



Career and Technical Education Manual



Dr. Mark Sullivan
Superintendent

Dr. Jermaine Dawson
Chief Academic Officer

Dr. Clarissa Reese
Director, Post-Secondary Readiness

Colonel Karlos Parker
Director, Army Instruction

Ms. Melissa Cottrell
Coordinator of Career and Technical Education

Mrs. Angela Smith
Career Academy Program Specialist

Dr. Eleanor Cox
Career and Technical Education Curriculum Support Teacher

Mrs. Belinda Sutton Brooks
Career and Technical Education Curriculum Support Teacher

Fall 2022

Table of Contents

| | |
|--|----|
| Forward..... | 4 |
| Post-Secondary Readiness Directory..... | 4 |
| Mission and Vision Statements..... | 5 |
| Non-Discrimination Statement..... | 5 |
| Public Notice of Non-Discrimination..... | 6 |
| Introduction..... | 7 |
| Purpose and Goals..... | 8 |
| Critical Components..... | 8 |
| Section 1 | |
| Program Enrollment..... | 9 |
| Requirements for Enrollment..... | 9 |
| Class Size..... | 9 |
| Services to Students with Disabilities | 9 |
| CTSO Organizations..... | 10 |
| Safety..... | 10 |
| Safety on Extended Learning Opportunities and CTSO Events..... | 10 |
| Section 2 | |
| Program Pathways..... | 11 |
| Grading Elements..... | 12 |
| Live Work Policy..... | 14 |
| CTSO Organizations..... | 14 |
| Work-Based Learning/Cooperative Education..... | 16 |
| Section 3 | |
| Career Academy Listing..... | 18 |
| Section 4 | |
| Section 4 Evaluation of Quality of Instruction Program (EQIP)..... | 19 |
| Evaluation of Programs | |
| Section 5 | |
| Advisory Committee..... | 20 |
| Community Involvement..... | 20 |
| Section 6 | |
| Qualifications..... | 22 |

Foreword

The Birmingham City Schools Career and Technical Education and Career Academy programs are administered by the Birmingham City Schools Board of Education to comply with state policies, and state and federal laws, and to achieve quality in Career and Technical Education programs. Birmingham City Schools' Career and Technical Education provides leadership and guidance for program administration and development at the secondary level. This manual has been prepared by Birmingham City Schools (BCS) Post-Secondary Readiness Department, which includes Career and Technical Education and Career Academies, to provide information on Career and Technical Education and Career Academy Programs and was developed to ensure compliance and quality in Career and Technical Education and Career Academy programs in the Birmingham City Schools system. It is not intended to establish or create any legal right, claim, entitlement, or interest beyond what is required by law, and it should not be construed to create a legal duty on the part of any school system employee in favor of any third party or to restrict the ability of the school system or its employees to respond reasonably and flexibly to unexpected contingencies, emergencies, and other conditions that call for a response that is tailored to unique or special circumstances. The school system reserves the right to adopt, revise, interpret, amend, repeal, suspend, or apply this manual according to its assessments of the needs and interests of the school system.

Post Secondary Readiness Staff Directory

Dr. Clarissa Reese, Director of Post-Secondary Readiness, 205-705-2883, creese@bhm.k12.al.us

Ms. Melissa Cottrell, Coordinator of Career and Technical Education, 205-231-5620, mcottrell@bhm.k12.al.us

Colonel Karlos Parker, Director of Army Instruction, 205-231-8744 kparker@bhm.k12.al.us

Mission and Vision Statement

The mission of Birmingham City Schools is to guide all students to achieve excellence in a safe, secure and nurturing environment.

Public Notice of Non -Discrimination

Birmingham City Schools offers the following career and technical education programs for all students regardless of race, color, national origin, including those with limited English proficiency, sex, or disability in grades 9 – 12. These programs are designed to prepare youth for a broad range of employment and further education and are offered under the guidance of certified teachers.

