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**Rock Springs, Wyoming**

**Barbara Rezzonico, Principal**

***2024-25***

***Course Catalog***

**Our mission is to prepare our students with the skills and knowledge needed**

**to be successful in the post-secondary path**

**of their choosing.**

**Graduation Requirements**

Graduation from the District's High Schools requires successful completion of specific requirements of Wyoming law and District policy. Only those students who have completed graduation requirements may take part in graduation ceremonies.

Student Responsibility

Students and their legal parent(s) or guardian(s) are responsible for compliance with these graduation requirements. Graduation requirements begin in the ninth (9th) grade and continue through the twelfth (12th) grade. Specific credits or courses must be successfully completed according to the Wyoming Content and Performance Standards, as amended.

High School Diploma Requirements

Farson-Eden High School

Credit Requirements:

To be eligible to graduate from Farson High School, students must earn a minimum of twenty eight (28) credits\* in grades nine (9) through twelve (12). All courses from grades nine (9) through twelve (12) will count towards the grade point average (GPA) and class rank, according to the school handbook. Specific course and credit requirements include:

Four Credits English / Language Arts

Three Credits Mathematics

Three Credits Science

Three Credits Social Studies\*\*

One half Credit Physical Education

One half Credit Health and Safety

One Credit Career or Vocational Education

One Credit Personal Finance

One Credit Fine Arts or Performing Arts

One Credit Applied technology

One half Credit Foreign Cultures or Language

Nine and One half Credits Electives

Twenty Eight Credits Total

\* Credit means the credit earned during a school year that reflects the instructional time provided in a class calculated by multiplying the number of minutes the district uses for a class by the number of pupil-teacher contact days in the District calendar. Wyoming Department of Education Rules, Ch. 31, Sec. 4(g).

\*\*Including U.S. history, World history, \*government and economic systems and institutions. All students must satisfactorily pass an examination on the principles of the Constitutions of the United States and the State of Wyoming (Wyo. Stat. § 21-9-102).

\*\*\*Courses taken before grade nine (9) used to satisfy high school diploma requirements shall be aligned to the state standards in grades nine (9) through twelve (12) and counted towards graduation.

# General Diploma

In addition to the outlined course work students must have a consent meeting with their guardian, administrator, and counselor/social worker where the General Diploma is clearly explained and consent attained. District reserves the right of placement. Students who choose the general diploma option may not qualify for any level of Hathaway Scholarship or other scholarship opportunities. Placement for the general diploma track is available after completion of the second semester of the freshman year.

Students must meet the following graduation requirements:

Specific course and credit requirements include:

Four Credits English / Language Arts

Three Credits Mathematics Three Credits Science

Three Credits Social Studies\*\*

Half Credit Health Half Credit

Personal Finance

Four Elective credits, 2 credits concentrated in at least one content area, that are career oriented.

Eighteen credits total

\*Credit means the credit earned during a school year that reflects the instructional time provided in a class calculated by multiplying the number of minutes the district uses for a class by the number of pupil-teacher contact days in the District calendar. Wyoming Department of Education Rules, Ch. 31, Sec. 4(g). Wyoming Department of Education Rules, Ch. 31, Sec. 4(g). \*\*Including U.S. history, World history, American government and economic systems and institutions. All students must satisfactorily pass an examination on the principles of the Constitutions of the United States and the State of Wyoming (Wyo. Stat. § 21-9-102).

Students with Disabilities; Certificate Option

The District will provide eligible students with disabilities the opportunity to graduate from high school, take part in graduation exercises, and to receive documentation of such formal training/education completion through the awarding of either a high school diploma or a certificate of completion.

I. High School or General Diploma: A high school or general diploma will be awarded to all students, with and without disabilities, who satisfy the graduation requirements under this policy.

II. Certificate of Completion: The District recognizes that students with disabilities may be working on

different standards from other students and endeavors to acknowledge the academic achievement of those individuals. A Certificate of Completion (formerly known as a Certificate of Attendance) will be awarded to students who do not meet the requirements for graduation with a high school or general diploma but who meet requirements set forth in heir Individual Education Plan (IEP). The requirements for a Certificate of Completion are set by a student’s IEP team and are unique to each student. If a student receiving a Certificate of Completion is less than twenty-one years of age, the student has a continued right to attend public school until the end of the school year in which the student reaches age twenty-one or until the student has earned a high school diploma, whichever is earlier. A Certificate of Completion is a certificate option and not recognized as a high school or general diploma under state law.

Enrollment Requirements

Students eligible for graduation shall be those enrolled full time in grades nine (9) through twelve (12). Full-time enrollment is defined according to the particular school’s handbook. Upon proof of extenuating circumstances, specific written permission for exceptions may be granted only by the building principal. No diploma or credit for a course which has been completed successfully shall be denied a pupil who has earned it, provided such diploma or credit shall not be deemed earned until payment has been made for all indebtedness due to the District.

Transferring Students

Students who transfer to Sweetwater County School District Number One from accredited schools shall be given credit for previous coursework based upon an evaluation of transcripts, credits, grades and, if necessary at the discretion of the building Principal, through District selected assessments. Students transferring from home school programs shall be assessed under the District Policy File IGCB, home schooling. Students transferring from non-accredited and/or nondiploma granting institutions may be given credit for previous coursework at the discretion of the building Principal and Curriculum Director if a review of each course description shows that the completed course is substantially the same as a credited course offered throughout the District, and the course meets both district and state standards. In

determining whether to accept the course, the building Principal and Curriculum Director may also consider the student’s transcripts, credits, grades and, if necessary at the discretion of the building Principal and Curriculum Director, require District selected assessments.

REFERENCE POLICY FILE: IKF Graduation Requirements

**Virtual Courses**

Students wishing to take courses outside of the Farson course catalog or in place of a course currently offered in person at the Farson Eden School must bring forward the course of choosing (and documentation of accredidation of the offering school) to the counseling office. The school counselor will complete a “Permission to take Outside Course” form and present it to administration for approval. Upon approval and gathering of required signatures, this document will serve as the contract that the school will accept the grade upon official receipt of notification of successful completion from the offering institute. Upon receipt of transcripts, the grade will be posted to the student’s Farson Eden transcript. Parents and students are responsible for all costs associated with taking an outside course.

**High School Credit from Adult/College or Correspondence Study**

Nothing in this section prohibits a high school student from taking a college or university course apart

from agreements outlined in this section if the student bears the cost. Wyo. Stat. § 21-20-201 Section G.

**Concurrent Enrollment Coursework**

These courses may be taught at Farson Eden High School by high school teachers, who have been approved as community college adjunct faculty. These courses have been approved by WWCC and have equivalent course content, learning objectives, and same work assignments as an existing college course. Students receive a grade on an official college transcript and their Farson Eden High School transcript.

