5</b>
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*0216 CTE Teacher*  
*0215 Non-CTE Teacher*

This course is designed to introduce students to a variety of career fields. Students will take self-interest surveys and proficiency exams to help them identify career fields appropriate to their skills and interests. Students will develop resume writing and interviewing skills. This course is typically for tenth grade students. However, eleventh and twelfth grade students may also enroll in these specialized courses. These courses relate to all areas of the curriculum and are a direct connection of a student's SEOP career goal and the world of work.

<b><u>Workplace Skills/CTE Internship</u></b>	<b>0208</b>	<b>(CTE)</b>	<b>11, 12</b>	<b>.5/2.0</b>
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This is a course for juniors and seniors only. Students will experience practical applications for the concepts learned in the classroom that will allow them to explore career options and gain experience on which to base career decisions. Students will learn workplace skills through participating in regular seminar classes and by observing and interacting with professionals in the business community. Internships use partnerships between schools and businesses to broaden the educational and career opportunities for students.

**AGRICULTURE**  
**A fee may be required in these courses**

<b><u>Animal Science 1</u></b>	<b>8201</b>	<b>(CTE, AAF-S)</b>	<b>10-12</b>	<b>1.0</b>
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Students will be exposed to a wide range of scientific principles, such as genetics, anatomy, physiology, nutrition, disease, pests and management practices. The scientific processes of observation, measurement, hypothesizing, data gathering, interpretation, analysis and application are stressed. Career opportunities and educational preparation are examined. Learning activities are varied. Classroom, laboratory and field experiences emphasized. Participation in the FFA youth leadership organization may be an integral part of this course.

<b><u>Animal Science 2</u></b>	<b>8203</b>	<b>(CTE, AAF-S)</b>	<b>11, 12</b>	<b>1.0</b>
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*Prerequisite Animal Science 1*

Students will be introduced to equine science, poultry science, and production management. They will be exposed to the management practices associated with the handling of animal waste, livestock breeding and genetics, and the importance of anatomy and physiology in animal management practices. They will also be introduced to the practices associated with small animal care. Participation in the FFA youth leadership organization may be an integral part of this course.

<b><u>Floriculture and Greenhouse Management</u></b>	<b>8206</b>	<b>(CTE)</b>	<b>10-12</b>	<b>1.0</b>
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This course is designed to prepare individuals to produce, process, and market a variety of plants, shrubs, and trees used principally for ornamental, recreational, and aesthetic purposes. This course includes instruction in greenhouse operations as well as the methods used to establish, maintain, and manage horticulture. This course also includes instruction related to the machinery and equipment necessary for each horticultural enterprise. Instruction in agricultural leadership as well as field and laboratory application of course concepts is an important part of the course. Participation in the FFA youth leadership organization may be an integral part of this course.

<b><u>Floriculture</u></b>	<b>8208</b>	<b>(CTE)</b>	<b>10-12</b>	<b>.5</b>
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Students will be exposed to greenhouse operations and management practices that will prepare the students to produce commercial plant species in a controlled environment and to manage commercial and experimental greenhouse operations. Curriculum emphasis is floriculture studies. Participation in the FFA youth leadership organization may be an integral part of this course.

**Greenhouse Management** 8209 (CTE) 10-12 .5  
 Students will be exposed to greenhouse operations and management practices that will prepare the students to produce commercial plant species in a controlled environment and to manage commercial and experimental greenhouse operations. Curriculum emphasis is greenhouse management. Participation in the FFA youth leadership organization may be an integral part of this course.

**Biology-Agricultural Science (Foundation/Core)** 8207 (CTE, BS) 10-12 1.0  
 This course covers biology with an agricultural emphasis. Students learn about the structure of cells, how genetic information is passed on, biological diversity, the process of evolution, and how organisms interact with their environment. Students learn how to apply this information in plants and animals through laboratory activities. Students also explore recent advances in biotechnology (genetics, embryos, etc.) that are being used in agriculture and other biology related sciences. Students receive one credit of biological science. Participation in the FFA youth leadership organization may be an integral part of this course.

**BUSINESS AND MARKETING**  
**A fee may be required in these courses**

**Accounting 1** 8300 (CTE, AAF-M) 10-12 .5  
 This course focuses on the importance and need for accurate financial records, both in the world of business as well as in personal lives. Students will know accounting as it relates to careers in the field of finance. They will know accounting terminology (assets, liabilities, expenses, revenue, capital, debit, credit, posting, journalizing, etc.). Skills will include a knowledge of the accounting cycle, entering transactions in journals, posting to ledgers, compiling end-of-period worksheets, adjusting and closing entries, statements and reports, and completing banking activities. Students will be introduced to computerized accounting. Participation in the FBLA youth leadership organization may be an integral part of this course.

**Accounting 2** 8301 (CTE, AAF-M) 10-12 .5  
*Prerequisite: Accounting 1*  
 This course develops advanced skills and builds upon those learned in Accounting I. Additional skills include dealing with uncollectible accounts, calculating depreciation on assets, interpreting financial information, calculating notes and interest, payroll systems and special journals. Students will continue to use computerized accounting. Participation in the FBLA youth leadership organization may be an integral part of this course.

**Business Communications 1** 8305 (CTE, Sr.LA) 11, 12 .5  
 This course will teach students to communicate in a clear, courteous, concise, and correct manner on both personal and professional levels. Competency will be developed in oral, written, social, technological, employment, and organizational communication. Listening skills will be incorporated throughout the semester. The overriding goal is to provide students with a solid communication base so they are able to function effectively in any course of study and in our global society. This course may satisfy the English Language Arts requirement for seniors and may be taught by a Business or Agricultural Education Teacher. Participation in the FBLA or FFA youth leadership organization may be an integral part of this course.

**Business Law** 8306 (CTE) 10-12 .5/1.0  
 In this course students will gain an understanding of the law as it currently relates to them and the implications of the law in their future lives as well as the lives of their families and friends. The course will include an understanding of the court system at the local, state, and national levels. Students will gain an understanding of contract law, their rights and responsibilities as citizens, legal implications of financial transactions, employment and agency relationships, and regulations governing different types of business organizations. Participation in the FBLA youth leadership organization may be an integral part of this course.

**Computer Technology 1** 8311 (CT) 10-12 .5  
 This is an introduction to computer application software that encompasses document processing, spreadsheets, and presentations. An understanding of ethics and use of operating systems, information resources, and electronic mail is included. Skills gained will be demonstrated by creating a project for a different content area. This course fills the Computer Technology credit requirement. Participation in the FBLA youth leadership organization may be an integral part of this course.

**Business Office Specialist** 8316 (CTE) 10-12 .5  
 This course applies advanced concepts and principles using word-processing, spreadsheets, databases and electronic presentation software. Students will integrate applications learned. This course builds on skills incorporated in Computer Technology.

**Entrepreneurship** 8326 (CTE) 10-12 .5/1.0  
 This course is designed to allow students to explore their personal entrepreneurial potential and business opportunities. Students will gain an understanding of the nature of small businesses as they develop a business plan, analyze financial records, deal with risk management, identify legal issues and government regulations that affect small businesses. This class may include Junior Achievement activities. Participation in the FBLA youth leadership organization may be an integral part of this course.

**Marketing 1** 8350 (CTE) 10-12 .5/1.0  
 This is an introductory course which will teach concepts of entry-level marketing strategies in business. The instruction is activity oriented and includes marketing and business fundamentals, selling, financing, product/service planning, information management, purchasing, distribution, pricing, promotion, risk management, career development, economics, communications,

human relations, marketing math, and marketing operations. Participation in the DECA youth organization may be an integral part of this course.

<b><u>Retailing /School Store</u></b>	<b>8354</b>	<b>(CTE)</b>	<b>10-12</b>	<b>.5/1.0</b>
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This course will prepare individuals to operate businesses that sell, rent, or lease goods and services. This course will provide activity-oriented training in buying, storing, pricing, advertising, display, selling, financing, and other activities necessary for successful business operations. Participation in the DECA youth organization may be an integral part of this course.

<b><u>Leadership Principles</u></b>	<b>8358</b>	<b>(CTE)</b>	<b>10-12</b>	<b>.5/1.0</b>
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This class will teach how to be an "effective" leader. Concepts of goal setting, motivation, team building, time management, conflict resolution and much more are addressed. This course can be taught by a Business or Agricultural Education Teacher Participation in the DECA and/or FFA youth organization may be an integral part of this courses.

<b><u>Sports and Entertainment Marketing A</u></b>	<b>8365</b>	<b>(CTE)</b>	<b>10-12</b>	<b>.5/1.0</b>
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This course is primarily designed for the student who wants to become a Marketing Sports Director at a college or a private sports franchise. An introduction on how to sell advertising, how to properly display signs, how to coordinate speakers and activities during athletic contests, the organization of concession stands, and the promotion of the overall sporting activity. Participation in the DECA youth organization may be an integral part of this course.

<b><u>Travel and Hospitality</u></b>	<b>8361</b>	<b>(CTE)</b>	<b>10-12</b>	<b>.5</b>
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The Travel and Hospitality course provides the student with an understanding of one of the largest industries in the world. Specific applications include the evolution of the tourism industry, destination geography, airlines, international travel, car rentals, travel by rail, cruising, hospitality industry, tours, and marketing & sales. Students taking marketing classes should have the opportunity to participate in the DECA Organization (student marketing leadership organization). DECA related activities and curriculum can be used as an approved part of all marketing classes.

**FAMILY AND CONSUMER SCIENCE**  
**A fee may be required in these courses**

<b><u>Child Development</u></b>	<b>8700</b>	<b>(CTE)</b>	<b>10-12</b>	<b>.5/1.0</b>
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This course covers the development of a child from conception through adolescence. This course includes the following topics: reproductive tracts, prenatal development and care, healthy lifestyles conducive to healthy pregnancies, birth defects, and the development and care of children throughout childhood. Guidance and discipline techniques and the physical, social and emotional development of children will also be examined. The student learns not only how a child grows and develops, but why. This class is a prerequisite for any of the higher-level child development courses. Participation in the FCCLA youth organization may be an integral part of this course.

<b><u>Early Childhood Education 1A (Curriculum)</u></b>	<b>8701</b>	<b>(CTE)</b>	<b>10-12</b>	<b>.5/1.0</b>
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*Prerequisite: Child Development*  
 This course prepares individuals for child-related careers and/or more extensive parenting skills. Instruction is given regarding standards involved with child-care, employment skills needed to work with young children, how to maintain a healthy environment for children, developmentally appropriate practices (DAP) and curriculum design for young children. Participation in the FCCLA youth organization may be an integral part of this course.

<b><u>Early Childhood Education 1B (Lab)</u></b>	<b>8702</b>	<b>(CTE)</b>	<b>10-12</b>	<b>.5/1.0/2.0</b>
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*Prerequisite: Child Development or Early Childhood Education 1 Curriculum*  
 This course provides students an opportunity to work with children in a lab setting. Instruction includes: demonstrating employment skills required to work with children, maintaining a healthy environment for children, implementing developmentally appropriate practices in a lab setting, developing and implementing curriculum and developing positive relationships with children. On-site lab experiences will be a major component of the course. Participation in the FCCLA youth organization may be an integral part of this course.

<b><u>Early Childhood Education 2</u></b>	<b>8704</b>	<b>(CTE)</b>	<b>11, 12</b>	<b>.5/1.0/2.0</b>
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*Prerequisite: Completion of Early Childhood Education 1*  
 The primary focus of this class is hands-on, on-site or off-site early child development experiences. The focus of this class is to complete steps to apply for the Child Development Associate (CDA). This course prepares individuals for careers related to early childhood education. Experiences include: program planning and management, resource and facility management, supervising recreational and play activities, preparing and implementing a large variety of learning experiences for children, the application of individual teaching skills, and preparation for a career and/or entrepreneurial opportunities. Participation in the FCCLA youth organization may be an integral part of this course. This course may need to be repeated to complete the lab hours required in obtaining a CDA.

<b><u>Adult Roles and Financial Literacy</u></b>	<b>2210</b>	<b>(F, CTE)</b>	<b>11, 12</b>	<b>1.0</b>
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This course prepares students to understand the nature, function, and significance of individual and family relationships integrated with general financial literacy. Topics include: decision-making to set and implement financial goals, values, communication skills, self-awareness, families, sources of income and the relationship between income and career preparation, crisis management, marriage preparation, marriage, money management, saving, investing, parenting, and retirement planning. Students who complete the entire course fulfill the General Financial Literacy graduation requirement. Participation in the FCCLA youth organization may be an integral part of this course.