Accounting
Animation
Army JROTC
Automotive Services
Building Construction
Business Administrative Services
Business Information Technology
Business Management and Administration (Finance, Marketing)
Collision Repair
Cosmetology
Drafting Design Technology
Early Childhood Education
Emergency and Fire Management Services
Graphic Arts
Engineering – Project Lead the Way
Family Studies and Community Services
Fashion
Finance (NAF)
Health Science
Heating, Ventilation, Air Conditioning and Refrigeration (HVACR)
Insurance
Management
Network Systems and Computer Services
Plant Science

Purpose and Goals

Section One

Career and Technical Student Organizations

Career and Technical Student Organizations (CTSO) are a fundamental component of CTE programs. Each program is affiliated with the appropriate state and national organization as identified by the Alabama State Department of Education.

Each CTE student has the opportunity and is strongly encouraged to join the CTSO that aligns with their career pathway. Membership in the CTSO affords scholars the ability to participate in state and national organizational activities. Such activities are supported by the school and teacher by providing opportunities to meet, practice, and travel to events.

Each CTE teacher is expected to serve as an advisor or co-advisor to the CTSO that aligns with his or her pathway course offerings as well as follow all requirements as mandated by the current Form 14-1 TAPE and by the Alabama State Department of Education.

Each CTSO must have a program of work per the current 14-1 TAPE guidelines.

CTSO advisors and scholars are expected to participate in CTSO conferences and competitive events as detailed in the current Form 14-1 TAPE.

See CTSO organizations in Section Two

Safety

Safety is the first priority in all CTE classrooms, labs, and extended learning opportunities, and is the responsibility of the CTE teacher of record.

Reasonable safety procedures must be maintained as specified by the Alabama State Department of Education.

All safety procedures and activities should comply with the current Form 14-1 TAPE.

Students must earn 100% on the applicable safety procedures before participating in laboratory work, work-based learning, and other activities.

Failure to comply with safety requirements or procedures may result in student dismissal from the CTE program.

The CTE teacher of record is responsible for supervising students.

All equipment and supplies must be stored safely.

Safety rules and signs shall be visibly posted in each lab and classroom.

The CTE Coordinator or his or her designee will conduct an annual facilities evaluation of each CTE classroom and lab. The evaluation will, at a minimum, assess the classrooms and labs for safety and maintenance.

To the extent practicable, reasonable safety procedures will be implemented in the Career and Technical Education program in accordance with Alabama State Department of Education regulations and any applicable Business/Industry Certification requirements.

Safety on Extended Learning Opportunities and CTSO Events

Permission must be granted by the appropriate school and district administration for all extended learning opportunities and CTSO events including but not limited to competitions and conferences in accordance with the applicable policy.

CTE teachers of record must follow the field trip procedures as mandated by the Birmingham Board of Education.

Section Two - Curriculum and Instruction

Each CTE course offering must follow the ALSDE-

Grading Elements (Procedures) Board Policy 7.3

Reporting

- Within the first ten (10) days of each course, teachers must communicate, in writing, the school system's grading procedures, grading factors, and weight assignment to each factor to students and parents.
- A student enrolled in a course for 21 days or more must receive a letter grade for that grading period. A student enrolled in a course for less than 21 days must receive letter grades to be determined based on the work completed during that time.
- High school students who exceed 10 unexcused absences per semester for a full credit course or 5 unexcused absences for a half credit course may not attain credit in that course. This is denoted on the transcript with Code 450.
- Students who end a grading period with an "incomplete" will receive a Code 400 on the report card or transcript.

Birmingham City Schools Code of Conduct

Recording

- Teachers will maintain a record of each student's work, progress, and attendance on a daily basis in the student information system.
- Teachers must assess a variety of student performances including but not limited to homework, written assignments, homework, projects, classroom participation/class work, quizzes, assessments, and end-of-quarter/course examinations. Teachers should consider such factors as preparation, daily work habits, quality, and completeness of assignments in evaluating student performance. Teachers are to ensure that students are not graded solely based on behavior such as tardiness or talking. The principal will ensure that all teachers apply these procedures in determining grades.
- Nine-Week Grades will be calculated based on the average grade earned in the following three categories:
 - o Homework 10%
 - o Classwork 50%
 - o Assessments 40%
- For high school students, final grades will be calculated by weighting each 9-week period as 40% of the semester average. The final exam is to be weighted 20% of the semester average.