Additional courses may be articulated with the college and students will be notified if a class offers college credit.

**Dual Enrollment Coursework**

High School Students of Sweetwater County School District No. 1 can take up to 12 credit hours each

Fall/Spring semester at Western Wyoming Community College (WWCC) at no charge, excluding course fees. Western Wyoming Community College does require entering students to take placement tests in English, Math and Science if the ACT Score does not meet WWCC requirements. The placement test dates will be announced by WWCC. It is the student's responsibility to take this test before enrolling at WWCC. All courses will be posted on high school transcripts. Credit towards specific graduation requirements will be at the discretion of the building principal. See your counselor for a dual enrollment application form.

**Wyoming Postsecondary Education Options Program**

The Wyoming Postsecondary Education Options Program, Wyo. Stat. § 21-20-201 et. seq.

provides postsecondary education enrollment options for high school students. Under this

Program, District students may attend certain courses offered by the University of Wyoming or

participating community colleges.

Upon successful completing a course offered under the Wyoming Postsecondary Education

Options Program, a student will receive academic credit from the District that will be counted

towards the graduation requirements of the District (Policy IKF). Evidence of successful

completion of each course, the secondary credits granted and a statement that the credits were

earned through Program participation shall be made a part of the participating student's records

maintained by the District. In addition, the participating student will receive postsecondary

education credit for any course successfully completed under the Program.

Eligibility information, Program materials, and application instructions may be obtained through

academic counseling.

**Credit Conversion Farson-Eden High School**

Western Wyoming Community College semester hours will be converted to District credits as

follows:

1 semester hour = .25 credits

2 semester hours = .75 credits

3 semester hours = 1 credit

Hours earned at other postsecondary institutions will be converted as provided in the agreement

between the District and that postsecondary institution.

REFERENCE POLICY FILE: IKFA Wyoming Postsecondary Education Options Program and Credit Conversion

**Summer School/Credit recovery**

Students who do not successfully complete a required course may be required to participate in credit recovery during the school year or in summer school. Summer school may be offered for Farson Eden High School students at a designated district school. If a student fails part of required class, it is recommended that he/she make-up this deficiency to remain on track for graduation.

**Course Fees**

Students may be asked to pay a fee for materials or services related to optional (elective) classes, activities, sports or projects. Fees will be clearly listed in the course catalogs or schedule of fees.

Should financial problems become apparent for any individual student or student's family, the District will evaluate extenuating circumstances and make any appropriate adjustments to one or more fees or fines. At the discretion of the building administrator, a portion or full amount may be waived by completing the Fees & Fines Waiver Form. Adjustments will also be made in the tracking system. (This information will be included in the registration materials.).

REFERENCE POLICY FILE: JN and JN-R Fees and Fines

**Hathaway/Sweetwater County School District #1 Grade- Weighting Process**

In accordance with 2017 Senate Enrolled ACT 0056, the Wyoming Department of Education

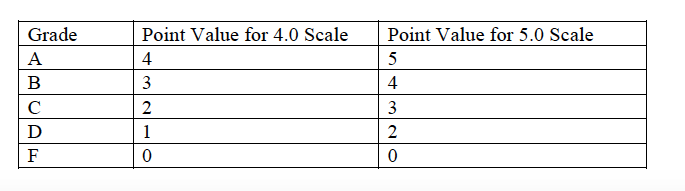
established a grade-weighting policy. From school year 2018-19 forward, all districts are

required to calculate a weighted Hathaway Grade Point Average (GPA), Sweetwater County

School District #1 has made this the primary Grade Point Average (GPA). The five-point (5.0)

scale will be used for all Advanced Placement (AP) courses and +1000 level college dual and

concurrent classes.



**Schedule**

Farson Eden High School operates on a modified 4x4 block schedule. Under this schedule, some classes are offered for 50 minutes per day. These classes run all year and students receive 0.5 credits at the end of each semester. Other classes are offered for 103 minutes per day. These classes run for one semester and students receive 0.5 credits at the end of each quarter.

**Schedule/Class Change Procedures**

Schedule changes are only to be made through the counseling office. Students will be allowed to make changes in their selected classes during the first 3 days of each quarter. After the first three days of the semester, one of the following four circumstances must exist for consideration a a schedule change.

1. Pre-requisite lacking
2. Graduation concerns
3. Medical reasons or IEP\*
4. Problem resolution\*\*

\*Requires a medical practitioner’s written recommendation or recommendation of the IEP team.

\*\*Requires an individual meeting be held with the teacher, student, administrator, and counselor to resolve a specific problem or permit schedule change.

**Hathaway Eligibility**



Subject to change as per the Wyoming State Legislature

National Honor Society

The Farson-Eden branch of National Honor Society invites all high school juniors and seniors with an accumulative grade point average of 3.50 or higher with no behavioral issue. Eligible students are then interviewed by the Honor Council on the four qualities as defined by the National Honor Society: Scholarship, Character, Leadership and Service.

Service is measured by their high school GPA. As mentioned, 3.5 is the minimum and they receive one point for each .1 over the minimum GPA. A student’s character is evaluated by the Honor Council and a student’s present or former teachers in the areas of: respect, responsibility, trustworthiness, fairness, caring and citizenship. A maximum of eight points can be assigned for character. Leadership and service are evaluated by counting the number of leadership and service positions the student has held for grades 9, 10, 11 and 12. These positions must be reported by the activity’s sponsor and recorded on the student’s transcript. A maximum of one point is given for each position per year. Students are also evaluated by the Honor Council in the areas of leadership and service as part of the NHS interview.

A final score is determined by adding together all the total scores for each for the four NHS qualities. Any student who receives at least 80% of all possible points are then considered candidates for admission into the Farson-Eden Chapter of the National Honor Society.

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**NONDISCRIMINATION**

Sweetwater County School District Number One does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The requirement not to discriminate in the education program or activity extends to admission and employment.

Designated to handle inquiries about nondiscrimination policies are:

Title IX Coordinator – title.IX@sw1.k12.wy.us Section 504/ADA

Coordinator - section504@sw1.k12.wy.us

Civil Rights Compliance Coordinator – civil.rights@sw1.k12.wy.us

Address:

3550 Foothill Boulevard

               P.O. Box 1089

                Rock Springs, Wyoming 82902

Telephone:

307-352-3400

**NO DISCRIMINACIÓN**

El Distrito Escolar Número Uno del Condado de Sweetwater no discrimina en ningún programa o actividad por motivos de sexo, raza, credo, religión, color, origen nacional, edad, condición de veterano o militar, orientación sexual, expresión o identidad de género, discapacidad o el uso de un perro guía entrenado o un animal de servicio y brinda igualdad de acceso a los Boy Scouts y otros grupos juveniles designados. El requisito de no discriminar en el programa o actividad educativa se extiende a la admisión y el empleo.