**Apparel Design and Production 1** **8725** **(CTE)** **10-12** **.5/1.0**  
 This course introduces students to basic clothing construction techniques, and proper clothing care and maintenance practices. Includes choosing and using patterns, fabrics, and notions; using and caring for today's sewing machines and sergers are included. Students may choose from a variety of projects based on individual skill level and preference. Students will need to furnish some materials for this class. These materials and projects become the property of the students. Participation in the FCCLA youth organization may be an integral part of this course.

**Apparel Design and Production 2** **8726** **(CTE)** **10-12** **.5/1.0**  
*Prerequisite: Apparel and Design Production 1 or Sports and Outdoor Product Design 1*  
 This course will expand and build upon skills learned in Clothing I or Sports Sewing. Units of study may include walking shorts, skirts, shirts, construction serging, and quick and easy techniques using the sewing machines. Projects are chosen based on individual skill level and preferences. Students who have completed 8th or 9th grade sewing start here. Participation in the FCCLA youth organization may be an integral part of this course.

**Sports and Outdoor Product Design 1** **8728** **(CTE)** **10-12** **.5/1.0**  
 This course covers basic sewing skills while completing a variety of projects. This course emphasizes the construction of sports and outdoor clothing. Students start with easy projects like boxer shorts and progress to ski wear, sweats, camo shirts, pants, zippered bags, and polar fleece jackets. Subjects such as clothing care, maintenance and textile information are covered. Projects are individually selected. Participation in the FCCLA youth organization may be an integral part of this course

**Sports and Outdoor Product Design 2** **8731** **(CTE)** **10-12** **.5/1.0**  
*Prerequisite: Sports and Outdoor Product Design 1*  
 This course teaches students intermediate construction skills, but is specialized to concentrate on specific fabrics or projects such as outdoor clothing or sports clothing. The intermediate standards, objectives, and indicators as listed in clothing II should be taught in this course. Participation in the FCCLA youth organization may be an integral part of this course.

**Fashion Design Studio** **8730** **(CTE)** **10-12** **.5**  
 This course prepares individuals to assist in coordinating garments for various occasions. Units of instruction include analysis of fashion trends, basic characteristics of styles, fashion design, and merchandising techniques; describing garment construction features, quality, and fiber content to customers; assessing of durability and care of fabric and garments; selecting current fashion for figure types and fitting garments on customers; planning and presenting fashion shows; and developing fashion displays. The class includes the analysis of garments and accessory combinations to create pleasing designs with line, form, and fabrics. Participation in the FCCLA youth organization may be an integral part of this course.

**Foods and Nutrition 1** **8750** **(CTE)** **10-12** **.5/1.0**  
 This introductory course is designed for students who are interested in understanding the principles of nutrition and in maintaining a healthy lifestyle. Attention will be given to the selection and preparation of food and personal health and well-being. Participation in the FCCLA youth organization may be an integral part of this course.

**Foods and Nutrition 2** **8751** **(CTE)** **10-12** **.5/1.0**  
*Prerequisite: Food and Nutrition 1*  
 This course is designed for students who are interested in understanding the principles of nutrition and food preparation. Attention will be given to the selection and preparation of food and personal health. Food preparation techniques should be integrated throughout the course and related to all sections of study. Emphasis should be on foods to create meals for families. Use of regional, ethnic and foreign foods is strongly encouraged to increase cultural awareness and appreciation of diversity. Participation in the FCCLA youth organization may be an integral part of this course.

**ProStart 1** **8760** **(CTE)** **11, 12** **2.0**  
 This basic course from the National Restaurant Association introduces students into the world of professional cooking. Basic communication skills, safety and sanitation, food preparation, meal planning, and other topics are taught in this beginning course. Participation in the FCCLA youth organization may be an integral part of this course.

**Interior Design 1** **8777** **(CTE)** **10-12** **.5**  
 This is a basic course for future architects, interior designers and consumers in which students learn to use the basic elements and principles of design to finish and decorate a home. Units include: color, floor planning, window and wall treatments, fabric and textile use, furniture selection/care and room arrangement. NOTE: A fee may be charged for consumable items used in this class. Participation in the FCCLA youth organization may be an integral part of this course.

**HEALTH SCIENCE AND TECHNOLOGY**  
**A fee may be required in these courses**

**Introduction to Health Science** **7101** **(CTE, HE)** **10-12** **1.0**  
 This course acquaints students with a wide variety of careers in the health fields. Students learn basic anatomy, medical terminology, C.P.R., first aid, vital signs, ethics, job skills, etc. Health Science is not required but is recommended as a preparatory class for all medical related classes at the Jordan Technical Center. This full year class fulfills the required health credit for graduation from Jordan School District if all four quarters are passed. Participation in the HOSA youth leadership organization may be an integral part of this course.

**Exercise Science and Sports Medicine** **7206** **(CTE)** **11, 12** **.5/1.0**  
 This course is designed to introduce the student to the area of physical therapy and athletic training. Students will also learn components of sports medicine including human anatomy and physiology, injury prevention, first-aid practices, injury



evaluations, healing processes, therapeutic modalities, sports nutrition, performance skills and career options. Participation in the HOSA youth leadership organization may be an integral part of this course.

**INFORMATION TECHNOLOGY**  
**A fee may be required in these courses**

<b><u>Business Web Page Design</u></b>	<b>8322</b>	<b>(CTE)</b>	<b>10-12</b>	<b>.5</b>
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This course provides students with an introduction to the Internet. Students will demonstrate a basic knowledge of the Internet and its tools through the use of email, search engines, and browsers. HTML and Web publishing software will be used to create, format, illustrate, design, edit, and publish web pages. Emphasis will be placed on the application of the Internet in business. Participation in the FBLA youth leadership organization may be an integral part of this course.

<b><u>Computer Programming 1</u></b>	<b>8121</b>	<b>(CTE, S, AAF-M)</b>	<b>10-12</b>	<b>.5/1.0</b>
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*Prerequisite: Secondary Mathematics 1 (mandatory) and Introduction to Information Technology (recommended)*  
 This course in computer programming uses the C language. The course begins with structured programming, progresses to object-oriented programming, and concludes with Windows programming. Participation in the SkillsUSA youth leadership organization may be an integral part of this course.

<b><u>Exploring Computer Science</u></b>	<b>9180</b>	<b>(CTE, CT)</b>	<b>10-12</b>	<b>.5</b>
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This course is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. Rather than focusing the entire course on learning particular software tools or programming languages, the course is designed to focus the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve particular problems. The goal of the course is to develop in students the computational thinking practices of algorithm development, problem solving, and programming with the context of problems that are relevant to the lives of today's students. Students will also be introduced to topics such as interface design, limits of computers as well as societal and ethical issues. *This course may be used as CTE or Computer Technology credit.*

**DESIGN TECHNOLOGY (Drafting)**  
**A fee may be required in these courses**

<b><u>CAD Mechanical Design 1</u></b>	<b>8400</b>	<b>(CTE)</b>	<b>10-12</b>	<b>.5/1.0</b>
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This is the first instructional course in a sequence of courses that prepares the individuals to develop technical knowledge and skills required to plan and prepare scale pictorial interpretations of engineering and design concepts. This includes instruction in the use of 2D/3D/ CAD software, sketching, drawing, layout, geometric construction, orthographic projection, and dimensioning. Participation in the SkillsUSA youth leadership organization may be an integral part of this course.

<b><u>CAD Mechanical Design 2</u></b>	<b>8402</b>	<b>(CTE)</b>	<b>11, 12</b>	<b>.5/1.0</b>
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*Prerequisite: CAD Design 1*  
 This course is the second in a sequence of courses that prepares individuals with an understanding in the application required to produce a workable drawing. Good sketching techniques should be emphasized when preparing to start a working drawing. Drawings that are assigned should complement the competency and require the student to solve problems, not just copy. Participation in the SkillsUSA youth leadership organization may be an integral part of this course.

<b><u>CAD Mechanical Design 3</u></b>	<b>8412</b>	<b>(CTE)</b>	<b>11, 12</b>	<b>.5/1.0</b>
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*Prerequisite: CAD Design 1 and CAD Design 2*  
 This course is the third in a sequence of courses that prepares individuals with an emphasis in developing technical knowledge and skills to develop working drawings in support of mechanical and industrial engineers, and related professionals. This includes instruction in the use of 3D Computer-Aided Design (CAD) software, threads and fasteners, welding symbols, geometric dimensioning and assemblies.

<b><u>CAD Architectural Design 1</u></b>	<b>8403</b>	<b>(CTE)</b>	<b>10-12</b>	<b>.5/1.0</b>
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This is the first instructional course in a sequence of courses that prepares individuals with knowledge of residential architectural and related construction. This course includes instruction in architectural blueprint reading, sketching, residential floor plans, exterior elevations, and use of CAD software. Participation in the SkillsUSA youth leadership organization may be an integral part of this course.

<b><u>CAD Architectural Design 2</u></b>	<b>8401</b>	<b>(CTE)</b>	<b>11, 12</b>	<b>.5/1.0</b>
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*Prerequisite: Architectural Design 1*  
 This course is the second in in a sequence of courses that prepares individuals with knowledge of residential architectural and related construction. This course includes instruction in building materials, building codes, typical wall sections, interior elevations, plot plans, Specifications, electrical plans, architectural renderings, and Computer-Aided Design (CAD) software with a major emphasis on 3D. Participation in the SkillsUSA youth leadership organization may be an integral part of this course.

<b><u>CAD Architectural Design 3</u></b>	<b>8415</b>	<b>(CTE)</b>	<b>11, 12</b>	<b>.5/1.0</b>
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*Prerequisite: CAD Architectural Design 1 and CAD Architectural Design 2*  
 This course is the third in a sequence of courses that prepare individuals for careers in the Architecture, Engineering and Construction (AEC) industry. This course includes instruction in 3D Computer Aided Design (CAD) software to model a small

commercial building with an emphasis on commercial methods and materials of construction, codes and Building Information Modeling (BIM).

## **SKILLED AND TECHNICAL SCIENCES**

### **AUTOMOTIVE TECHNOLOGY**

**A fee may be required in these courses**

<b><u>Introduction to Automotive</u></b>	<b>8251</b>	<b>(CTE)</b>	<b>10-12</b>	<b>.5/1.0</b>
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This is a program with a sequence of courses that prepares individuals to engage in the servicing and maintenance of all types of automobiles. Instruction includes training in safety, the diagnosis of malfunctions and repair of engines, fuel, electricity/electronics, cooling, brake systems, drive trains, and suspension systems. Instruction is also given in the adjustment and repair of individual components and systems. These courses are based on the Automotive Service Excellence (ASE) task list. Work ethics and productivity are an integral part of the classroom and lab activities of these courses. Participation in the SkillsUSA youth leadership organization may be an integral part of this course.

<b><u>ASE Chassis MLR</u></b>	<b>8252</b>	<b>(CTE)</b>	<b>10-12</b>	<b>1.0</b>
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This is a program with a sequence of courses that prepares individuals to engage in the servicing and maintenance of all types of automobiles. Instruction includes training in safety, the diagnosis of malfunctions and repair of engines, fuel, electricity/electronics, cooling, brake systems, drive trains, and suspension systems. Instruction is also given in the adjustment and repair of individual components and systems. These courses are based on the Automotive Service Excellence (ASE) task list. Work ethics and productivity are an integral part of the classroom and lab activities of these courses. Participation in the SkillsUSA youth leadership organization may be an integral part of this course.

<b><u>ASE Electrical/Electronics</u></b>	<b>8256</b>	<b>(CTE)</b>	<b>11, 12</b>	<b>.5/1.0</b>
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This is a program with a sequence of courses that prepares individuals to engage in the servicing and maintenance of all types of automobiles. Instruction includes training in safety, the diagnosis of malfunctions and repair of engines, fuel, electricity/electronics, cooling, brake systems, drive trains, and suspension systems. Instruction is also given in the adjustment and repair of individual components and systems. These courses are based on the Automotive Service Excellence (ASE) task list. Work ethics and productivity are an integral part of the classroom and lab activities of these courses. Participation in the SkillsUSA youth leadership organization may be an integral part of this course.