For courses earning .5 credit in a nine-week grading period, the final grade will be calculated by weighting the nine-week period as 80% of the semester average. The final exam is to be weighted 20% of the semester average.

Future Farmers of America (FFA) - an intra-curricular student organization for those interested in agriculture and leadership. It is one of the three components of agricultural education. FFA is a dynamic youth organization that changes lives and prepares members for premier leadership, personal growth, and career success through agricultural education.

HOSA - Future Health Professionals - HOSA provides a unique program of leadership development, motivation, and recognition for secondary, postsecondary, adult and collegiate students enrolled in Health Science Education programs and/or interested in pursuing careers in health care. The purpose of the HOSA organization is to develop leadership and technical HOSA skill competencies through a program of motivation, awareness, and recognition, which is an integral part of the Health Science Education instructional program.

Jobs for Alabama's Graduates - Jobs for Alabama's Graduates (JAG) identifies and provides educational support and success strategies for Alabama's highest at-risk students. We partner JAG-eligible students with our Educational Specialists who mentor, equip, and provide the support needed to graduate and succeed after high school. JAG is unique in that it serves students often overlooked. JAG-eligible students can face up to 33 barriers to success, including circumstances such as incarcerated parents, health problems, homelessness, having a dependent child or children in the home, or having a disability.

Junior Reserve Officer Training - Alabama Army Junior Reserve Officer Training Corps (JROTC) is a program offered to high school students to teach them leadership, communication, wellness, citizenship, and character development. We foster a constructive learning environment that equips students with the skills needed for a lifetime of leadership. JROTC is a cooperative effort between the U.S. Department of Defense and participating Alabama high schools to produce successful students

Work-Based Learning/Cooperative Education

A work-based learning experience provides students with educational opportunities in a work setting that typically cannot be obtained in a classroom and may include, but is not limited to, cooperative education, internships, clinical experiences, and other related opportunities. The Superintendent is authorized to develop guidelines and procedures in accordance with the regulations of the Alabama State Department of Education for work-based learning experiences to be conducted in the school system, including, but not limited to, guidelines for decision-making and protocol for solving problems at the workplace and school.

Section Three - Career Academies

The BCS Academies is an educational approach



AH Parker High School

Academy of Health Science

Academy of Urban Education

George Washington Carver High School

Academy of Engineering

Academy of Health Science

Academy of Visual Communication

Huffman High School

Academy of Architecture and Construction

PD Jackson Olin High School

Academy of Health Science

Ramsay High School

Academy of Engineering

Wenonah High School

Academy of Hospitality and Tourism

Woodlawn High School

Academy of Business and Finance

Section Four – Evaluation of Quality of Instruction Program (EQIP)

Quality CTE programs ensure that students are receiving high-

Section Five – Community Resources

A. Advisory Committee

- a. Each program is required to form an advisory committee. The committee is an important connection between the school and community and a vital way to obtain the advice and counsel of local professionals involved in the work of the program.
- b. There is also a separate, system-level CTE advisory committee. See Appendix for Bylaws.
- c. CTE teachers must always use the current ALSDE guidelines and current Form 14-1/TAPE when organizing their advisory committee.
 - i. The committee should include a minimum of five broadly based business and industry stakeholders from the program area and specifically related to the program under review.
 - ii. Each member's name, business address, contact information, and job title must be documented. Teachers are advised to also include their phone number and email address.
 - iii. Each member's name, business address, contact information, and job title must be documented. Teachers are advised to also include their phone number and email address.
 - iv. Meetings must have an established agenda, attendance is taken on a sign-in sheet, minutes recorded, and 51% or more of members must be present for each meeting.
 - v. Members must annually review local workforce data. Discussion of recommendations for program credentialing and program course sequencing must be documented in detail in the minutes of the meeting(s).
 - vi. Members must develop a program of work (POW) for the program-6(1)-3(P)15(O)u0.00000912 0

- d. Parents must be apprised of program activities as evidenced by dated documentation of one or more of the following: social media post screenshots, newsletters, website screenshots, emails, parent sign in sheets.
- e. Documentation of all communication to community stakeholders must be kept by the teacher.