Los designados para manejar consultas sobre políticas de no discriminación son:

Coordinador de Título IX – title.IX@sw1.k12.wy.us

         Coordinador de Sección 504/ADA -  section504@sw1.k12.wy.us

Coordinador de Cumplimiento de Derechos Civiles – civil.rights@sw1.k12.wy.us

Dirección:

3550 Foothill Boulevard

              P.O. Box 1089

               Rock Springs, Wyoming 82902

Teléfono:

307-352-3400

**Career and Technical Education**

Annual Public Notification of Nondiscrimination

Sweetwater School District Number One offers many career and technical education programs. Admission to these programs is based on prerequisite standards as detailed in each course handbook.

It is the policy of Sweetwater School District Number One not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of Sweetwater School District Number One not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended. Below are links to the District non-discrimination policies:

●  Policy File: AC - Nondiscrimination:

●  Policy File: ACA - Nondiscrimination on the Basis of Sex:

●  Policy File: ACA-R - Sexual Harassment:

●  Policy File: GBCH - Staff Harassment and Violence Policy:

●  Policy File: JFCB - Student Harassment and Violence Policy:

[https://go.boarddocs.com/wy/sweetwater1/Board.nsf/Public#](http://fmps.sw1.k12.wy.us/SuperContainer/RawData/DocuBin/2021/08/17/V-A19A9D68-7EFE-4122-A77E-81EA193EBE2B)

Sweetwater School District Number One will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Civil Rights Compliance Coordinator at civil.rights@sw1.k12.wy.us, (307)352-3400, contact the Title IX Coordinator at title.IX@sw1.k12.wy.us, (307)352-3400, and/or the Section 504 Coordinator at section504@sw1.k12.wy.us, (307)352-3400.

***LEA: Human Resource Director, Tiffany Gunter***

***(307)352-3400 ext. 1285***

***guntert@sw1.k12.wy.us***

For further information on notice of non-discrimination, visit https://ocrcas.ed.gov/contact-ocr for the address and phone number of the office that serves your area, or call 1-800-421-3481.

[More information can be found here.](http://www2.ed.gov/about/offices/list/ocr/poloverview.html)

**Educación Técnica y Profesional**

Notificación Publica Anual de No Discriminación

El Distrito Escolar Número Uno de Sweetwater ofrece programas de educación técnica y profesional en Construcción, Diseño / Pre-Construcción, Gestión de Información Comercial, Enseñanza / Capacitación, Contabilidad, Servicios de Diagnóstico, Gestión de Servicios de Restaurantes y Alimentos / Bebidas, Soporte y Servicios de Información, Gestión de Servicios de Emergencias e Incendios, Pre-Ingeniería, Mantenimiento de Instalaciones y Equipos Móviles, Sistemas Animales, Producción, Ingeniería y Tecnología, Energía, Sistemas Estructurales y Técnicos, Servicios Bancarios. La admisión a estos programas se basa en los requisitos previos que se detallan en el manual de cada curso.

Es política del Distrito Escolar Número Uno de Sweetwater no discriminar por motivos de raza, color, origen nacional, sexo o discapacidad en sus programas, servicios o actividades vocacionales según lo requiere el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; Título IX de las Enmiendas a la Educación de 1972; y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.

Es política del Distrito Escolar Número Uno de Sweetwater no discriminar por motivos de raza, color, origen nacional, sexo, discapacidad o edad en sus prácticas laborales según lo requiere el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; Título IX de las Enmiendas a la Educación de 1972; la Ley de Discriminación por Edad de 1975, según enmienda; y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda. A continuación, se encuentran los enlaces de las políticas de no discriminación del Distrito:

* Archivo de Política: AC – No Discriminación:
* Archivo de Política: ACA – No Discriminación por Motivos de Sexo
* Archivo de Política: ACA-R – Acoso Sexual:
* Archivo de Política: GBCH – Acoso de Personal y Política de Violencia:
* Archivo de Política: JFCB – Acoso Estudiantil y Política de Violencia:

[https://go.boarddocs.com/wy/sweetwater1/Board.nsf/Public#](http://fmps.sw1.k12.wy.us/SuperContainer/RawData/DocuBin/2021/08/17/V-A19A9D68-7EFE-4122-A77E-81EA193EBE2B)

El Distrito Escolar Número Uno de Sweetwater tomará medidas para asegurar que la falta de habilidades en el idioma inglés no sea una barrera para la admisión y participación en todos los programas educativos y vocacionales.

**English Language Arts Courses**

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| **6th Grade Language Arts** | | | | | | | Grade | 6 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *None* | | Hathaway Approved | | | *N/A* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students will analyze figurative language, word choice, author’s point of view, and text structure in order to explain the impact on meaning, tone, and development of ideas, and support their analysis with textual evidence. Students will interpret information, apply research skills, and produce a claim to be justified in an argumentative essay. | | | | | | | | | | |

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| **7th Grade Language Arts** | | | | | | | Grade | 7 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *6th Grade Language Arts* | | Hathaway Approved | | | *N/A* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students will analyze interactions between individuals, events, and ideas in informational or literary texts, and identify universal themes as they relate to the human condition. Students will apply academic and domain-specific (content area) vocabulary to formulate a deeper understanding of text. Students will make informed inferences by synthesizing and critiquing information thus creating multimodal presentations. | | | | | | | | | | |

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| **8th Grade Language Arts** | | | | | | | Grade | 8 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *7th Grade Language Arts* | | Hathaway Approved | | | *N/A* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students will analyze a variety of texts by applying thinking strategies to determine how an author’s choices affect text meaning(s) and the relationship with the reader and his/her world by citing a variety of text evidence to support analysis. Students will plan and incorporate appropriate and timely speaking and listening strategies in multiple settings. Students will also use the writing process to write expressive and explanatory pieces for an audience and purpose. | | | | | | | | | | |

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| **9th Grade Language Arts / Freshman English** | | | | | | | Grade | 9 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *None* | | Hathaway Approved | | | *Yes* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students will cite specific pieces of textual evidence to analyze the purpose, deeper meaning, and progression of ideas across a wide variety of texts. Students will utilize various writing strategies to compose written works in multiple styles and formats, including inquiry-based research. Students will also investigate the language that they encounter daily, distinguishing between simple communication and more complex styles of speaking, to interpret the intended meaning behind diverse manners of expression. | | | | | | | | | | |