<b><u>ASE Engine Performance</u></b>	<b>8257</b>	<b>(CTE)</b>	<b>11, 12</b>	<b>.5/1.0</b>
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This is a program with a sequence of courses that prepares individuals to engage in the servicing and maintenance of all types of automobiles. Instruction includes training in safety, the diagnosis of malfunctions and repair of engines, fuel, electricity/electronics, cooling, brake systems, drive trains, and suspension systems. Instruction is also given in the adjustment and repair of individual components and systems. These courses are based on the Automotive Service Excellence (ASE) task list. Work ethics and productivity are an integral part of the classroom and lab activities of these courses. Participation in the SkillsUSA youth leadership organization may be an integral part of this course.

<b><u>ASE Engine MLR</u></b>	<b>8258</b>	<b>(CTE)</b>	<b>10-12</b>	<b>.5/1.0</b>
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*Prerequisite: Introduction to Automotive*

This is an advanced-level course in Automotive Service that deals with the engine and related components. Through demonstrations, lectures, research and practical experiences dealing with the engine, this course is designed to assist students in broadening their experience, through the use of equipment, tools, materials, processes and techniques in inspecting, diagnosing, and servicing of automobiles.

<b><u>Small Vehicle Technician</u></b>	<b>8253</b>	<b>(CTE)</b>	<b>10-12</b>	<b>.5/1.0</b>
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This is a course that prepares individuals to apply technical knowledge and skill to maintain and repair small internal-combustion engines used on portable power equipment, such as lawnmowers, chain saws, rotary tillers, motorcycles, ATV vehicles, and snowmobiles. Work ethics, productivity, and safety are an integral part of the classroom and laboratory activities of this course. Participation in the SkillsUSA leadership youth organization may be an integral part of this course.

### **PROTECTIVE SERVICES**

<b><u>Law Enforcement</u></b>	<b>6131</b>	<b>(CTE)</b>	<b>10-12</b>	<b>.5</b>
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This is a program that prepares individuals to perform the duties of police security officers, including patrol and investigation activities, traffic control, crowd control, public relations, witness interviewing, and evidence collection and management. Participation in the SkillsUSA youth leadership organization may be an integral part of this course.

### **WOODWORKING TECHNOLOGY**

**A fee may be required in these courses**

<b><u>Woodworking</u></b>	<b>8902</b>	<b>(CTE)</b>	<b>10-12</b>	<b>.5/1.0</b>
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This is the first instructional course in a sequence of courses that prepare individuals to use power tools and machinery. This is an activity-oriented course open to all students that covers the fundamentals of woodworking. Students receive instruction related to safety, proper use of tools, operation of woodworking equipment, joinery, wood finishing, and the many processes

used to transform lumber into finished products. Student projects are an important part of the course. This course prepares students for advanced woodworking courses. Participation in the SkillsUSA youth leadership organization may be an integral part of this course.

<b><u>Furniture Design and Manufacturing 2</u></b>	<b>8904</b>	<b>(CTE)</b>	<b>10-12</b>	<b>1.0/2.0</b>
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*Prerequisite: Furniture Design and Manufacturing 1*

An advanced course in a sequence of courses that prepares individuals to apply technical knowledge and skills to prepare and execute furniture design projects; assemble and finish furniture; repair furniture; and stresses the safe use of a variety of hand and power tools and machinery. Participation in the SkillsUSA youth leadership organization may be an integral part of this course.

<b><u>Cabinetmaking and Millwork</u></b>	<b>8910</b>	<b>(CTE)</b>	<b>11, 12</b>	<b>1.0/2.0</b>
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*Prerequisite: Woodworking and Instructor approval*

This is an advanced course in a sequence of courses that prepare individuals to apply technical knowledge and skills to operate industrial woodworking machinery, and to use machinery to design and fabricate custom cabinets and architectural millwork. It stresses the safe use of trade hand and power tools and machinery used in the production of millwork items. Cabinets, such as kitchen and vanities are constructed, finished, and installed as part of this program. Participation in the SkillsUSA youth leadership organization may be an integral part of this course.

## CONCURRENT ENROLLMENT

The following courses may be taught at the local high school, the Jordan Academy for Technology and Careers, or the Canyons Technical Education Center. Students enrolled in these courses receive both high school credit, and credit through a local college. Some courses may apply toward the state core requirements for graduation. Some courses are elective credit. Contact your counselor for more information. All SLCC Concurrent Enrollment (CE) students must provide ACT or CPT placement scores as part of the admissions process. Although test scores are requested and provide the student with information regarding their academic levels of competency, students should not be discouraged from participation, as only a few concurrent classes have prerequisite placement scores to enroll. Contact your counselor for more information on CE placement testing and admissions. Students with inquiries regarding the college credit available for each CE course should consult the respective college catalog with their college advisor for the most accurate and current information.

### CONCURRENT ENROLLMENT

#### FINANCIAL LITERACY

<b><u>FIN 1050 Personal Finance ONLINE</u></b>	<b>9803</b>	<b>(F)</b>	<b>11, 12</b>	<b>.5</b>
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This course studies financial skills essential for economic success. Subjects covered include financial planning, financial services, income taxes, consumer buying, insurance, retirement planning, and estate planning.

### CONCURRENT ENROLLMENT

#### MUSIC

<b><u>MUSC 1010 Introduction to Music</u></b>	<b>1399</b>	<b>(A)</b>	<b>11, 12</b>	<b>.5</b>
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This is an introductory survey of Western music from chant to jazz highlighting major contributions from the Middle Ages, Renaissance, Baroque, Classical, Romantic, 20<sup>th</sup> Century and American music styles.

### CONCURRENT ENROLLMENT

#### THEATRE

<b><u>THEA 1013 Introduction to Theatre</u></b>	<b>1670</b>	<b>(A)</b>	<b>11, 12</b>	<b>.5</b>
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This course is an introduction to live theatre and drama and the creative heritage of theatre. Students will develop critical awareness of dramatic theory and performance practice through reading and evaluating historical and contemporary drama and through applied creative activities. Students are expected to attend theatre performances outside of regularly scheduled class time.

### CONCURRENT ENROLLMENT

#### SCIENCE

<b><u>BIOL 1010/1015 Intro to Biology and Lab (Foundation/Core)</u></b>	<b>3221</b>	<b>(BS)</b>	<b>11, 12</b>	<b>.5/1.0</b>
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*Prerequisite: ACT Reading Score of at least 16 or equivalent SAT or Accuplacer Reading score.*

This is a course for non-science majors. It provides a survey of living diversity from bacteria to plants and animals. It also introduces cell structure and physiology, inheritance, evolution, and classification. In order to earn core science credit, students must complete the work for BIOL 1015, the co-requisite lab, which includes laboratory study, experimentation, and analysis illustrating important biological principles. Important aspects of plant biology are illustrated.

### CONCURRENT ENROLLMENT

#### LANGUAGE ARTS

**ENGL 1010 Intro to Writing** 9600 (Sr. ELA) 12 .5

*Prerequisite: ACT Reading score of at least 18 or equivalent SAT or Accuplacer Reading score.*

This course involves the development of critical literacy's – reading, writing, and thinking- using methods of knowledge making, including personal, collaborative, visual, and textual methods. It promotes awareness of rhetorical strategies as they apply to a variety of socio-cultural contexts.

**ENGL 2010 Intermediate Writing** 9611 (Sr. ELA) 12 .5

*Prerequisite: ENGL 1010 with a C or better.*

This course extends principles of rhetorical awareness and knowledge making introduced in ENGL 1010 and increases the ideological engagement within the classroom. It interrogates socioeconomic and political issues. The course may be taught with a Service Learning component.

**HUMA 1100 Intro to Humanities** 9603 (Sr. ELA) 12 .5

This course thematically investigates the fundamental and perennial questions of humankind and how human beings relate through culture to their political, religious, social, intellectual, economic, and geographic environments.

**COMM 1010 Elements of Effective Communication ONLINE** 9836 (E, Sr. ELA) 11, 12 .5

This course involves communication principles and practice applied in dyadic, group, written, electronic, and oral presentation assignments. It covers listening, perception, verbal clarity, non-verbals, diversity, conflict management & interviewing in workplace and interpersonal settings.

**COMM 1020 Principles of Public Speaking ONLINE** 9830 (CTE, Sr. ELA) 11, 12 .5

This course covers preparing and delivering speeches for civic and professional occasions. It involves basic theory & skills practice including: audience analysis, anxiety management, critical listening, and supporting claims with evidence, persuasion, motivation, and delivery.

**CONCURRENT ENROLLMENT  
MATHEMATICS**

**MATH 1010 Integrated Algebra** 5501 (AAF-M) 11, 12 .5

*Prerequisite: A "C" average in Secondary Math I, II, and III or completion of Secondary Math III and Math ACT score of at least 20 and Reading score of at least 18 or equivalent SAT or Accuplacer Math and Reading scores*

This course is intended only for students who do not meet the prerequisites for MATH 1030, MATH 1040, MATH 1050, or MATH 1050. In this course, students will study linear and quadratic equations; inequities; polynomials; rational expressions, radicals, negative and rational exponents; complex numbers; linear systems, introduction to functions; logarithms, and exponential functions. This course does not satisfy the math course requirements for the Regents' Scholarship.

**MATH 1030 Quantitative Reasoning** 9658 (AAF-M) 11, 12 .5

*Prerequisite: A "C" average in Secondary Math I, II, and III or completion of Secondary Math III and ACT Math score of at least 19 and Reading score of at least 16 or equivalent SAT or Accuplacer Math and Reading scores*

This course focuses on the development of analytical thinking through the application of math to real-life problems. Topics include modeling, logic, financial math, probability, statistics, and geometry.

**MATH 1050 College Algebra** 9650 (AAF-M) 11, 12 .5

*Prerequisite: A "C" average in Secondary Math I, II, and III and ACT Math score of at least 23 and Reading score of at least 18 or equivalent SAT or Accuplacer Math and Reading scores*

College Algebra satisfies quantitative literacy requirements for students planning to take calculus. Topics include polynomial, rational, exponential and logarithmic functions; matrices; conics; sequences and series; and mathematical induction.

**MATH 1060 Trigonometry** 9651 (AAF-M) 11, 12 .5

*Prerequisite: MATH 1050 with at least a C grade or ACT Math score of at least 26 and ACT Reading score of at least 18 or equivalent SAT or Accuplacer Reading score.*

This course covers Trigonometric functions and their graphs developed using circular and triangular methods including inverses; polar coordinates; and an introduction to vectors.

**MATH 1040 Intro to Statistics** 9652 (AAF-M) 11, 12 .5

*Prerequisite: A "C" average in Secondary Math I, II, and III or completion of Secondary Math III and ACT Math score of at least 22 and Reading score of at least 16 or equivalent SAT or Accuplacer Math and Reading scores*

This course covers descriptive and inferential statistical methods. Emphasis is on sampling design; descriptive statistics; linear regression & correlation; probability; sampling distributions; hypothesis testing, and confidence intervals.

**CONCURRENT ENROLLMENT  
SOCIAL STUDIES**

**HIST 2700 US History to 1877 (Snow)** 6406 (E) 11, 12 .5

This course covers the development of the United States to 1877 and includes the Colonial Period, the American Revolution, the Nationalistic Period, Western Expansion, Sectionalism, the Civil War, and Reconstruction. This course taken in conjunction with

HIST 2710 will satisfy the US History graduation requirement. If students only complete HIST 2700, they will only earn elective credit.

**HIST 2710 US History since 1877 (Snow) 6407 (E) 11, 12 .5**

This course covers the development of the United States from 1865 to the present and includes Industrialism, the Last Frontier, the Progressive Era, World War I, the Roaring Twenties, the Great Depression and New Deal, World War II, the Cold War Era, the Civil Rights Movement, and Contemporary America. This course taken in conjunction with HIST 2710 will satisfy the US History graduation requirement. If students only complete HIST 2700, they will only earn elective credit.

### **CONCURRENT ENROLLMENT DESIGN TECHNOLOGY (Drafting)**

**EDDT 1040 Introduction to AutoCAD 9819 (CTE) 11, 12 .5**

*Prerequisite: Basic computer skills*

Basic skills using Auto CAD for drafting applications are taught. The course includes drawing and modification commands, construction, dimensions, templates, blocks, and libraries, hatching, layers, scales, and plotting.