Section Six

Human Resources

Section Seven – Fiscal Responsibilities (Standard Operating Procedures)

- A. Career and Technical Education programs shall be provided financial support for instructional supplies and materials, equipment, professional development, and other approved expenses that further the program.
- B. All CTE programs shall be provided local financial support to emulate prevailing business and industry standards that fulfill the career cluster requirements in an amount of not less than \$300 per teacher, plus not less than \$3 per student based upon the previous year's 40-day enrollment count. These local maintenance funds shall be in addition to the amounts otherwise allocated by the state legislature.
- C. Each teacher must develop an annual written budget including local maintenance funds, teacher allocation, CTSO income/expenditures, student fees, and fundraisers. Proposed funding from Perkins/O&M for needed items shall be included in the budget as well. The budget must be signed by the teacher and CTE Director or his/her designee. The budget will be kept by the teacher for audits and compliance monitoring.
 - a. The budget should contain items necessary for the program and those that are desired but not critical for program maintenance. The listed items will drive how Perkins and O&M funds are allocated to each program. The list must include each item, the vendor, the quantity needed, and the estimated cost. Programs not submitting all information may have fewer funds allocated. Equipment needs will be prioritized for purchase. A review will be made as to which items are to be purchased consistent with the sources of funding available to the programs and teachers. Teachers must carefully consider the equipment requests they make and what items may be purchased by their teacher allocation, and fundraiser funds.
 - b. See the Appendix for the BCS CTE budget template.
- D. CTE teacher must complete and submit a five-year proposed schedule annually to the CTE Coordinator and/or his/her designee. The schedule must address when required equipment, software, and/or tools (\$300 or more and not consumables) will be updated, replaced, discarded, and repaired. The five-year schedule will drive how Perkins, O&M, and local funds are annually allocated to each program.
 - a. The teacher budget and five-year plan must align with proposed purchases.
- E. Federal CTE funds shall not be used to support non-CTE personnel, non-CTE activities, non-CTE administrative activities, or other non-CTE purposes.

Section 8

A. Reports

- a. All reports required by the Alabama State Department of Education, Birmingham City Schools, the Director of Post-Secondary Readiness, and the CTE Coordinator and/or his/her designee must be submitted on schedule. Reports include but are not limited to:
- i. Work-Based Learning (Cooperative Learning) reports (R1 Report)
 - ii. Student Placement
 - iii. Equipment Inventory
 - iv. Budget
 - v. Proof of all earned student credentials/certifications (pass rate > 60%)
 - vi. Extended contract Program of Work (only those working beyond 9-month contracts)
 - vii. Copy of Student Malpractice Liability Insurance, if applicable (Health Sciences only)

B. Records – Student and Program

APPENDIX

Birmingham City Schools Career and Technical Education
Advisory Committee Operation Guidelines

Section A: Purposes

- Article I. The Program Advisory Committee shall be designated and appointed by the Birmingham School System (BCS) Superintendent and/or Career and Technical Coordinator.
- Article II. The Program Advisory Committee may direct its advice toward the BCS CTE Coordinator, the principal, or the board of education. It shall limit its activities to matters that directly concern the BCS CTE program.
- Article III. It shall be the duty of the Program Advisory Committee to:
- Help maintain good public relations between BCS CTE programs and the community.
 - Assist the administration in determining the needs of the community.
 - Advise the administration about addressing the needs of the community.
 - Help to adapt the career and technical education program to changes in community and workforce needs.

Section B: Membership

- Article I. Number of Members: The Committee shall consist of a minimum of five broadly based members from business/industry who have experience directly related to the program. Additionally, members will include one student officer representing a student organization in the system and at least one additional person with an interest in Career and Technical Education (educators, administrators, former students, government officials, etc.).
- Article II. Method of Selection of Members: The members may be chosen from a large sampling of individuals in the local workforce. The CTE Administrator and school representative may select committee members.
- Article III. Representation: Members shall be selected in such a way that they represent a cross-section of business, industry, and the community.