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| **Sophomore English** | | | | | | | Grade | 10 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *Freshman English* | | Hathaway Approved | | | *Yes* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students will analyze multiple cultures, perspectives, and characters to deepen their appreciation of literature and interpret their world. Students will produce original examples of figurative language to add creativity and connotative meaning to their writing. Students will identify rhetorical language and incorporate it into their own writing. Students will write accurately using various structures, paying particular attention to blending their own ideas with inquiry-based research. | | | | | | | | | | |

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| **Junior English** | | | | | | | Grade | 11 | Credit | 1.0 |
| Length | *1 block* | | Prerequisite | | *Sophomore English* | | Hathaway Approved | | | *Yes* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students will analyze literature from key eras and genres to evaluate the choices authors made in their compositions. Students will compose writings in a variety of modes in order to evaluate authors in terms of their individual styles and effectiveness. | | | | | | | | | | |

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| **Senior English** | | | | | | | Grade | 11-12 | Credit | 1.0 |
| Length | *1 block* | | Prerequisite | | *Junior English* | | Hathaway Approved | | | *Yes* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students will refine their analyses of various themes in traditional and nontraditional literature and demonstrate college and/or career ready writing skills. | | | | | | | | | | |

**English Dual/Concurrent Enrollment Courses**

These courses may be taught at Farson Eden High School by high school teachers, who have been approved as community college adjunct faculty or in a virtual setting by WWCC faculty under the supervision of a FES instructor. These courses have been approved by WWCC and have equivalent course content, learning objectives, and the same work assignments as an existing college course. Students receive a grade on an official college transcript and their Farson Eden High School transcript.

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| **FEHS course name** | **WWCC course name** |
| ENGL 1010 | ENGL 1010 English Composition I: This freshman English course is designed to develop writing skills. The course has two objectives: for students to understand the various stages of the writing process, such as pre-writing, revising, and proofreading and for students to write clear, well-ordered essays. Students must have a McCann Placement exam score of 70 or better or an ACT English Score of 18 or higher to register. |
| ENGL 2005 | ENGL 2005 Technical Writing: This course emphasizes professional writing and research that students can expect to use in science, business, industry and /or government. Examples include memos, letters, instructions, proposals, resumes, and reports. Students will learn how to write clearly and concisely, how to shape a message for a particular audience, how to design a document, and how to create visuals. Student must meet a prerequisite of a C or higher in ENGL 1010. |

**Mathematics Courses**

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| **6th Grade Math A/B** | | | | | | | Grade | 6 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *None* | | Hathaway Approved | | | *N/A* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students will fluently add, subtract, multiply, and divide multi-digit integers and decimals. Students will analyze fractions to include division and connect with real-world statistics to identify, produce, and analyze rates and ratios. Students will illustrate rates and ratios through coordinate planes and number lines to identify and produce polygons and calculate their area and surface area. Students will calculate the volume of a right rectangular prism using area. Students will identify the relationship of variables within expressions and solve for the variable within equations. | | | | | | | | | | |

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| **7th Grade Math A/B** | | | | | | | Grade | 6 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *6th Grade Math* | | Hathaway Approved | | | *N/A* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students will apply proportional relationships; manipulate and analyze rational numbers including expressions, linear equations and inequalities in one variable. Students will solve problems involving scale drawings, informal geometric constructions, two- and three-dimensional shapes involving area, surface area, and volume. Students will draw inferences about populations based on samples. | | | | | | | | | | |

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| **8th Grade Math A/B** | | | | | | | Grade | 6 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *7th Grade Math* | | Hathaway Approved | | | *N/A* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students will formulate and reason about expressions and equations, including solving linear equations, systems of linear equations, and model an association in bivariate data with a linear equation. Students will use functions to describe quantitative relationships. Students will analyze two- and three- dimensional space figures using distance, angle similarity and congruence, and apply the Pythagorean Theorem to real-world problems. | | | | | | | | | | |

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| **Pre-Algebra** | | | | | | | Grade | 8-9 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *None* | | Hathaway Approved | | | *Yes* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students will fluently add, subtract, multiply, and divide fractions, integers, and decimals. Students will analyze graphs and properties of geometric figures. Students will interpret data from graphs and tables. | | | | | | | | | | |

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| **Algebra 1** | | | | | | | Grade | 9 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *None* | | Hathaway Approved | | | *Yes* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students will create and simplify algebraic expressions using laws of exponents and structures such as factored form; solve linear equations, inequalities, systems of linear equations, and factorable quadratic equations; write, graph and interpret linear and exponential functions; interpret, graph, and summarize one and two variable data. | | | | | | | | | | |

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| **Geometry** | | | | | | | Grade | 10 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *Algebra 1* | | Hathaway Approved | | | *Yes* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students will apply inductive and deductive reasoning. Students will calculate lengths, areas, and volumes of plane and solid figures. Students will identify triangles and use their properties to solve equations, determine congruence, and determine similarity. Students will apply sine, cosine, and tangent ratios. Students will construct geometric shapes. Students will use all preceding skills to solve real life and mathematical problems. | | | | | | | | | | |

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| **Algebra II** | | | | | | | Grade | 11 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *Geometry* | | Hathaway Approved | | | *Yes* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students will create, make sense of problems and persevere in solving algebraic expressions pertaining to radical, rational, polynomial, logarithmic, and exponential functions. Students will reason abstractly, quantitatively, construct viable arguments and critique the reasoning behind the arguments. Students will model with mathematics, use appropriate tools strategically, and attend to precision. Students will look for and make use of structure, express regularity in repeated reasoning. | | | | | | | | | | |

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| **Algebra III / Trigonometry** | | | | | | | Grade | 11-12 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *Algebra II* | | Hathaway Approved | | | *Yes* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students will rewrite radical, rational, polynomial, logarithmic, and exponential expressions in equivalent forms. Additionally, students will create and solve linear, quadratic, radical, rational, logarithmic, and exponential equations that can model real-life problems. Students will also graph and analyze quadratic, exponential, and basic trigonometric functions, and utilize these graphs for problem solving. Finally, students will solve triangles using trigonometric ratios and the unit circle. | | | | | | | | | | |

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| **Pre-Calculus** | | | | | | | Grade | 12 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *Algebra III / Trigonometry* | | Hathaway Approved | | | *Yes* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Pre-calculus is intended to provide the mathematical background needed for calculus. This course will provide a general introduction to functions, operations with function, inverse functions, and graphs of functions using standard graphs with transformations. It will include an extensive study of linear functions, polynomial functions (including new methods of solving polynomial equations), rational and radical functions, exponential and logarithmic functions, circular and trigonometric functions, sequences and series. The course will include extensive use of the graphing calculator. | | | | | | | | | | |