### **SPECIALIZED COURSES 7-12**

**Aide Teacher 0001-0150 (E) 7-12 .5/1.0**

This is a full year or semester course that offers students a unique experience working with teachers. This position provides an opportunity to observe and model an adult at work. It provides a wide range of learning opportunities in areas such as life skills, human development, and career exploration. Teacher aides experience the opportunity to practice reliable citizenship and social skills as they interact with peers, school staff and the general public.

**Aide Counselor 0152 (E) 7-12 .5/1.0**

Counselor Aides experience the opportunity, under the supervision of the counselors, of assisting in the counseling center with such tasks as: delivering messages to students and teachers, processing printed materials such as registration packets, answering phones, greeting visitors to the counseling center, assisting with new students and helping to prepare for counseling activities such as, Plans for College and Career Readiness, Career Days, College Day, etc.

**Aide Media 0153 (E) 7-12 .5/1.0**

This course provides students with the opportunity to work in the library media center where they will learn the Big 6 research process and apply essential life skills. Students will assist with the operation and maintenance of the media center, dealing with people and materials in an academic setting. Technology is prominent, so students will develop computer skills. Successful completion of the course will prepare students to access materials in other libraries and to apply for entry-level employment in a public library.

**Aide Office 0154 (E) 7-12 .5/1.0**

Under the supervision of the office staff, Office Aides assist in office tasks such as: delivering messages to students and teachers, processing and/or organizing printed materials, answering phones and greeting visitors to the office. Office Aides experience opportunities to practice reliable citizenship and social skills as they interact with peers, school staff and the general public.

**Advanced Studies/Research 0200 (E) 10-12 .5/1.0**

This course is an extension of class time in Advanced Placement (AP), IB, and core concurrent courses (English, math, science, social studies) that do not have an additional lab class. Students with three or more Advanced Placement (AP)/IB/core concurrent courses are eligible for this course. The curriculum of Advanced Placement (AP), IB, and core concurrent courses is structured with the expectation of additional time for students to understand and process the large amounts of reading, writing, and information.

**Activity Elective 0201 (E) 7-12 .25**

This course provides a unique opportunity, under the direction and supervision of a teacher or advisor to assist in a wide range of career learning opportunities. Through working, observing, and implementing life skills in relation to social development and career exploration a student can learn reliable citizenship and social skills as they interact with peers, school staff and the general public. A detailed log of 35 hours describing the learning opportunity would need to be signed by the teacher or advisor, then approved by the principal to award a .25 credit.

**Summer Agriculture 0202 (CTE) 9-12 .5/1.0**

This program is an intensive, individualized, and experiential education experience that includes the practical application of the formalized instructional competencies. Teacher supervision of the student's summer vocational agriculture (SAE) program should be a major part of the summer program. Regular work with the Utah agriculture science and technology record book is required as well as student leadership development.

**Educational Release 0204 (E) 7-12 No Credit**

Students who have completed Form A "Request for Student Release Time from School for Academic Study" at an educational entity other than a Jordan School District school or program will be released from school for the number of periods requested.

This form can be accessed at [http://jordandistrict.org/wp-content/uploads/053\\_Form\\_A\\_Release.pdf](http://jordandistrict.org/wp-content/uploads/053_Form_A_Release.pdf) If the educational entity is accredited by AdvancED, once the student submits an official transcript is submitted to the Jordan District school, credit will be posted on his/her Jordan District transcript without alteration as per State Board Rule R277-705-3B(1)].

<b><u>Student Government</u></b>	<b>0205</b>	<b>(E)</b>	<b>7-12</b>	<b>.5/1.0</b>
This course is designed for elected/appointed student leaders. This class provides opportunities for growth in personal leadership, communication organization and collaborative skills. Students will work under the direction of a teacher advisor and the school administration.				
<b><u>Study Skills</u></b>	<b>0206</b>	<b>(E)</b>	<b>7-12</b>	<b>.5/1.0</b>
This course is a course in which students learn and apply social and academic skills and strategies. This class may cover the following areas: Organization, time management, stress management, reading strategies, test taking strategies, study strategies, note taking, academic tracking, team work, communication and goal setting, learning and interest assessments.				
<b><u>Careers (Career Orientation and Exploration)</u></b>	<b>0216</b>	<b>(E)</b>	<b>10-12</b>	<b>.25/.5</b>
0216 CTE Teacher or 0215 Non CTE Teacher This course is designed to introduce students to a variety of career fields. Students will take self-interest surveys and proficiency exams to help them identify career fields appropriate to their skills and interests. Students will develop resume writing and interviewing skills. This course is typically for tenth grade students. However, eleventh and twelfth grade students may also enroll in these specialized courses. These courses relate to all areas of the curriculum and are a direct connection of a student's SEOP career goal and the world of work.				
<b><u>Peer Leadership Team</u></b>	<b>6132</b>	<b>(E)</b>	<b>10-12</b>	<b>.5/1.0</b>
Peer Leadership Team (P.L.T.) is a service organization designed to train and organize high school students as teams of peer educators to provide a substance abuse and violence prevention message among youth. One major component of this program is to provide peer refusal skills to 6 <sup>th</sup> grade students in their schools.				
<b><u>Latinos in Action</u></b>	<b>0222</b>	<b>(E)</b>	<b>10-12</b>	<b>.5/1.0</b>
Latinos in Action (LIA) is a service-learning leadership class that empowers students through cultural awareness, service, leadership, and a focus on excellence in education to help students be prepared for and committed to graduating from college.				
<b><u>Peer Tutoring</u></b>	<b>0207</b>	<b>(E)</b>	<b>7-12</b>	<b>.5/1.0</b>
Students in this course work under the supervision of Special Education teachers in assisting students who have special needs or disability conditions. It is designed for individuals who are interested in pursuing a career in fields such as in education, sociology, psychology, or social work. Because Peer Tutors are placed in a position of trust, they are expected to be highly responsible and mature in judgment.				
<b><u>Peer Mentor – Math</u></b>	<b>0234</b>	<b>(E)</b>	<b>10-12</b>	<b>.5/1.0</b>
This course is designed for students who have successfully entered into a math course level of Secondary Math 3H or higher and who wish to enrich their learning experience through the process of re-teaching math concepts. Students who apply for this course are pre-screened according to their academic proficiency and attitudes toward the tutoring process. Additionally, students selected to participate in this course are expected to develop and demonstrate effective communication and interpersonal skills, along with basic teaching strategies. Qualified students are assigned to a Secondary Math 1 or Secondary Math 2 class to help the math teacher with math tutoring services. This class may benefit those students who are interested in careers such as teaching, STEM, humanities, social services, and communications.				
<b><u>Peer Mentor – Bilingual</u></b>	<b>0235</b>	<b>(E)</b>	<b>10-12</b>	<b>.5/1.0</b>
This course is designed for students who are bilingual and are willing to assist English Language Learner (ELL) students with translation services mainly in the core classes. Additionally, it is structured to provide a beneficial experience for students who wish to promote cultural awareness and sensitivity and become more involved in the community in which they live and work. Students who apply for this course will be prescreened according to their academic proficiency and attitudes toward the tutoring process. Additionally, students selected to participate in this course are expected to develop and demonstrate effective communication and interpersonal skills, along with basic teaching strategies. This class may benefit those students who are interested in careers such as teaching, language and translation services, humanities, social services, and communications.				
<b><u>Academic Decathlon</u></b>	<b>0210</b>	<b>(E)</b>	<b>10-12</b>	<b>.5/1.0</b>
The Academic Decathlon course is an academically rigorous course established to train the school's Academic Decathlon team. Students will prepare for 10 different categories of competition: Art, Economics, Language & Literature, Mathematics, Music, Science, Social Science, Essay Speech, and Interview. Fundamentals in each category will be mastered as well as intense investigations in each area revolving around the yearly theme chosen by the United States Academic Decathlon (USAD). Members of the class will attend various competitions in order to establish a team that will represent the school at state competition. Teams are composed of students with GPA's near 4.0, GPA's in the mid-3.0 range, and GPA's less than 3.0.				
<b><u>Drivers Education</u></b>	<b>0211</b>	<b>(E)</b>	<b>10-12</b>	<b>.25</b>
This course includes classroom instruction during the regular school day. On-road and range driving experiences are also required before and after school and on Saturdays. Registration is based on each student's 16th birthday. Successful completion of this course may lead to acquisition of a valid Utah Driver's license. A fee is required prior to participation in this class.				
<b><u>ACT Prep</u></b>	<b>0213</b>	<b>(E)</b>	<b>10-12</b>	<b>.25/.5/1.0</b>
This course prepares students to achieve higher ACT scores. It provides an overview of the test, practical test taking strategies and will allow students to prepare in an instructional environment for their best possible test performance. This course is				

recommended for Sophomores, Juniors or Seniors who plan to take the ACT test in the next nine months. Juniors and seniors will receive priority placement.

**TA 10<sup>th</sup> Grade** 0810 (E) 10 .25  
 This course provides an opportunity for students to establish a positive relationship with an adult role model in the school, to participate in character education, to focus on study skills and monitor progress toward academic and career goals. Teachers provide students with academic support in a mentorship environment. Participation in this class will help to enhance the core curriculum and to create a more positive school environment. Students have the opportunity to earn .25 credits per year based on participation in all Teacher Advisory activities.

**TA 11<sup>th</sup> Grade** 0820 (E) 11 .25  
 This course provides an opportunity for students to establish a positive relationship with an adult role model in the school, to participate in character education, to focus on study skills and monitor progress toward academic and career goals. Teachers provide students with academic support in a mentorship environment. Participation in this class will help to enhance the core curriculum and to create a more positive school environment. Students have the opportunity to earn .25 credits per year based on participation in all Teacher Advisory activities.

**TA 12<sup>th</sup> Grade** 0830 (E) 12 .25  
 This course provides an opportunity for students to establish a positive relationship with an adult role model in the school, to participate in character education, to focus on study skills and to prepare for transitioning to post-secondary education, advanced training, military service, and/or employment. Teachers provide students with academic support in a mentorship environment. Participation in this class will help to enhance the core curriculum and to create a more positive school environment. Students have the opportunity to earn .25 credits per year based on participation in all Teacher Advisory activities.

**Service Learning** 6151 (E) 10-12 .25  
 This credit is usually awarded to students who have given 35 hours or more of their own time volunteering in the community surrounding the school. Service learning is not usually a stand-alone course. Optimally, this course should be linked to core courses that would spend time researching needs in their school and surrounding community. The students and teachers brainstorm possible solutions to some of these problems and how they could use school/business partnerships to procure the materials necessary. Finally, they settle upon a worthwhile project that they can accomplish in a given amount of time. Most projects require the work be completed after school and on weekends so that core course time can be saved for instruction. The students who participate and spend the time completing the project can be awarded service learning credit when their volunteer hours reach 35. Example projects have been restoring wetlands, volunteering at a local nursing home, clean-up and restoration projects at local shelters, civic centers and nonprofit agencies.

**Work Experience** 0219 (E) 11, 12 .5-2.0  
 Work Experience provides students with an opportunity to gain exposure to a career area related to their academic work. This course will help students identify some of the needed skills, knowledge and hands on experience for the workforce. Students must complete the requirements of submitting time-sheets and meeting minimum hourly requirements to obtain credit. Students must also be in line to graduate with their class. This is a Pass or Fail grade.

**Student Advisory** 7299 (E) 10-12 .5/1.0  
 This course focuses on skills, academically and interpersonally, which directly impact a student's success in high school, college, and the workplace. Skills would include cooperative learning, collaboration, time management, communication skills, note-taking techniques, cultural awareness, service projects, work ethic, educational planning, critical thinking, goal setting, respect, and responsibility. The teacher may customize the proportion of each skill area to the unique needs of each student/class.

**Yearbook Publication, Inc.** 8604 (E) 10-12 .5/1.0  
 Students will be able to produce a yearbook after they have mastered terms and procedures involved with planning and producing such a publication.