Section C: Meetings

- Article I. The Committee shall meet at least twice a year with special meetings being called by the CTE Coordinator and/or his or her designee when necessary.
- Article II. The meeting shall not last for more than two hours unless so voted by the committee members.
- Article III. At least 51% of the committee members must attend each meeting.
- Article IV. The minutes of each meeting will be recorded by the designee of the CTE Coordinator.
- Article V. Members discuss and approve a Program of Work for CTE programs.
- Article VI. Each meeting will have an established agenda and attendance will be taken.

Section E: Changes in the Bylaws

- Article I. Changes in the Bylaws may be suggested by a two-thirds majority vote of the committee membership. Changes made require the approval of BCS CTE before being adopted by the Committee.

CAREER/TECHNICAL IMPLEMENTATION PLAN

Student's Name _____ School Year _____

Student's Career Objective _____

Special Education Teacher _____

CTE Program _____ Teacher _____

Accommodations needed (changing how the student is taught without changing the curriculum):

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Modifications needed (ONLY for students on the Alternate Achievement Standards Pathway. Do not modify safety requirements).

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Major to pics/objectives to be covered and evaluation

| <u>Objectives</u> | <u>Evaluation</u> | <u>Date</u> |
|-------------------|-------------------|-------------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Competencies required for this career objective:

| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Parent: _____ Date: _____

Principal: _____ Date: _____

SPE Teacher: _____ Date: _____

CTE Teacher: _____ Date: _____

CAREER TECHNICAL IMPLEMENTATION PLAN

Student's Name _____ School Year _____

Student's Career Objective _____

Special Education Teacher _____

CTE Program _____ Teacher _____

Check the accommodations needed :

_____ Student will be responsible for a homework folder to record assignments.

_____ Student will be seated in the front of the classroom.

_____ Tests should be read orally.

_____ Extend time on classroom assignments/tests.

_____ Assign a peer helper.

_____ Tests may be shortened, or choices eliminated.

_____ Provide a word bank on fill-in-the-blank tests.

_____ Lengthen practice sessions, give additional examples.

_____ Assign reading/written tasks at appropriate level.

_____ Credit should be given for classroom participation and effort.

_____ Student should be allowed to use notes and/or textbook when taking exams.

_____ Student should be allowed to retake failed test after reviewing material with Special Education Teacher.

_____ Reduce the number of the same type of problems required on math assignments.

_____ Introduce key terms and concepts at the beginning of each unit.

_____ Needs assignment sheet supplied by special education teacher.

_____ Pair with strong students for group projects.

_____ Periodic monitoring by the special education teacher.

_____ Other

Modifications needed : (ONLY for students earning a certificate of attendance, do not modify safety requirements).

RECORD OF ACCESS TO STUDENT RECORDS

STUDENT'S NAME _____

It is the policy of the Board of Education, in accordance with IDEA, to provide procedural safeguards that protect the individual confidentiality of all student records. The Board of Education authorizes the following categories of persons to review any personally identifiable data relating to students with disabilities:

Categories of persons authorized to review data:

- Parents
-

Course offered - Ramsay, Woodlawn

Army JROTC Drill 2b (9-12)

Course Number: 09052G1022

Course offered – Huffman, Jackson Olin, Wenonah, Woodlawn

Business Software Applications II

Course Number: 10005G1002

Business Software Applications II focuses on advanced word processing and spreadsheet and database management skills using current and emerging integrated technology. These skills include a variety of input technologies in the production of professional quality business documents and reports. Performance and production skills for the co-curricular student organizations, DECA and Future Business Leaders of America (FBLA-PBL), are embedded in this course. Students will also have the opportunity to gain industry-recognized credentials to document advanced computer skills needed for future education or employment plans.

Course offered – Jackson Olin, Ramsay, Woodlawn

Career Mathematics

Course Number: 02153G1001

A one-credit course that provides students with the foundational knowledge and processes needed to apply mathematical concepts in a career setting. Emphasis is placed on applied problems in the areas of algebra, geometry, measurement, probability, and statistics.