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| **Integrated Math** | | | | | | | Grade | 9-12 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *Geometry* | | Hathaway Approved | | | *Yes* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| This class is designed to be a transition course between Geometry and Algebra II. Students will write and evaluate expressions; solve, write and graph linear equations and inequalities; and interpret patterns and functions. Students will interpret data, calculate central tendency and basic probability. Students will transform shapes on a coordinate plane and solve similarity problems including ones that involve right triangle trigonometry. | | | | | | | | | | |

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| **Consumer Applied Math** | | | | | | | Grade | 9-12 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *none* | | Hathaway Approved | | | *Yes* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students will apply basic computational skills and mathematical concepts to essential consumer topics such as income, banking, saving, budgeting, taking out various types of loans, and expenses incurred in owning a business. Students will analyze and compare accounting and macro-economic concepts. | | | | | | | | | | |

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| **Logic and Problem Solving** | | | | | | | Grade | 10-12 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *None* | | Hathaway Approved | | | *No* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Student will explore concepts and applications of logic rules, basic probability and statistics as well as investigate problem solving techniques (algebraic and non-algebraic). Upon completing this course, students will be able to: 1. Choose and apply appropriate problem solving and decision-making processes and methods. 2. Identify common obstacles to effective problem solving and decision making. 3. Recognize the human variable in problem solving and decision making. 4. Assess major conceptual blocks and significant situation challenges. 5. Explain the key elements of problem solving and decision making and the barriers associated with them. | | | | | | | | | | |

**Science Courses**

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| **6th Grade Science** | | | | | | | Grade | 6 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *None* | | Hathaway Approved | | | *N/A* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students will model connections within different levels of living organisms and Earth’s climate systems, using physical science concepts to explain processes within each of these systems. | | | | | | | | | | |

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| **7th Grade Science** | | | | | | | Grade | 7 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *6th Grade Science* | | Hathaway Approved | | | *N/A* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students will track the cycling of matter and energy in chemical systems, food webs, the water cycle, and the rock cycle. Students then examine how human activities alter these systems. | | | | | | | | | | |

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| **8th Grade Science** | | | | | | | Grade | 8 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *Algebra III / Trigonometry* | | Hathaway Approved | | | *N/A* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *N/A* |
| Students will use science and engineering practices to plan and conduct investigations involving force, motion, energy, and waves throughout the universe. Students will synthesize evidence to demonstrate how processes change the Earth and living organisms over time. Students will evaluate solutions to address the effects of human population growth on Earth’s resources. | | | | | | | | | | |

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| **Biology I** | | | | | | | Grade | 9 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *None* | | Hathaway Approved | | | *Yes* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students will explain the characteristics of life, identify and summarize hierarchical relationships and construct an explanation for how cellular organelles support life giving processes. Students will explain and summarize the ecological processes present in a balanced ecosystem, including modeling how energy flows and nutrients cycle. Students will identify the role of DNA in passing on heritable characteristics and analyze evidence in earth's historical record to explain evolution and speciation. Lastly, students will evaluate human impact on these biological processes. | | | | | | | | | | |

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| **Physical Science** | | | | | | | Grade | 10 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *None* | | Hathaway Approved | | | *Yes* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students will use science and engineering practices to explain matter and energy phenomena at an atomic level. | | | | | | | | | | |

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| **Chemistry I** | | | | | | | Grade | 11 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *Biology* | | Hathaway Approved | | | *Yes* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students will explore the structure of atoms, chemical bonding and reactions, and states of matter. Students will examine all of these both qualitatively and quantitatively, at macroscopic and microscopic scales. | | | | | | | | | | |

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| **Physics** | | | | | | | Grade | 11-12 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *Biology* | | Hathaway Approved | | | *Yes* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students will use observational data to calculate everyday phenomenon in both translational and rotational systems. | | | | | | | | | | |

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| **Advanced Science** | | | | | | | Grade | 11-12 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *Biology* | | Hathaway Approved | | | *Yes* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Purpose Statement: **Meteorology:** Students will investigate the dynamic processes at play within the Earth's fluid, atmosphere and how these processes produce weather. Students will learn about the origin and evolution of Earth’s atmosphere, the structure and characteristics of the atmosphere, the Earth/Sun relationship and its influence on the seasons solar and terrestrial radiation, the hydrologic cycle the gas laws, global circulation, weather systems and weather maps. **Animal Science:** Student will be provided instruction that focuses on the basic scientific principles and processes that are involved in animal physiology, breeding, nutrition, and care in preparation for an animal science career major. Topics include animal diseases, introduction to animal science, animal nutrition, animal science issues, career opportunities, and animal evaluation. English language arts, mathematics, and science are reinforced. **Astronomy:** Instruction will be a general survey of Astronomy including, but not limited to, the solar system and its constituents, stars, asteroids, meteors, comets, and their basic properties, systems of stars including clusters, the Milky Way, and other galaxies, the universe, its past, present, and future structure, topics of current interest including pulsars, quasars, and black holes. **Chemistry of Food:** This class is an introductory chemistry course for students who are interested in pursuing a career in Culinary Arts. Students will receive instruction in food chemistry, food handling and food preparation from the perspective of safely preparing and handling food. **Genetics**: Students will investigate the inheritance patterns of living things. Students will be expected to utilize genetic concepts and apply them to living things. **Forensics I:** This course will integrate science, mathematics, and writing skills to provide the fundamentals to understand and perform elementary crime scene investigation and evidence collection in common techniques from the study of hair to fingerprinting, blood typing and spattering, and determining meaning, manner, mechanism, cause and time of death and toxicology. Field trips, labs, and real case studies will be used to involve students in hands-on learning. It will involve some biology, chemistry, and physics applications. **Forensics II:** Students will analyze crime scenes and evidence found at crimes scenes. Students will investigate the science behind the several evidence types and when the evidence has been or could be used. Anthropology, casts and impressions, tool marks, firearms and ballistics, glass, soil, entomology, death and handwriting analysis will be studied. **Forestry/Natural Resources:** Students will investigate the establishing forests and other natural resources by natural and artificial means, maintaining and surveying forests and natural resources, identifying and protecting trees and natural resources, practicing silviculture, measuring trees and land, mapping, preparing for timber and natural resources sales and harvest, employing multiple-use resource management keeping and records. **Marine Science:** Students will investigate coastal and marine systems. Students will learn about the chemical and physical properties of these systems and the interrelationships that surround them. **Microbiology:** Students will investigate microorganisms, viruses, bacteria, fungi, protozoa, and multicellular parasites, and the roles they play in our lives. Included is a study of how some of these organisms cause disease. Students will be expected to utilize the microscope on their own in the study of these organisms. They will also learn how to culture some organisms using sterile techniques. **Zoology:** Students will survey the nine major phyla of the Animal Kingdom. Zoology is a course that deals with the study of animal life. Zoologists research everything they think to ask about animals including their anatomy, interrelationships, physiology, genetics, distributions and habitats. | | | | | | | | | | |