### ENGLISH AS A SECOND LANGUAGE (ESL)

English Language Development Instruction 0449 (Elective Credit)

#### RELEASE TIME

Release Time 10-12 0601

Release Time ND 0604

## JORDAN ACADEMY FOR TECHNOLOGY AND CAREERS

Most of the Jordan Academy for Technology and Careers (JATC) programs are full-year programs, but a few programs are only semester-long programs. Each program description is followed by a chart which lists the required courses for that program along

with the type and amount of graduation credit possible for each course. If concurrent enrollment (CE) is available, it is also included in the chart. However, concurrent enrollment is subject to change based on college and department stipulations.

### **Agriculture**

#### **Landscape Management**

This is a full-year program. Students may choose to attend on A or B days. Students develop knowledge and skills in nursery operation and landscape management practices preparing them to select appropriate plant materials and design, install, and maintain interior and exterior plantings and hardscapes. They will also learn to maintain the facilities and equipment associated with landscaping nursery operation.

Course Title	Course Code	Type of Credit	Grade Levels	High School Credits	CE Credits
PSC 1800 Introduction to Horticulture (USU)	9215	CTE	11-12	1	3
Landscape Management	9011	CTE	11-12	.5	
Sustainable Urban Agriculture	9211	CTE	11-12	1	
Workplace Skills/CTE Internship	0208	CTE	11-12	.5	
LAEP 1030 Introduction to Landscape Architecture	9210	CTE	11-12	1	3

#### **Veterinary Science**

This full-year program prepares students to assist veterinarians in performing physical exams, administering treatments, collecting and performing laboratory tests, applying bandages, and performing dental exams. Students learn to keep animal health records and perform a wide range of practical nursing duties. The program prepares students to perform critical care nursing duties, take and develop radiographs, administer and monitor patients under anesthesia, and record EKG's. The students learn how to calculate medication and how the medication affects the patient. Students will learn anatomy and physiology of large and small animals. Participation in the FFA and/or HOSA youth leadership organizations may be an integral part of this program. Course fees and individual transportation may be required.

Course Title	Course Code	Type of Credit	Grade Levels	High School Credits	CE Credits
Veterinary Assistant 1	9019	CTE, AAF-S	11-12	1	
Veterinary Assistant 2	9020	CTE, AAF-S	11-12	1	
Animal Science 2	8203	CTE, AAF-S	11-12	1	
Small and Companion Animal Science	8200	CTE	11-12	1	

### **Family and Consumer Sciences**

#### **Teacher Education**

The courses in this full-year program are designed to introduce students to the field of education including special education, para-education, or other careers in disability services. This program offers a starting point for an education pathway at most Utah colleges and universities. Students will gain hands on experience working with children with disabilities. Students learn instruction, data collection and assessment that can be used in public school classrooms, community settings, and adult education settings

Course Title	Course Code	Type of Credit	Grade Levels	High School Credits	CE Credits
EDU 1010 Orientation to Education	9948	Elective	11-12	2	3
FHS 1500 Human Development Across the Lifespan	9929	CTE	11-12	1	3
SPED 1000 Principles of Effective Peer Teaching (USU)	9944	Elective	11-12	1	2

### **Health Sciences**

#### **Biotechnology**

This full-year program is a laboratory-based class that focuses on the basic principles and techniques associated with the field of biotechnology. Students will be introduced to contemporary laboratory techniques and state-of-the-art computer technology used to analyze biological information. Topics such as forensics, genetics, agriculture biotech, bioethics, and biotech careers will also be covered. Participation in the SkillsUSA youth leadership organization may be an integral part of this program.

Course Title	Course Code	Type of Credit	Grade Levels	High School Credits	CE Credits
Biotechnology	9107	CTE, AAF-S	11-12	2	
BTEC 1010 Fundamentals of Biotechnology 1	9846	CTE, AAF-S	11-12	1	3
BTEC 1015 Fundamentals of Biotechnology 1 Lab	9877	CTE, AAF-S	11-12	1	1

#### **Dental Assistant**

This full-year program prepares individuals to perform routine tasks under the supervision of a dentist. Students will work on hands-on tasks in treatment room procedures, reception functions, and selected laboratory procedures. The clinical aspect of study includes the preparation of the patient and assisting the dentist in all kinds of dental procedures during a required



externship. Course fees and individual transportation may be required. Participation in the HOSA youth leadership organization may be an integral part of this program.

Course Title	Code	Type of Credit	Grade Levels	High School Credits	CE Credits
Dental Assistant	9100	CTE	11-12	4	

### **Emergency Medical Technician (EMT)**

This semester-long program prepares students with the skills to function as an EMT-Basic and to administer Basic Life Support by: Assessing patients/Bandaging, splinting and immobilizing procedures/ Administering first aid/Assisting with allowed medications of patients/lifting, moving and transporting patients/Working as a member of a medical team/Airway stabilization/Medical terminology/Operating an automated external defibrillator /Anatomy and physiology/Assisting patients in childbirth/measure and monitor vital signs. Participation in the HOSA youth leadership organization may be an integral part of this program.

Course Title	Course Code	Type of Credit	Grade Level	High School Credits	CE Credits
Emergency Medical Technician (EMT)	9104	CTE	12	1	
ESEC 1140 Emergency Medical Technician (Basic)	9131	CTE	12	1	9

### **Medical Assistant**

This year-long program prepares 12th Grade students to assist physicians by performing both business administration and clinical duties in a medical office. Business aspects of instruction cover insurance, medical records, and medical transcription. Clinical aspects of study include preparation of the patient for examination, taking/assessing of vital signs, performing injections and venipuncture, performing some invasive procedures, assisting with examination and treatment, and the use of the electrocardiograph machine. This course requires a clinical externship in a medical facility. Course fees and individual transportation may be required. Participation in the HOSA youth leadership organization may be an integral part of this program.

Course Title	Course Code	Type of Credit	Grade Level	High School Credits	CE Credits
Medical Assistant	9102	CTE	12	3	
HIT 1100 Medical Terminology or Medical Terminology	9720 or 9122	CTE	12	.5 or .5	2 or n/a
Advanced Health Science	3175	CTE	12	.5	

### **Nurse Assistant (CNA)**

This semester-long program prepares individuals to perform routine nursing-related services to patients in hospitals or long-term care facilities, under the training and supervision of a registered nurse or licensed practical nurse. Upon successful course completion, state certification is offered through both written and skills (hands-on) testing. The course requires regular attendance and additional clinical hours outside of the classroom. These clinical hours are performed during the afternoon/evening hours at a long-term care center and/or a hospital. Course fees and individual transportation may be required. Participation in the HOSA youth leadership organization may be an integral part of this program.

Course	Course Code	Type of Credit	Grade Levels	High School Credits	CE Credits
Nurse Assistant (CNA)	9103	CTE	11-12	1	
MA 1100 Medical Terminology or Medical Terminology	9725 or 9122	CTE	11-12	.5 or .5	2 or n/a
HLTH 1200 First Aid and Safety	9114	CTE	11-12	.5	3

### **Occupational Therapy**

This semester-long program is designed to help students decide if they would like to pursue a career in Occupational Therapy. This health profession provides services to children and adults of all ages whose lives have been disrupted by physical injury or illness, developmental problems, the aging process and/or psychosocial dysfunction. Occupational Therapy Assistants use occupation and purposeful activity with clients/patients to help them reach their maximum level of independence. Students will learn components of occupational therapy including anatomy and physiology, communication, evaluation, patient care skills, CPR and first aid. In addition students are required to travel to a variety of clinical settings. Participation in the HOSA youth leadership organization may be an integral part of this program.

Course Title	Course Code	Type of Credit	Grade Levels	High School Credits	CE Credits
OTA 1020 Intro to Occupational Therapy	9170	CTE	11-12	1	2
HIT 1100 Medical Terminology or Medical Terminology	9720 or 9122	CTE	11-12	.5 or .5	2 or n/a

Advanced Health Science	3175	CTE	11-12	.5	
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### **Pharmacy Technician**

This is a full-year instructional program that prepares individuals to support pharmacists by providing assistance with counter dispensing operations, and prescription preparation; keeping patient and related health record information; and by performing a wide range of practice-related duties for both retail and hospital-based pharmacies. Participation in the HOSA youth leadership organization may be an integral part of this program.

Course Title	Course Code	Type of Credit	Grade Level	High School Credits	CE Credits
Pharmacy Technician	9108	CTE	12	3	
HIT 1100 Medical Terminology or Medical Terminology	9720 or 9122	CTE	12	.5 or .5	2 or n/a
Advanced Health Science	3175	CTE	12	.5	

### **Physical Therapy**

This semester program is designed to help students decide if they would like to pursue a career in physical therapy. Students will learn components of physical therapy including anatomy and physiology, communication, evaluation and treatment of injury, patient care skills, CPR and first aid. In addition students are required to travel to a variety of clinical settings twice a week. Participation in the HOSA youth leadership organization may be an integral part of this program.

Course Title	Course Code	Type of Credit	Grade Levels	High School Credits	CE Credits
Physical Therapy	9121	CTE	11-12	1.5	
HIT 1100 Medical Terminology or Medical Terminology	9720 or 9122	CTE	11-12	.5 or .5	2 or n/a

### **Surgical Technology**

This is a full-year instructional program that prepares individuals to perform general technical support tasks in the operating room before, during, and after surgery. Includes instruction in pre-operation patient and surgical team preparation, handling surgical instruments at table side, supply inventory maintenance before and during operations, sterilization and cleaning of equipment, maintaining clean and sealed environments, operating room safety procedures, and record-keeping. Participation in the HOSA youth leadership organization may be an integral part of this program.

Course Title	Course Code	Type of Credit	Grade Level	High School Credits	CE Credits
SURG 1200 Intro to Surgical Technology	9852	CTE	12	2	6
SURG 1250 Advanced Surgical Theory	9853	CTE	12	2	6
Required Summer Courses					
MA 1100 Medical Terminology	9725	CTE	12	.5	2
BIOL 2320/2325 Human Anatomy and Lab	3218	CTE, AAF-S	12	1	4
BIOL 1610/1615 College Biology 1 and Lab	3242	BS	12	1	4
COMM 1010 Elements of Effective Communication	9836	Sr. LA	12	.5	3

## **Information Technology**

### **Computer Programming**

Computer programming and software development are the focus of this program. Students will learn about the basic components of a computer, including the operating system, are introduced to fundamentals of computer program design and testing, and gain an understanding of object oriented programming techniques. Basic building blocks of programming are introduced through the Java programming language. Programming skills are developed while writing programs to solve real world problems. Students learn and apply advanced programming structures, including sequential files, arrays, stacks, and queues, and learn to maximize program efficiency by building classes and objects. Graphical User Interface (GUI) designs using JavaFX are introduced. Topics also include database development including integrating database management into programs. Student form teams and work together to build a program that utilizes all of their programming skills in a culminating project.

#### First Semester

Course Title	Course Code	Type of Credit	Grade Level	High School Credits	CE Credits
Database Development	9060	CTE	11-12	1	

Computer Programming 1B	8121	CTE or AAF-M, S	11-12	.5 or 1	
CSIS 1400 Computer Programming	5711	CTE, AAF-M	11-12	.5	4

Second Semester

Course Title	Course Code	Type of Credit	Grade Level	High School Credits	CE Credits
Computer Programming 2	8122	CTE, AAF-M,S	11-12	1	
Emerging Technologies	9185	CTE	11-12	1	

**Digital Media Design/Development/Production**

Digital media is the process of planning, instruction design, and development. In this course students will create and learn using elements of text, 2-D and 3-D graphics, animation, audio and video, and digital imaging to create digital computer applications to be delivered on CD-ROM, Internet or other media. These skills will prepare students for entry-level digital positions and will provide fundamental digital media understandings and skills beneficial for other occupational/educational endeavors. Students may choose to enroll in this program for a semester a full-year. During second semester, students will be able to concentrate on one six areas of focus.