Course offered – Woodlawn

Child Development (1/2 CR)

Course Number: 19255G0500

A one-half credit course designed to help students develop skills related to the physical, social, intellectual, and emotional development of children as they explore child development theories and behavior management. A school-based laboratory is required for this course.

resources while protecting privacy. Nationally, computational resources are vulnerable and frequently attacked; in Cybersecurity, students solve problems by understanding and closing these vulnerabilities. This course raises students' knowledge of and commitment to ethical computing behavior. It also aims to develop students'™ skills as consumers, friends, citizens, and employees who can effectively contribute to communities with a dependable cyber infrastructure that moves and processes information safely.

Course offered - Ramsay

Digital Electronics – PLTW (9-12)

Course Number: 21023G1000

A one-credit course that provides instruction and experiences in electronic circuitry.

Course offered – Carver, Ramsay

Digital File Preparation (9-12)

Course Number: 11153G1012

A one-credit course providing practical application of skills in word processing, interpreting production information, illustration, image editing, page layout, image capture, graphics, and manipulation of text. The prerequisite for this course is Introduction to Graphic Arts. A school-based laboratory is required for this course.

Course offered – Carver, Parker, Woodlawn

Digital Media Design (9-12)

Course Number: 11153G1001

Digital Media Design provides a creative, hands-on environment in which students collaborate to produce a variety of digital media projects. Students use various hardware, peripherals, software, and web-based tools to learn skills involving graphic design, digital photography, web design, and digital video production. Additionally, the standards are designed for students to engage in critical thinking skills and practice appropriate behavior in the use of technology. Emphasis is placed on exploring and demonstrating business-related skills such as teamwork, interpersonal skills, and ethics while completing their projects.

Course offered – Jackson-Olin, Ramsay, Wenonah

Emergency Services and Management (9-12)

Course Number: 14055G1000

In Emergency Services and Management, students prepare for careers in the emergency management field. Students will learn about the integration of all public safety functions into the process of managing major natural and man-made disasters. Students will be introduced to the National Incident Management Systems and practice emergency communications among professionals and between professionals and the public to ensure effective handling of emergency events.

Course offered – Parker

Engineering Design and Development-PLTW (9-12)

Course Number: 21025G100

A one-credit research course designed for students to formulate the solution to an open-ended engineering question. Students create written reports, defend the reports, and submit them to a panel of outside reviewers at the end of the school year.

Course offered – Carver, Ramsay

Entrepreneurship (9-12)

Course Number: 12053G1000

A one-credit course designed to provide students with the skills needed to effectively organize, develop, create, and manage a business. This course includes business management and entrepreneurship, communication and interpersonal skills, economics, and professional development foundations.

Course offered – BCS Virtual Academy, Huffman, Ramsay, Woodlawn

Entrepreneurship - NAF (1/2 CR) (9-12)

Course Number: 12053G0500

A one-half credit course that provides students with the skills needed to create and manage a business in a global economy. Students create a business plan after exploring the steps necessary to start, finance, and organize a business.

Course offered – Woodlawn

Ethics in Business - NAF (½ CR)(9-12)

Course Number: 12110G0500

A one-half credit course that provides an overview of ethics in a business environment. Students explore ethical situations common in organizations and the impact of organizational culture on ethical practices.

Course offered – Woodlawn

Event Planning (9-12)

Course Number: 16057G1000

This is a one-credit course taught in grades 9-12. Students will learn to organize and plan all aspects of business and social events including the food, location, and decor associated with hiring an event planner. Concepts taught in the course to meet the needs of clients including planning for the event with activities, establishing a budget, determining the theme, planning the guest list, determining the location, developing an event plan schedule, planning transportation needs, training staff, staging the event, calculating room and space requirements, providing necessary technology and equipment, planning food and beverage services, securing entertainment, understanding legal issues in event planning, and conducting post-evaluations of events. Students demonstrate leadership characteristics and make decisions based on integrating knowledge of financial, human resources, promotion, and event management principles. Students are prepared for various career opportunities in event planning.