**Social Studies Courses**

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| **6th Grade Social Studies** | | | | | | | Grade | 6 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *None* | | Hathaway Approved | | | *N/A* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students will distinguish between Ancient Civilizations by comparing and contrasting the differences between economic, political, and religious systems by investigating cultural contributions and interactions. Students will examine the settlement patterns and geography of people living in the ancient times and how it influenced historical events. | | | | | | | | | | |

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| **7th Grade Social Studies** | | | | | | | Grade | 7 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *6th Grade Social Studies* | | Hathaway Approved | | | *N/A* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students will analyze continents, countries and regions of the world by applying the five themes of geography (i.e., location, place, movement, human-environment interaction and regions). | | | | | | | | | | |

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| **8th Grade United States History** | | | | | | | Grade | 8 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *7th Grade Social Studies* | | Hathaway Approved | | | *N/A* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students will show how the United States has changed over time by analyzing the growth, compare and contrast cultures, and investigate major conflicts in early U.S. history. | | | | | | | | | | |

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| **World History** | | | | | | | Grade | 9 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *None* | | Hathaway Approved | | | *Yes* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students will evaluate the effects of cultural diversity, debate the outcomes of global events, and analyze how and why our world has become interconnected. Students will examine how historical events continue to influence the modern world. | | | | | | | | | | |

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| **United States History** | | | | | | | Grade | 10 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *None* | | Hathaway Approved | | | *Yes* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students will evaluate significant United States historical figures and events and examine how they continue to influence the modern world. Students will analyze resources from multiple perspectives in order to interpret the impact of interrelationships, human experience, and cultural expression. | | | | | | | | | | |

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| **American Government Economic Systems** | | | | | | | Grade | 11 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *World & US History* | | Hathaway Approved | | | *Yes* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students will compare and contrast modern day world forms of government and economic systems. Students will analyze the founding documents of the United States and Wyoming and determine how they are applied to decisions made today. Students will construct a personal political ideology. Students will demonstrate skills related to participation in the political process. | | | | | | | | | | |

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| **Sociology** | | | | | | | Grade | 11 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *None* | | Hathaway Approved | | | *No* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students will apply Sociological principles in order to enhance their ability to examine the social world with a critical eye. Students will question assumptions, stereotypes and generalizations that underlie conventional social interactions and beliefs about one’s world. | | | | | | | | | | |

**Foreign Language Courses**

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| **Spanish I** | | | | | | | Grade | 9 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *None* | | Hathaway Approved | | | *Yes* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students will communicate in the target language to ask and answer questions using simple sentences. Students will focus on self, family and friends using verbs and descriptive words. Students will begin to explore the different parts of culture and compare and contrast it with their own. | | | | | | | | | | |

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| **Spanish II** | | | | | | | Grade | 10 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *Spanish I* | | Hathaway Approved | | | *Yes* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students will communicate both orally and written in the target language asking and answering questions about a variety of real life situations, individual daily routines, and home and community life in  both present and past verb forms. Students will compare and contrast cultures while exploring regional differences in the studied topics. | | | | | | | | | | |

**Physical Education and Health Courses**

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| **6th Grade Physical Education** | | | | | | | Grade | 6 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *None* | | Hathaway Approved | | | *N/A* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students will apply age appropriate movement concepts, fitness activities, and personal and social behaviors in a variety of diverse physical activities through modified individual, dual, team and lifetime activities. | | | | | | | | | | |

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| **7th Grade Physical Education** | | | | | | | Grade | 7 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *None* | | Hathaway Approved | | | *N/A* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students will demonstrate or explain age appropriate skills relating to movement concepts, fitness activities, and personal/social behavior to enhance overall wellness. | | | | | | | | | | |

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| **8th Grade Physical Education** | | | | | | | Grade | 8 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *None* | | Hathaway Approved | | | *N/A* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students will perform or analyze age appropriate skills/programs relating to movement concepts, fitness activities, and personal/social behavior to enhance overall wellness. | | | | | | | | | | |

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| **6th Grade Health** | | | | | | | Grade | 6 | Credit | 0.5 |
| Length | *1 Semester* | | Prerequisite | | *None* | | Hathaway Approved | | | *N/A* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students will access information on health-related topics and apply skills, communication, problem-solving, decision-making, and personal and social responsibility, to enhance health and reduce or avoid health risks. | | | | | | | | | | |

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| **7th Grade Health** | | | | | | | Grade | 7 | Credit | 0.5 |
| Length | *1 Semester* | | Prerequisite | | *None* | | Hathaway Approved | | | *N/A* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students will analyze health information, products, and resources; explain and demonstrate problem solving, decision-making, communication skills, and personal and social responsibility to enhance health and reduce health risks. | | | | | | | | | | |

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| **Health** | | | | | | | Grade | 9-12 | Credit | 0.5 |
| Length | *1 Semester* | | Prerequisite | | *None* | | Hathaway Approved | | | *Yes* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students will evaluate health information, products and resources; apply, analyze, and evaluate problem solving and decision-making skills. Students will demonstrate, evaluate and delineate effective communication skills and personal/social responsibility to enhance health and reduce health risks. | | | | | | | | | | |

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| **Physical Education** | | | | | | | Grade | 9-12 | Credit | 0.5 |
| Length | *1 Semester* | | Prerequisite | | *None* | | Hathaway Approved | | | *Yes* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students will assess their individual physical fitness levels in the five health related fitness components (cardiovascular endurance, muscular strength, muscular endurance, flexibility and body composition). Students will set goals and evaluate progress related to the fitness components while participating in individual; dual, lifetime and team activities that help enhance physical fitness levels and promote self-expression and enjoyment. | | | | | | | | | | |

**Fine/Performing Arts Courses**

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| **6th Grade Art** | | | | | | | Grade | 6 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *None* | | Hathaway Approved | | | *N/A* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students will conceptualize, organize, and refine artistic ideas through the creation of original artwork. Students will prepare artwork for presenting, refine artistic techniques and work, and convey meaning through the presentation of artistic work. Students will examine, interpret, and evaluate artistic work. Students will relate personal experiences, societal, and cultural knowledge to deepen understanding of artworks and to create original works of art. | | | | | | | | | | |

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| **7th Grade Art** | | | | | | | Grade | 7 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *None* | | Hathaway Approved | | | *N/A* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students will use proper tools and techniques in the studio. They will apply proper elements and principles of design for the product and communicate about artwork using the critiquing process. | | | | | | | | | | |