First Semester

Course Title	Course Code	Type of Credit	Grade Levels	High School Credits	CE Credits
ART 1080 Photoshop & Digital Media or Digital Media 1 Design and Development	1076 or 8124	CTE or CTE	11-12	1 or 1	4 or n/a
Digital Media 2 Production	8125	CTE	11-12	1	

Second Semester Areas of Concentration

*(The area of concentration will be selected by students at the end of First Semester)*

2-Dimensional Animation					
ART 1630 Computer Graphic Essentials -3D Animation or 3D Animation	1078 or 8131	CTE or CTE	11-12	1 or 1	3 or n/a
ART 1020 Intro to Drawing or Drawing 1	1074 or 1044	A or CTE or A	11-12	1 or 1	3 or n/a
3-Dimensional Animation					
ART 1630 Computer Graphic Essentials -3D Animation or 3D Animation	1078 or 8131	CTE or CTE	11-12	1 or 1	3 or n/a
ART 1630 Computer Graphic Essentials -3D Graphics or 3D Graphics	1077 or 8130	CTE	11-12	.5 or .5	3 or n/a
Digital Media 3	8126	CTE	11-12	.5	
Game Development					
Gaming Fundamentals	9184	CTE	11-12	.5	
ART 1630 Computer Graphic Essentials - 3D Graphics or 3D Graphics	1077 or 8130	CTE	11-12	.5 or .5	3 or n/a
Emerging Technologies	9185	CTE	11-12	.5	
ART 1630 Computer Graphic Essentials -3D Animation or 3D Animation	1078 or 8131	CTE or CTE	11-12	.5 or .5	3 or n/a
Graphics					
ART 1020 Introduction to Drawing Or Drawing 1	1074 or 1044	A or CTE or A	11-12	1 or 1	3 or n/a
ART 1630 Computer Graphic Essentials -3D Graphics	1077 or	CTE	11-12	.5 or	3 or

or 3D Graphics	8130			.5	n/a
Digital Photography	8607	CTE	11-12	.5	
Digital Video Production					
Digital Photography	8607	CTE	11-12	.5	
Video Production 1	8508	CTE	11-12	.5	
Digital Media 3	8126	CTE	11-12	1	
Digital Audio Production					
Video Production 1	8508	CTE	11-12	.5	
Emerging Technologies	9185	CTE	11-12	.5	
Digital Media 3	8126	CTE	11-12	1	

### **Web Development**

Web Development industry certification programs target individuals interested in demonstrating the baseline of technical knowledge that would allow them to pursue a variety of Internet-related careers. INet+ is accepted by all other Internet certification programs as a fundamental (beginning) level certification, and is a good place to start. INet+ is a vendor-neutral, entry-level Internet certification program that tests baseline technical knowledge of Internet, Intranet, and Extranet technologies, independent of specific Internet-related career roles. Learning objectives and domains examined include Internet basics, Internet clients, development, networking, security, and business concepts. CIW and WOW build upon the INet+ curriculum. Students may choose to enroll in this program for a semester a full-year.

#### First Semester

Course Title	Course Code	Type of Credit	Grade Level	High School Credits	CE Credits
Web Development 1 or ART 2440/Web Site Design	8128 or 8664	CTE	11-12	1 or 1	n/a or 3
Digital Media 1 Design and Development	8124	CTE	11-12	.5	
Web Development 2	8132	CTE	11-12	.5	

#### Second Semester

Course Title	Course Code	Type of Credit	Grade Level	High School Credits	CE Credits
Web Development 2 or ART 1080/Photoshop for Dig Med	8132 or 1076	CTE	11-12	1 or 1	n/a or 4
HTML 5 App Development Fundamentals	9183	CTE	11-12	.5	
Workplace Skills/CTE Internship	0208	CTE	11-12	.5	

### **Skilled and Technical Sciences**

#### **Barbering**

This is a semester program. Students may choose to attend on A or B days, first or second semester. Barbering prepares students to cut and dress hair, shave and trim facial/neck hair and beards, and customer relations and salon management. Instruction includes history of barbering, health and safety, customer service; shop business practices; legal issues; human immune system; diseases and disorders of the hair and scalp; implements, tools and equipment; hair and scalp anatomy and physiology; basic science of barbering; chemistry of barbering; analysis of the hair and scalp; properties of the hair, skin, and scalp; shampooing; hair cutting; hair styles and styling art; in facial shaving; beard and mustache shaping and trimming.

Course Title	Course Code	Type of Credit	Grade Levels	High School Credits	CE Credits
Barbering	9220	CTE	11-12	1	

#### **Collision Repair Technician**

**First Year:** Students will be able to diagnose and repair collision damage. They will gain a basic understanding of: estimating, metal repair, paint chemistry/application, fiberglass and plastic repair, and automotive-related welding.

**Second Year:** Students will further develop their first year skills and be able to pursue their areas of interest in more detail. This course provides student with entry level knowledge and skills as an Auto Collision Technician. It also prepares students for opportunities in post-secondary education as an Auto Collision Technician. Participation in the SkillsUSA youth leadership organization may be an integral part of this program. This is a full-year program.

Course Title	Course Code	Type of Credit	Grade Levels	High School Credits	CE Credits
Collision Non-structural Repair	8261	CTE	11-12	4	

#### **Heavy Duty Diesel Mechanic**

This is an activity-based class that will prepare individuals to work on heavy-duty diesel equipment. Tool and shop safety will be important parts of the course curriculum. Industry work ethics standards and productivity are an integral part of the classroom

and laboratory activities of this program. Participation in the SkillsUSA youth leadership organization may be an integral part of this course.

Course Title	Course Code	Type of Credit	Grade Levels	High School Credits	CE Credits
Diesel Technician	9006	CTE	11-12	1	
Medium/Heavy Duty Vehicle Systems	9007	CTE	11-12	1	
DST 1045 Safety/Basic Diesel Theory	9040	CTE	11-12	1	4
DST 1065 Safety/Basic Engine Performance Theory	9042	CTE	11-12	1	4

### **Commercial Aircraft Pilot**

This full-year program has a sequence of courses that prepares individuals to apply technical knowledge and skills to the operation, flying, and navigation of commercial aircraft. This program operates on the basis of the Federal Aviation Administration (FAA) rules and regulations. Participation in the SkillsUSA youth leadership organization may be an integral part of this program. \*Note PILT 1040 and 1140 are taught at Salt Lake Community College after school hours

Course Title	Course Code	Type of Credit	Grade Levels	High School Credits	CE Credits
PILT 1100 Private Pilot Ground School	3202	CTE	11-12	.5	4
PILT 1110 Private Pilot Fixed Wing Simulator Lab	3214	CTE	11-12	.5	1
PILT 1420 Aircraft Systems	3216	CTE	11-12	1	3
PILT 1010 Air Transportation	3217	CTE	11-12	1	3
PILT 1050 Aviation History	3201	CTE	11-12	1	2
<i>Optional Courses – Taken at SLCC outside of regular class time.</i>					
PILT 1040 Aviation Orientation	3200	CTE	11-12	.25	1

### **Fire Science**

This full-year program is designed to build teamwork and help safely fight fires in a variety of situations including structural, wildland, automobile, and Hazmat incidents. The program uses hands on approach that develops skills within specific evolutions. It uses coaching techniques to provide a better overall understanding of the topics being taught. Key content includes: safety, Incident Command Systems (ICS), fire behavior, Self-Contained Breathing Apparatuses (SCBA), fire attack, search and rescue, ventilation, salvage and overhaul, vehicle fires, Hazmat, and brush fires. Participation in the SkillsUSA youth leadership organization may be an integral part of this program.

Course Title	Course Code	Type of Credit	Grade Levels	High School Credits	CE Credits
Fire Science	9109	CTE	11-12	3-4	
ESFF 1000 Survey of Fire Rescue & Emergency Services	9160	CTE	11-12	1	4
ESFF 1120 Principles of Fire and Emergency Services Safety and Survival (UVU)	9162	CTE	11-12	1	3

### **Nail Technician**

This is a semester program. Students may choose to attend on A or B days, first or second semester. Prepares students to shape fingernails and toenails, remove unwanted skin and blemishes, apply polish and cosmetics to nails, and function as licensed manicurists or nail technicians/specialists. It includes instruction in manicuring theory; skin anatomy; nail growth, irregularities, and diseases; sterilization and sanitation; equipment and table maintenance; cuticle, blemish, and rough skin removal; nail filing, shaping, and polishing; cream application and extremity massage; nail sculpture and design art; product storage and use; customer service; laws and regulations; and business practices. Courses also include customer relations and salon management.

Course Title	Course Code	Type of Credit	Grade Levels	High School Credits	CE Credits
Nail Technician	9230	CTE	11-12	1	

## **Technology and Engineering**

### **Engineering**

Engineering at the JATC increases appreciation of engineering/engineering technology. Students develop a solid foundation of pre-engineering, research, and design skills. The hands-on, project-based courses engage students on multiple levels, expose them to unique areas of study, and provide a path to college and career success.

*First Semester*

Course Title	Course Code	Type of Credit	Grade Levels	High School Credits	CE Credits
Principles of Engineering – PLTW (POE)	8110	CTE, AAF-S	11-12	1	
Civil Engineering and Architecture - PLTW (CEA)	9200	CTE	11-12	1	

*Second Semester*

Course Title	Course Code	Type of Credit	Grade Levels	High School Credits	CE Credits
Aerospace Engineering – PLTW (AE)	9125	CTE	11-12	1	
Engineering Design and Development - PLTW (EDD)	8113	CTE	11-12	1	

*Second semester classes may not be taken unless students have successfully completed Principles of Engineering.*

## UTAH STUDENTS CONNECT/JORDAN CONNECT Online Courses

Online courses are offered to JSD students through the Utah Students Connect Consortium and other state providers. Courses through Utah Students Connect are on a **quarter** basis. Courses are being added so, for the most up-to-date listings, be sure and check online at <http://www.utahstudentsconnect.org> or <http://www.jordandistrict.org/schools/online/> A complete list of State Online Education Program providers (SOEP) can be found on the Utah State Board of Education Website at <http://www.schools.utah.gov/edonline/Students-Parents/Providers.aspx>

### FINANCIAL LITERACY

**General Financial Literacy**

**0980 (F) 9-12 .25/.50**

This course will prepare students for the choices and challenges of today's financial markets. A better understanding of personal finance will help students move into adulthood making more informed monetary decisions, realizing a greater potential for personal wealth, and fostering a stronger state and national economy. The class will focus on income, money management, spending and credit, saving and investing, consumer protection, and risk management.

### VISUAL ARTS

*(Refer to the chart on Page 4 for the sequence of courses)*

**Art Foundations 2**

**0910 (A) 9-12 .25/.50**

*Prerequisite: Art Foundations 1*

This class is designed to provide an overview and introduction to visual arts through studying a variety of art tools and materials. This course builds on Art Foundations 1 providing a more in-depth experience with fewer art forms with an emphasis in art criticism, art history and esthetics. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history, and aesthetics.

**Art History and Criticism**

**0911 (A) 9-12 .25/.50**

This is an entry-level course for the High School Visual Arts Core Curriculum. It is designed to provide an overview and appreciation of the Visual Arts. With an overview of studio production, this course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history, and aesthetics. Students will assemble and create visual art by manipulating art media and by organizing images with the elements and principles. Students will find meaning by analyzing, criticizing, and evaluating visual art. Students will create meaning in visual art. Students will find meaning in visual art through settings and other modes of learning.

### SCIENCE

*(Refer to the chart on Page 5 for the sequence of courses)*

**Earth Science (Foundation/Core)**

**0940 (ES) 9-12 .25/1.0**

Earth Systems integrated science core focuses on earth, physical, space, and life science contents. Using observable evidence, students will study interactions among earth systems.

**Physics (Foundation/Core)**

**0941 (PS) 10-12 .25/1.0**

The three major concepts included in the Physics Core are: (1) motion of objects, (2) forces acting on objects, and (3) energy. Physics students should design and perform experiments, and value inquiry as the fundamental scientific process.

**Biology (Foundation/Core)**

**0942 (BS) 9-12 .25/1.0**

The Biology Core Curriculum is based on a set of life science learning standards that all students are expected to know and be able to demonstrate understanding of upon completion of this course. The course is designed to emphasize problem solving and scientific reasoning. Students will learn the scientific processes related to life science. Learning activities are varied with an emphasis on student investigations in the field, laboratory, and in technical research.

**Chemistry (Foundation/Core)**

**0943 (CS) 10-12 .25 – 1.0**

This course is organized around major concepts of matter, structure, energy, and change. The concepts, principles and laws that describe the conservation of matter, changes in the structure of matter, and changes in energy will provide focus for this course. Chemistry students should design and perform experiments, and value inquiry as the fundamental scientific process.