Course offered – Parker

Exploring Computer Science (9-10)

Course Number: 10012G1001

Exploring Computer Science is an introductory year-long high school computer science course for students in Grades 9-10 focused on foundational computer science concepts and computational practices. Students will be introduced to the breadth of the field of computer science through an exploration of engaging and accessible topics. The course is designed to focus on the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve particular problems.

The goal of (cou)14(r)7(se t)-7(au)14(g)-8(h)13(q84 22C)5(omput)-3(e)13(r)-3()(-)4(sci)5(en)3(se)13()3(se)13(

Prerequisite: It is recommended that students have completed Algebra I prior to enrolling or be concurrently enrolled in Algebra I. Exploring Computer Science is designed to be a college preparatory high school course and thus, should provide a rigorous, but accessible, introduction to computer science. No previous computer science experience is required.

Course offered - Woodlawn

Family and Consumer Sciences (9-12)

Course Number:19251G1000

A one-credit course that provides students with core knowledge and skills in the areas of marriage and family, parenting and caregiving, consumer sciences, apparel, housing, food and nutrition, and technology. A school-based laboratory is required for this course.

course topics surveyed and demonstrated through practical exercises include forcible entry, ground ladders, and tactical ventilation; fire and loss control; determination of origins and causes of fires; firefighter survival; and dealing with hazardous material and weapons of mass destruction.

Course offered – Huffman, Parker

Food and Nutrition (1 CR)(9-12)

Course Number: 19252G1000

A one-credit course designed to enable students to explore the relationship between food, nutrition, fitness, and wellness. Students learn how to select and prepare nutritious foods. A school-based laboratory is required for this course.

Course offered

effectively answer consumer questions. Students also examine the certification and state insurance license requirements for selling life and health insurance and the roles of the state department of insurance and the insurance commissioner.

Course offered – Huffman

Health Internship (9-12)

Course Number: 14298G1000

A one-credit course focusing on basic knowledge and skills necessary for beginning health care workers. Health Science Internship reinforces and applies knowledge learned in classroom and laboratory settings. Content Standards 1,3,4,5,6, and 9 must be taught for this one-credit course.

0 1 163.73 633.22 Tm0 g0 G[-)]TJETQq0.00000912 0 612 792 reW* nBT/F1 11.04 Tf1 0 0 1 167.45 633.22 Tm

Course offered – Huffman

Introduction Architectural Design (9 – 12)

Course Number: 21103G1013

A one-credit course that introduces students to the basic terminology, concepts, and principles of the architectural design field including basic residential design. The prerequisite for this course is Intermediate Drafting Design.

Course offered – Huffman

Intro to Criminal Justice

Course Number: 15051G1000

A one-credit course designed specifically for students interested in criminal justice careers. The curriculum focuses on careers, ethics and professionalism, constitutional and criminal laws, court system, trial processes, juvenile justice and correctional systems, and human diversity.

Course Offered - Ramsay

Introduction to Computer Science -Teals

Course Number: 10012G1002

Introduction to Computer Science - TEALS is a one-credit engaging course

that explores a variety of basic computational thinking and programming concepts through a project-based learning environment. Every unit culminates in a comprehensive project and roughly 75% of student time is spent building projects and practicing the skills they are learning

A one-

A one-credit course designed to provide students with an overview of in-depth marketing concepts. Students develop a foundational knowledge of marketing and its functions, including marketing information management, pricing, product and service management, entrepreneurship, and promotion and selling.

Course offered – BCS Virtual Academy, Huffman

Medical Terminology (9-12)

Course Number: 14154G1000

A one-credit course designed for students to develop healthcare-specific knowledge for a career in the medical field. The course uses an integrated approach to teaching the language by incorporating medical terminology with anatomy and physiology and the disease process.

Course offered – Carver, Parker

Natural Hair Styling Practicum (9-12)

Course Number: 19148G1000

Natural Hair Styling Practicum is a one-credit course designed to provide instruction on natural hair care services and techniques for styling and grooming natural hair. Core domain service areas include work area and client preparation, set-up of supplies, safe work practices, procedures related to services and design, and blood exposure procedures.