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| **8th Grade Art** | | | | | | | Grade | 8 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *None* | | Hathaway Approved | | | *N/A* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students will create original artwork that communicates theme, style, narrative, mood, or emotion using proper tools and techniques. They will communicate about their own work and the work of others using the critiquing process and proper art terminology. | | | | | | | | | | |

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| **6th Grade Music** | | | | | | | Grade | 6 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *None* | | Hathaway Approved | | | *N/A* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students apply music literacy to independent instrumental music skills, aurally distinguish and analyze various elements and genres of music and determine and defend their musical preferences. Students will be introduced to note reading skills and vocal techniques as they perform with the ensemble. Students will use music terminology to analyze and evaluate their performances as well as the performances of others. | | | | | | | | | | |

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| **7th / 8th Grade Music** | | | | | | | Grade | 7 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *None* | | Hathaway Approved | | | *N/A* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students will apply well developed note reading skills and vocal techniques as they perform two and three part music with the ensemble. Students will use music terminology to analyze and evaluate their performances as well as the performances of others. | | | | | | | | | | |
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| **HS Choir 1/2** | | | | | | | Grade | 9-12 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | |  | | Hathaway Approved | | | *Yes* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students will use proper vocal technique and sing in tune to technical 3  and 4 part music. Students will interpret, analyze, and evaluate a variety  of performances with musical terminology. Students will demonstrate  independent musicianship. | | | | | | | | | | |

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| **Art I** | | | | | | | Grade | 9 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *None* | | Hathaway Approved | | | *Yes* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students will apply basic drawing, painting, and sculpture skills and techniques to create and revise original works of art. Students will apply the elements and principles of design to their art and discuss and justify their choices. | | | | | | | | | | |

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| **Art II** | | | | | | | Grade | 10 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *None* | | Hathaway Approved | | | *Yes* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students will produce original works of art by using proper drawing, painting, sculpture, and mixed media techniques and processes. Students will compose their art pieces using elements and principles of design and a variety of compositional strategies. Students will research, discuss, and critique their own art and historical and contemporary artists in an effort to develop their own individual style. | | | | | | | | | | |

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| **Advanced Art 1** | | | | | | | Grade | 11-12 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *None* | | Hathaway Approved | | | *No* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students will produce original works of art by using proper advanced drawing, painting, sculpture, ceramic and mixed media techniques and processes. Students will compose their art pieces using elements and principles of design and a variety of compositional strategies. Students will synthesize and apply concepts derived from historical and contemporary artist research, as well as concepts garnered from nature, imagination and observation into their own original style and works. Students will critique by analysis of advanced concepts and techniques as well as using reference artists and their own art using the four steps of the critique process: describe, analyze, interpret, judge. | | | | | | | | | | |

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| **Advanced Art 2** | | | | | | | Grade | 11-12 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *None* | | Hathaway Approved | | | *No* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students will produce original works of art by using proper advanced drawing, painting, sculpture, ceramic and mixed media techniques and processes. Students will compose their art pieces using elements and principles of design and a variety of compositional strategies. Students will synthesize and apply concepts derived from historical and contemporary artist research, as well as concepts garnered from nature, imagination and observation into their own original style and works. Students will critique by analysis of advanced concepts and techniques as well as using reference artists and their own art using the four steps of the critique process: describe, analyze, interpret, judge. | | | | | | | | | | |

**Business and Career Courses**

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| **Study Skills** | | | | | | | Grade | 6 | Credit | .5 |
| Length | *1 Semesters* | | Prerequisite | | *None* | | Hathaway Approved | | | *N/A* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
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| **Consumer Economics** | | | | | | | Grade | 8 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *None* | | Hathaway Approved | | | *N/A* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students will examine the influences of economic decision making when they face limited supply resources. Students will distinguish the difference and interrelationship between supply and demand. Students will discuss the role of consumer spending, saving, and investing within the marketplace. | | | | | | | | | | |

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| **Computer Literacy** | | | | | | | Grade | 9-12 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *None* | | Hathaway Approved | | | *Yes* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students will apply integrated software skills common in the business world. Students will start at a beginning level and build to an intermediate level using an integrated software suite, such as Microsoft Office. Applications will include: word processing, spreadsheets, database, presentations, and several lessons that integrate two or more applications. | | | | | | | | | | |

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| **Personal Finance / Careers** | | | | | | | Grade | 10-12 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *None* | | Hathaway Approved | | | *No* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students will evaluate basic economic concepts related to the students’ roles as consumers, producers, and citizens. Students will demonstrate how to shape their own financial lives by developing financial skills for personal and family well-being; such as management of resources, financial services, responsible use of credit, consumer decisions, and consumer rights and responsibilities. Students will assess personal skills, abilities, and aptitudes for making a good career choice, develop an individualized career plan, research a prospective career, and develop strategies to make an effective transition from school to career. | | | | | | | | | | |

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| **Entrepreneurship I** | | | | | | | Grade | 10-12 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *None* | | Hathaway Approved | | | *Yes* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
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| **Business Management** | | | | | | | Grade | 9-12 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *None* | | Hathaway Approved | | | *Yes* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students will compare, contrast, classify and differentiate and hypothesize basic elements, branches, factors and outcomes of business management [including but not limited to: types of businesses (sole proprietorship / partnership / corporation) managerial styles, ethics, employer law, employee law, hiring - firing law, criminal law, payroll including taxes and deductions, human resource foundations, written communications, morals, ethics, equality in the workplace, insurance regulations, equity of law, discounts, transportation, the stock market and reconciling a checkbook]. Students will analyze authentic situations, problems, operational procedures and human resource developments pertaining to the business world. | | | | | | | | | | |

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| **Work Study** | | | | | | | Grade | 11-12 | Credit | 0.5 |
| Length | *1 Semester* | | Prerequisite | | *None* | | Hathaway Approved | | | *No* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Repeatable for credit | | | | | | | | | | |

**Business Dual/Concurrent Enrollment Courses**

These courses may be taught at Farson Eden high School by high school teachers, who have been approved as community college adjunct faculty. These courses have been approved by WWCC and have equivalent course content, learning objectives, and the same work assignments as an existing college course. Students receive a grade on an official college transcript and their Farson Eden High School transcript.