### WORLD LANGUAGES

<b><u>German 3H</u></b>	<b>0955</b>	<b>(E, Sr. LA)</b>	<b>9-12</b>	<b>.25/1.0</b>
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This course is designed to teach intermediate skills in listening, speaking, reading, and spelling. The curriculum covered in this course will give students the skills to communicate in culturally-appropriate ways in the target language. By the end of the course, student skill level should be at intermediate-low level according to the American Council on the Teaching of Foreign Language (ACTFL) standards.

### LANGUAGE ARTS

<b><u>Language Arts 9</u></b>	<b>0920</b>	<b>(ELA)</b>	<b>9-12</b>	<b>.25/1.0</b>
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This course is designed to emphasize reading comprehension, writing, and methods of inquiry as found in the core. The course will focus on the processes, skills, and strategies for effective communication in all its forms.

<b><u>Language Arts 10</u></b>	<b>0921</b>	<b>(ELA)</b>	<b>9-12</b>	<b>.25/1.0</b>
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This course is designed to emphasize reading comprehension, writing, and methods of inquiry as found in the core. The course will focus on the processes, skills, and strategies for effective communication in all its forms.

<b><u>Language Arts 11</u></b>	<b>0922</b>	<b>(ELA)</b>	<b>10-12</b>	<b>.25/1.0</b>
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This course is designed to emphasize reading comprehension, writing, and methods of inquiry as found in the core. The course will focus on the processes, skills, and strategies for effective communication in all its forms, with an emphasis on American literary texts.

<b><u>Language Arts 12</u></b>	<b>0923</b>	<b>(ELA)</b>	<b>11, 12</b>	<b>.25/1.0</b>
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This course is designed to emphasize reading comprehension, writing, and methods of inquiry as found in the core. The course will focus on the processes, skills, and strategies for effective communication in all its forms, with an emphasis on British literary texts.

### MATHEMATICS

*(Refer to the chart on Page 6 for the sequence of courses)*

<b><u>Secondary Mathematics 1</u></b>	<b>0930</b>	<b>(M)</b>	<b>9, 10</b>	<b>.25/1.0</b>
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Students in Secondary Mathematics 1 will deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomenon, and in part by applying linear models to data that exhibit a linear trend. Students will use properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge. Algebraic and geometric ideas are tied together. Students will experience mathematics as a coherent, useful, and logical subject that makes sense of problem situations.

<b><u>Secondary Mathematics 2</u></b>	<b>0934</b>	<b>(M)</b>	<b>9-11</b>	<b>.25/1.0</b>
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Students in Secondary Mathematics 2 will focus on quadratic expressions, equations, and functions, extend the set of rational numbers to the set of complex numbers, link probability and data through conditional probability and counting methods, study similarity and right triangle trigonometry, and study circles with their quadratic algebraic representations.

<b><u>Secondary Mathematics 3</u></b>	<b>0935</b>	<b>(M)</b>	<b>10-12</b>	<b>.25/1.0</b>
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Students in Secondary Mathematics 3 will pull together and apply the accumulation of learning they have from previous courses. They will apply methods from probability and statistics to draw inferences and conclusions from data, expand their repertoire of functions to include polynomial, rational, and radical functions, expand their study of trigonometry to include general triangles, and use functions and geometry to create models and solve contextual problems.

### SOCIAL STUDIES

<b><u>Geography for Life</u></b>	<b>0960</b>	<b>(GFL)</b>	<b>9-12</b>	<b>.25/1.0</b>
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This course introduces students to cultural and physical geography. The framework of this course is the five themes of geography-location; place; human interaction with the physical environment; the impact of movements of people, ideas and things; and similarities and differences within and between regions. In addition, the course emphasizes critical, causal, interpretive and reflective thinking skills through observing, reading, writing, listening, speaking, and problem solving. This course emphasizes in-depth reading, writing and independent study.

<b><u>World Civilizations</u></b>	<b>0961</b>	<b>(WC)</b>	<b>9-12</b>	<b>.25/1.0</b>
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The study of world civilizations emphasizes the increasing interrelationships over time of the world's peoples. These interrelationships have developed in two major arenas. First, the relationships have developed among major regions of the world: East Asia, Middle East, Africa, Europe, North America and Latin America. Second, they have developed within all aspects of human activity: political, economic, social, philosophical and religious, scientific and technological, and artistic.

<b><u>U.S. History 2</u></b>	<b>0962</b>	<b>(USH)</b>	<b>9-12</b>	<b>.25/1.0</b>
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Understanding United States history is essential for the continuation of our republic. This course will help students make connections between their world and the rich heritage of United States history. The course is designed as a survey of American

history with an emphasis on post-Reconstruction America (1876-Present), but should include a review of the earlier period. The course may be taught using a thematic approach or in chronological order.

<b><u>U.S. Government and Citizenship</u></b>	<b>0963</b>	<b>(USGC)</b>	<b>10-12</b>	<b>.25/.50</b>
The goal of this course is to foster informed, responsible participation in public life. Knowing how to be a good citizen is essential to the preservation and improvement of United States democracy. Upon completion of this course, the student will understand the major ideas, protections, privileges, structures, and economic systems that affect the life of a citizen in the United States political system. This course is recommended for seniors due to their proximity to voting and draft age.				

**HEALTH AND PHYSICAL EDUCATION**  
*(Refer to the chart on Page 7 for the sequence of courses)*

<b><u>Consumer Health (Health Education 2)</u></b>	<b>0902</b>	<b>(HE)</b>	<b>9-12</b>	<b>.25/.50</b>
This course emphasizes the physical, social and mental dimensions of people. This course offers students an opportunity to evaluate health practices, products, and services.				

<b><u>Participation Skills and Techniques</u></b>	<b>0900</b>	<b>(PST)</b>	<b>9-12</b>	<b>.25/.50</b>
This course is designed to develop skills and techniques in a variety of team and individual sports as well as improvement in personal fitness.				

<b><u>Fitness for Life</u></b>	<b>0901</b>	<b>(LF)</b>	<b>9-12</b>	<b>.25/.50</b>
This course is designed for continued improvement of physical fitness. The course content includes an understanding of the components of fitness, i.e., heart-lung fitness, strength, flexibility, muscle endurance, weight control/nutrition, and stress management.				

**COMPUTER TECHNOLOGY**

<b><u>Computer Technology 1</u></b>	<b>0982</b>	<b>(CT)</b>	<b>9-12</b>	<b>.25/.50</b>
This is an introduction to computer application software that encompasses document processing, spreadsheets, and presentations. An understanding of ethics and use of operating systems, information resources, and electronic mail is included.				

**SPECIALIZED COURSES**

<b><u>Drivers Education (Coursework Only)</u></b>	<b>0981</b>	<b>(E)</b>	<b>10-12</b>	<b>.25</b>
This course is the classroom portion of Drivers' Education. On road and range driving experiences must be scheduled at your home high school. Driving fees will apply at your school.				

<b><u>Online Learning Lab</u></b>	<b>0209</b>	<b>(E)</b>	<b>7-12</b>	<b>0</b>
This course affords students the opportunity to expand or supplement their education by taking online courses during their regularly scheduled school day. It provides a wide range of learning opportunities by enabling students to pursue areas of study that may not be available under a traditional high school setting. Students taking advantage of this course must be enrolled for at least 0.25 credits per quarter through an online provider including Utah Students Connect or one of the SOEP approved providers.				

**SPECIAL EDUCATION (SP)**

"SP" denotes classes taught in special programs for students under an Individual Education Program (IEP).  
 The curriculum key in Skyward for South Valley is "SCH802".

<b><u>Adaptive PE (9-12)</u></b>	<b>0532</b>	<b>(IFA)</b>	<b>9-12</b>	<b>.5</b>
This physical education course is adapted to individual needs of students as determined by the IEP team. This course must be taught by a certified physical education teacher. It fulfills the core requirements of high school physical education.				

<b><u>Applied Skills</u></b>	<b>0533</b>	<b>(CTE)</b>	<b>7-12</b>	<b>.5/1.0</b>
<i>(Note: using this course for math instruction should be done with caution and should be aligned with the student's IEP).</i> This course is designed to provide specialized instruction for students with disabilities when applying general curriculum concepts.				

<b><u>Basic Skills</u></b>	<b>0534</b>	<b>(E)</b>	<b>7-12</b>	<b>.5/1.0</b>
<i>(Note: using this course for math instruction should be done with caution and should be aligned with the student's IEP).</i> This course is designed to provide specialized instruction for students with disabilities who require basic general curriculum concepts.				



<b><u>Essential Elements English 10</u></b>	<b>0570.4</b>	<b>(E)</b>	<b>10</b>	<b>.5/1.0</b>
This course is designed to provide specialized instruction for students with disabilities when applying general curriculum concepts. This course will incorporate the 10 <sup>th</sup> Grade Essential Elements for English Language Arts including standards for writing, language, speaking, and listening. The Essential Elements are specific statements of knowledge and skills linked to the grade-level expectations identified in the Common Core State Standards (CCSS). The purpose of the Essential Elements is to build a bridge from the CCSS content to academic expectations for students with significant cognitive disabilities. <b>This course will generate a Dynamic Learning Map (DLM) assessment.</b>				
<b><u>Essential Elements English 11</u></b>	<b>0570.5</b>	<b>(E)</b>	<b>11</b>	<b>.5/1.0</b>
This course is designed to provide specialized instruction for students with disabilities when applying general curriculum concepts. This course will incorporate the 11 <sup>th</sup> Grade Essential Elements for English Language Arts including standards for writing, language, speaking, and listening. The Essential Elements are specific statements of knowledge and skills linked to the grade-level expectations identified in the Common Core State Standards (CCSS). The purpose of the Essential Elements is to build a bridge from the CCSS content to academic expectations for students with significant cognitive disabilities. <b>This course will generate a Dynamic Learning Map (DLM) assessment.</b>				
<b><u>Essential Elements English 12</u></b>	<b>0570.6</b>	<b>(E)</b>	<b>12</b>	<b>.5/1.0</b>
This course is designed to provide specialized instruction for students with disabilities when applying general curriculum concepts. This course will incorporate the 12 <sup>th</sup> Grade Essential Elements for English Language Arts including standards for writing, language, speaking, and listening. The Essential Elements are specific statements of knowledge and skills linked to the grade-level expectations identified in the Common Core State Standards (CCSS). The purpose of the Essential Elements is to build a bridge from the CCSS content to academic expectations for students with significant cognitive disabilities. <b>This course will generate a Dynamic Learning Map (DLM) assessment.</b>				
<b><u>Essential Elements Math 10</u></b>	<b>0572.4</b>	<b>(E)</b>	<b>10</b>	<b>.5/1.0</b>
<i>Note: Using this course for math instruction should be done with caution and should be aligned with the student's Individualized Education Plan (IEP.)</i>				
This course will incorporate the 10 <sup>th</sup> Grade Essential Elements for Math Standards including the real number system, number and quantity, algebra functions, geometry, statistics, and probability. The Essential Elements are specific statements of knowledge and skills linked to the grade-level expectations identified in the Common Core State Standards (CCSS). The purpose of the Essential Elements is to build a bridge from the CCSS content to academic expectations for students with significant cognitive disabilities. <b>This course will generate a Dynamic Learning Map (DLM) assessment.</b>				
<b><u>Essential Elements 11</u></b>	<b>0572.5</b>	<b>(E)</b>	<b>11</b>	<b>.5/1.0</b>
<i>Note: Using this course for math instruction should be done with caution and should be aligned with the student's Individualized Education Plan (IEP)</i>				
This course will incorporate the 10 <sup>th</sup> Grade Essential Elements for Math Standards including the real number system, number and quantity, algebra functions, geometry, statistics, and probability. The Essential Elements are specific statements of knowledge and skills linked to the grade-level expectations identified in the Common Core State Standards (CCSS). The purpose of the Essential Elements is to build a bridge from the CCSS content to academic expectations for students with significant cognitive disabilities. <b>This course will generate a Dynamic Learning Map (DLM) assessment.</b>				
<b><u>Essential Elements Math 12</u></b>	<b>0572.6</b>	<b>(E)</b>	<b>12</b>	<b>.5/1.0</b>
<i>Note: Using this course for math instruction should be done with caution and should be aligned with the student's Individualized Education Plan (IEP).</i>				
This course will incorporate the 10 <sup>th</sup> Grade Essential Elements for Math Standards including the real number system, number and quantity, algebra functions, geometry, statistics, and probability. The Essential Elements are specific statements of knowledge and skills linked to the grade-level expectations identified in the Common Core State Standards (CCSS). The purpose of the Essential Elements is to build a bridge from the CCSS content to academic expectations for students with significant cognitive disabilities. <b>This course will generate a Dynamic Learning Map (DLM) assessment.</b>				
<b><u>Math of Personal Finance</u></b>	<b>0574</b>	<b>(E)</b>	<b>11, 12</b>	<b>.5.1.0</b>
<i>Note: Using this course for math instruction should be done with caution and should be aligned with the student's Individualized Education Plan (IEP).</i>				
This course represents content from mathematics and personal finance that are essential for students who will assume roles as consumers, money managers and members of the global workforce.				
<b><u>Modern Math</u></b>	<b>0575</b>	<b>(E)</b>	<b>11, 12</b>	<b>.5/1.0</b>
<i>Note: Using this course for math instruction should be done with caution and should be aligned with the student's Individualized Education Plan (IEP).</i>				
This course introduces students to topics in modern mathematics as they apply to real-world contexts. The course extends students' understanding of the mathematics developed in Secondary Math 1. The course is intended to help students develop an understanding of how mathematics describes and explains the world in which they live. Students will extend their mathematical literacy, problem-solving skills, and enthusiasm for the power and beauty of mathematics as a tool for quantifying their world.				
<b><u>Essential Elements Science</u></b>	<b>0573</b>	<b>(E)</b>	<b>7-12</b>	<b>1.0</b>