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| **FEHS course name** | **WWCC course name** |
| CMAP 1200 | CMAP 1200 Computer Information Systems: In this introductory computer course, students will learn the functions of the computer and common software packages widely used in today’s world. Students will participate in discussions and will complete activities using word processing, spreadsheet, database, and presentation software. Topics such as the following will be included: hardware, software, operating systems, communications, networks, information systems, database management, buying computers, and workplace issues. (Keyboarding skills strongly recommended.) Prerequisite: Successful completion of Computer Literacy. |
| ACCT 2010 | Acct 2010 Principals of Accounting I: This is a rigors introductory course in accounting principles which examines the fundamental concepts and procedures employed by reporting entities in the communication of financial information in accordance with generally accepted accounting principles to outside interested parties. |

**Agricultural Education Courses**

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| **Wildlife Management** | | | | | | | Grade | 6-8 | Credit | .5 |
| Length | *1 Semesters* | | Prerequisite | | *None* | | Hathaway Approved | | | *N/A* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| A course that prepares students for activities in the conservation and/or improvement of natural resources such as oil, water, air, forest, fish, and wildlife for economic and recreational purposes.   This course will also include the necessary instruction for students to successfully complete Wyoming Hunter's education certification. With an emphasis on the conservation of natural resources and frequently including outdoor recreation topics, Wildlife Management courses provide students with the opportunity to understand and appreciate the importance of maintaining the land and ecological systems that enable nondomesticated animals to thrive. Wildlife Management courses emphasize how humans and animals may both take advantage of the same land or how to gain economic benefits from the land while not degrading its natural resources or depleting plant or animal populations. | | | | | | | | | | |

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| **Animal Science Exploration** | | | | | | | Grade | 6-8 | Credit | .5 |
| Length | *1 Semester* | | Prerequisite | | *None* | | Hathaway Approved | | | *Yes* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Animal Science Exploration course, students study large, small, and specialty animals. Students explore the necessary elements--such as diet, genetics, habitat, and behavior--to create humane, ecologically and economically sustainable animal production systems. | | | | | | | | | | |

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| **AG Mechanics Exploration** | | | | | | | Grade | 6-8 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *None* | | Hathaway Approved | | | *Yes* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students will explore careers in agriculture mechanics. Students will demonstrate safety, identify tools, safely use tools and maintain tools. Students will be able to complete basic shop drawings complete with b.o.m for group and individual projects. Students will complete small projects in groups and individually in woodworking and welding. | | | | | | | | | | |

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| **Ag Fab Tech I** | | | | | | | Grade | 9-12 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *None* | | Hathaway Approved | | | *Yes* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students will learn OSHA safety and the basics of CAD drafting. OSHA provides a safety foundation for all subsequent Agriculture Fabrication Technoleis classes. Studentw will also be introduced to CAD. The course will include demonstrations and performance of 3D printing as time and sill levels allow. | | | | | | | | | | |

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| **Ag Fab Tech II** | | | | | | | Grade | 9-12 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *Ag Fab Tech I* | | Hathaway Approved | | | *Yes* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Agriculture Fabrication Technologyes provides students with the skills and knowledge that are specifically applicable to the tools and equipment used in the agricultural industry. In learning to aply basic industrial knowledge and skills (engines, power, welding, and carpentry, amojhn g others), students may explore a broad range of topics, including the operation, mechanics, and care of farm tools and machines; the construction and repair of structures integral to farm operations; an introduction or review of electricity and power; and safety procedures. | | | | | | | | | | |

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| **Ag Fab Tech III** | | | | | | | Grade | 9-12 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *None* | | Hathaway Approved | | | *Yes* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Students will discover how CAD can be used in agriculture irrigation design. Basic CAD tools will be covered that facilitate the importation of base data, drawing the layout of irrigation systems, working with elevation and interacting with online sources of information like Google Earth. For those with limited or no previous CAD experience CAD will be used to aid in planning and documenting the fabrication process. This interactive lab will provide student with the fundamentals of CAD. | | | | | | | | | | |

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| **Ag Fab Tech IV** | | | | | | | Grade | 9-12 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *None* | | Hathaway Approved | | | *Yes* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| This is a course that applies a wide variety of mechanical processes. Students will expand on scientific and mathematical applications though relevant mechanical topics. In addition, student will complete numerous lab-based and project based activities that will give students the opportunity to extend their understanding of the scientif process and increase hand-eye coordination and motor skills. Areas of study in this course include careers in agriculture mechanics, mechanical safety and hazards, hand and power tools. Topic cluster is this course include electricity, small engines, welding and metal fabrication, wourld construction. | | | | | | | | | | |

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| **Ag Independent Study** | | | | | | | Grade | 12 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *None* | | Hathaway Approved | | | *Yes* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| The Agricultural Independent Study  course is designed to give students an opportunity to explore agricultural careers in our rural community. Students may partner with local farmers, ranchers, veternarians, or other professionals in the Ag industry. Students will provide details about what their independant study will look like, therefore each students experience will be different. Students interested in fabrication may spend the bulk of their time in the school shop manufacturing under the supervision of course instructor. | | | | | | | | | | |

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| **Ag Independent Study** | | | | | | | Grade | 12 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *None* | | Hathaway Approved | | | *Yes* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| The Agricultural Independent Study  course is designed to give students an opportunity to explore agricultural careers in our rural community. Students may partner with local farmers, ranchers, veternarians, or other professionals in the Ag industry. Students will provide details about what their independant study will look like, therefore each students experience will be different. Students interested in fabrication may spend the bulk of their time in the school shop manufacturing under the supervision of course instructor. | | | | | | | | | | |

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| **Animal Science I** | | | | | | | Grade | 9-12 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *None* | | Hathaway Approved | | | *Yes* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| Animal Production/Science courses impart information about the care and management of domestic and farm animals. These courses may cover animal nutrition, health, behavior, selection, reproduction, anatomy and physiology, facilities, product processing, and marketing. Students may study a particular species (swine, cattle, horses, fowl, sheep, and so on), or they may learn how to care for and maintain livestock as a more inclusive study. | | | | | | | | | | |

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| **Animal Science II** | | | | | | | Grade | 10-12 | Credit | 1.0 |
| Length | *2 Semesters* | | Prerequisite | | *None* | | Hathaway Approved | | | *Yes* |
| Delivery Mode | | *Classroom* | | College Credit Course Name | | *N/A* | | Course Fee | | *No* |
| This course is designed to explore the animal science industry and the food system of the United States in order to foster an understanding of the steps involved in producing livestock products for consumers, as well as cover food safety issues. This course will involve the study of economically important food animals through their biological processes, production, and management practices. Students will be provided with the opportunity for hands-on experiences with large domestic animals through field studies with local ranchers.  The development of leadership skills, responsibility, and cooperation needed to be a successful and productive citizen will be achieved through FFA activities, Supervised Agricultural Experience Programs, and Career Development Events, following the Three-Part Model of Agricultural Education: FFA, Classroom, and SAE. | | | | | | | | | | |