This course is designed to provide specialized instruction for students with disabilities aligned to Utah's alternate standards in Science. **This course will generate a Utah Alternate Assessment (UAA) assessment.**

<b><u>Biology</u></b>	<b>0517</b>	<b>(BS)</b>	<b>9-12</b>	<b>1.0</b>
This course includes the topics of ecosystems, cells, heredity, diversity, organ systems and evolution. Students will explain biological ideas or concepts in their own words relate them to other topics and apply them in new contexts. This course is for students with disabilities.				
<b><u>Careers, Career Awareness/Skills</u></b>	<b>0535</b>	<b>(E)</b>	<b>7-12</b>	<b>.5/1.0</b>
This course is designed to introduce students with disabilities to a variety of career fields. Content may include: interest inventories, proficiency exams to help identify career fields appropriate to students' skills and interests, resume writing, interviewing skills, people skills, and other employability skills.				
<b><u>Community Studies</u></b>	<b>0536</b>	<b>(E)</b>	<b>7-12</b>	<b>.5/1.0</b>
This course is designed to provide specialized instruction for students with disabilities accessing their community which may include public transportation, medical facilities, library, grocery store and recreational facilities and/or programs as part of transition activities for students with disabilities.				
<b><u>Daily Living Skills 10</u></b>	<b>0537.4</b>	<b>(E)</b>	<b>10</b>	<b>.5/1.0</b>
This course is designed to provide specialized instruction for students with disabilities in daily living skills.				
<b><u>Daily Living Skills 11</u></b>	<b>0537.5</b>	<b>(E)</b>	<b>11</b>	<b>.5/1.0</b>
This course is designed to provide specialized instruction for students with disabilities in daily living skills.				
<b><u>Daily Living Skills 12</u></b>	<b>0537.6</b>	<b>(E)</b>	<b>12</b>	<b>.5/1.0</b>
This course is designed to provide specialized instruction for students with disabilities in daily living skills.				
<b><u>Directed Studies</u></b>	<b>0538</b>	<b>(E)</b>	<b>7-12</b>	<b>.5/1.0</b>
This course is designed to provide specialized instruction for targeted, individualized education goals for students with disabilities.				
<b><u>Earth Science</u></b>	<b>0518</b>	<b>(BS)</b>	<b>9-12</b>	<b>1.0</b>
This course integrates content from earth, physical, space and life sciences. Students develop an understanding of interactions and interdependence within and between earth systems and biological systems, atmospheric systems, water systems, geologic systems, energy systems and space. This course is for students with disabilities.				
<b><u>Geography for Life</u></b>	<b>0525</b>	<b>(GFL)</b>	<b>9-12</b>	<b>1.0</b>
Geography studies the earth, its features and human life. This is a core course for students with disabilities. It fulfills the requirements for Social Studies for secondary students with disabilities.				
<b><u>Health Ed 2 (9-12)</u></b>	<b>0530</b>	<b>(HE)</b>	<b>9-12</b>	<b>.5/1.0</b>
Advanced required core curriculum course that builds on the concepts and principles developed in Health 1 for students with disabilities.				
<b><u>Job Sampling</u></b>	<b>0541</b>	<b>(CTE)</b>	<b>7-12</b>	<b>.5/1.0</b>
Students with disabilities will be provided with practical work experiences in various occupations as part of their career exploration.				
<b><u>Job Training</u></b>	<b>0542</b>	<b>(CTE)</b>	<b>7-12</b>	<b>.5/1.0</b>
Students with disabilities will learn workplace skills through participation in a variety of work experiences.				
<b><u>Language Arts 10</u></b>	<b>0503</b>	<b>(LA)</b>	<b>10</b>	<b>1.0</b>
This is a course in reading, writing, and inquiry for students with disabilities that aligns with the 10 <sup>th</sup> Grade Utah English Language Arts (ELA) Core Standards				
<b><u>Language Arts 11</u></b>	<b>0504</b>	<b>(LA)</b>	<b>11</b>	<b>1.0</b>
This is a course in reading, writing, and inquiry for students with disabilities that aligns with the 11 <sup>th</sup> Grade Utah English Language Arts (ELA) Core Standards				
<b><u>Language Arts 12</u></b>	<b>0505</b>	<b>(LA)</b>	<b>12</b>	<b>1.0</b>
This is a course in reading, writing, and inquiry for students with disabilities that aligns with the 12 <sup>th</sup> Grade Utah English Language Arts (ELA) Core Standards				
<b><u>Secondary Reading (9-12)</u></b>	<b>0507</b>	<b>(E)</b>	<b>9-12</b>	<b>.5/1.0</b>
This is a course in reading for students with disabilities that targets instruction in reading comprehension, vocabulary and reading skills for reading literary, informational, and functional texts.				
<b><u>Learning Strategies</u></b>	<b>0543</b>	<b>(E)</b>	<b>7-12</b>	<b>.5/1.0</b>
This course is designed to provide specialized instruction in which students with disabilities learn and apply strategies while accessing the general curriculum.				

<b><u>Life Skills 10</u></b>	<b>0544.4</b>	<b>(E)</b>	<b>10</b>	<b>.5/1.0</b>
This course is designed to provide specialized instruction for students with disabilities under the direction of the special educator and/or related service provider.				
<b><u>Life Skills 11</u></b>	<b>0544.5</b>	<b>(E)</b>	<b>11</b>	<b>.5/1.0</b>
This course is designed to provide specialized instruction for students with disabilities under the direction of the special educator and/or related service provider.				
<b><u>Life Skills 12</u></b>	<b>0544.6</b>	<b>(E)</b>	<b>12</b>	<b>.5/1.0</b>
This course is designed to provide specialized instruction for students with disabilities under the direction of the special educator and/or related service provider.				
<b><u>Secondary Mathematics 1</u></b>	<b>0566</b>	<b>(M)</b>	<b>8-10</b>	<b>1.0</b>
<i>Prerequisite: 8<sup>th</sup> Grade Mathematics</i>				
Students with disabilities in Secondary Mathematics I will deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomenon, and in part by applying linear models to data that exhibit a linear trend. Students will use properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge. Algebraic and geometric ideas are tied together. Students will experience mathematics as a coherent useful and logical subject that makes use of their ability to make sense of problem situations.				
<b><u>Secondary Mathematics 2</u></b>	<b>0567</b>	<b>(M)</b>	<b>9-11</b>	<b>1.0</b>
<i>Prerequisite: Secondary Mathematics 1</i>				
Students with disabilities in Secondary Mathematics II will focus on quadratic expressions, equations, and functions, extend the set of rational numbers to the set of complex numbers, link probability and data through conditional probability and counting methods, study similarity and right triangle trigonometry, and study circles with their quadratic algebraic representations.				
<b><u>Secondary Mathematics 3</u></b>	<b>0568</b>	<b>(M)</b>	<b>10-12</b>	<b>1.0</b>
<i>Prerequisite: Secondary Mathematics 2</i>				
Students with disabilities in Secondary Mathematics III will pull together and apply the accumulation of learning they have from previous courses. They will apply methods from probability and statistics to draw inferences and conclusions from data, expand their repertoire of functions to include polynomial, rational, and radical functions, expand their study of trigonometry to include general triangles, and use functions and geometry to create models and solve contextual problems.				
<b><u>Supplemental Secondary Mathematics</u></b>	<b>0569</b>	<b>(E)</b>	<b>9-12</b>	<b>.5/10</b>
This course is designed to provide supplemental math instruction to support a core mathematics course. It should not be taught as a stand-alone course. The standards of the course are those of the associated core course.				
<b><u>Study Skills</u></b>	<b>0546</b>	<b>(E)</b>	<b>7-12</b>	<b>.5/1.0</b>
This course is designed to provide specialized instruction in which students with disabilities learn and apply social and academic skills and strategies. This class may cover: Organization, time management, stress management, reading strategies, test taking strategies, study, note taking, academic tracking, team work, communication and goal setting, learning and interest assessments.				
<b><u>Transition</u></b>	<b>0547</b>	<b>(CTE)</b>	<b>7-12</b>	<b>.5/1.0</b>
This course is designed to provide specialized instruction to facilitate student achievement of post-secondary goals including post-secondary education, training, employment, independent living and community access. It is for students with disabilities.				
<b><u>U.S. History 2 (9-12)</u></b>	<b>0524</b>	<b>(USH)</b>	<b>9-12</b>	<b>1.0</b>
This is a core course for students with disabilities. It fulfills the Social Studies requirements for 11 <sup>th</sup> grade students. It is a survey of American history with an emphasis on post-Reconstruction America (1876-Present), but it also includes a review of the earlier period.				
<b><u>U.S. Government and Citizenship</u></b>	<b>0529</b>	<b>(USGC)</b>	<b>10-12</b>	<b>.5</b>
This is a core class that is recommended for seniors. This course will present the major ideas, protections, privileges, structures, and economic systems that affect the life of a citizen in the United States political system.				
<b><u>World Civilizations 2 (9-12)</u></b>	<b>0528</b>	<b>(WC)</b>	<b>9-12</b>	<b>1.0</b>
This is a core class for 10 <sup>th</sup> grade students with disabilities. It is designed as a survey class, describing the relationships that have developed over time among major regions of the world: East Asia, South Asia, Southwest Asia (Middle East), Africa, Europe, North America and Latin America				

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## MATH PATHWAY OPTIONS FOR SPECIAL EDUCATION STUDENTS

7<sup>th</sup>

**7th Grade Math**  
 May be a general education class, a co-taught class, or a special education class.

8<sup>th</sup>

**8th Grade Math**  
 May be a general education class, a co-taught class, or a special education class.

9<sup>th</sup>

<b>Secondary Math 1 (Year 1)*</b>	<b>Secondary Math 1 (Year 1)*</b>	<b>Secondary Math 1</b>	<b>Secondary Math 1</b>
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10<sup>th</sup>

<b>Secondary Math 1 (Year 2)*</b>	<b>Secondary Math 1 (Year 2)*</b>	<b>Secondary Math 2 Co-Taught</b>	<b>Secondary Math 2 + Supp. Math 2</b>
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11<sup>th</sup>

<b>Math of Personal Finance or Modern Math</b>	<b>Secondary Math 2 (Big Ideas or Co-Taught)</b>	<b>Appropriate AAF Course**</b>	<b>Secondary Math 3 + Supp. Math 3</b>
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12<sup>th</sup>

<b>Math of Personal Finance or Modern Math</b>	<b>Math of Personal Finance or Modern Math</b>	<b>Appropriate AAF Course**</b>	<b>Appropriate AAF Course**</b>
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\* The SAGE assessment test will be taken both years. The score of the first test is the score that is banked for the student.

\*\* Any of the following Applied, Advanced, or Foundation (AAF) Math courses can be taken: Introductory Statistics, Mathematical Decision Making for Life, Modern Math, Mathematics of Personal Finance, Accounting I and II, Computer Programming, and Medical Math. There are no special education course codes for these classes so they must be co-taught or general education courses.