Career and technical student organizations are integral, co-curricular components of each career and technical education course. These organizations serve to enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and broaden opportunities for personal and professional growth.

Course offered –Carver, Huffman, Parker, Wenonah, Woodlawn

Natural Hair Styling Theory (9-12)

Course Number: 19103G1003

Natural Hair Styling Theory is a one-credit course designed to provide instruction on scientific concepts and natural hair care and services. Theory scope of content includes infection control, safety practices, human anatomy and physiology, client consultation, analysis, documentation, services, and procedures.

Career and technical student organizations are integral, co-curricular components of each career and technical education course. These organizations serve to enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and broaden opportunities for personal and professional growth.

Course offered - Huffman, Wenonah, Woodlawn

NCCER Building Const I-Const Framing (9-12)

Course Number: 17004G1001

A one-credit course designed to complete all Core requirements for NCCER Core credentialing and to facilitate students understanding of the framing components of typical structures. Emphasis is placed on safety, floor systems, wall and ceiling framing, stair construction, and roof framing.

Course offered – AIDT (through acceptance), Carver, Huffman, Parker, Wenonah

leadership abilities, expand workplace-readiness skills, and broaden opportunities for personal and professional growth.

Course offered - Huffman

Orientation to Health Science (9-12)

Course Number: 14002G1002

Orientation to Health Science is a one-credit course to assist students in making informed decisions regarding their college and career goals. Students will be given the opportunity to apply knowledge and skills related to the Health Science cluster. The course also includes information concerning the practices for promoting health, wellness, and disease prevention. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials, and technology appropriate to the course content and in accordance with current practices.

Career and technical student organizations are integral, co-curricular components of each career and technical education course. These organizations serve as a means to enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and broaden opportunities for personal and professional growth.

Course offered – Carver

Parenting (1/2 CR) (9-12)

advanced patient care skills, vital signs, 12-lead EKGs, oxygen therapy, basic phlebotomy via simulation, and specimen collection and processing.

Essential workforce skills and safety will be emphasized, as well as, professional ethics and legal responsibilities. Students will ascertain employability skills and soft skills required by business and industry. Upon successful completion of the required theory, lab, and simulation, students may be eligible to sit for Patient Care Technician Certification.

Career and technical student organizations are integral, co-curricular components of each career and technical education course. These organizations serve as a means to enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and broaden opportunities for personal and professional growth.

Course offered - Jackson Olin

Personal Finance (I CR) (9-12)

Course Number: 19262G1001

Personal Finance is a foundational course that introduces students to the principles of financial literacy for achieving personal goals. This course is designed to inform students about how the choices they make directly influence their occupational goals, future earning potential, and long-term financial well-being. Content provides opportunities for students to explore consumer behavior, legislation, consumer protection, consumer rights and responsibilities, financial decision-making, advertising, and promotional techniques, individual and family money management, banking services, use of credit, income tax, and technology.

Course offered – BCS Virtual Academy, Huffman, Parker, Wenonah

Plant Biotechnology (9-12)

Course Number: 18308G1002

A one-credit course that provides students with an opportunity to develop an understanding of plant genetics and biotechnology relative to agriculture-related products and services. Emphasis is placed on cellular biology, applied genetics and biotechnology concepts, and the social and environmental impacts of biotechnology.

Course offered - Jackson-Olin

Preschool CDA 1(10)

Course Number: 19153G1001

This is a one-credit course taught in grade 10. During this course, students will spend a minimum of twenty-four hours on instruction. Ten hours of instruction must be provided in CDA Subject Area Three (Supporting Children's Social and Emotional Development) and ten hours in Subject Area Eight (Understanding Principles of Child Development and Learning). Laboratory experiences are a required component of this course. Students must spend a minimum of ninety-six hours working with children ages 3-5. Students will spend one day in class and four days in a licensed or state-regulated preschool childcare setting. It is recommended the course be offered in a 90-minute block.

The Preschool CDA series of courses are designed to prepare students for employment in the field of preschool education and to prepare them for the Child Development Associate (CDA) a national credentialing program for the preschool setting. Students must successfully complete CDA I, II, III, IV, and V to be eligible to take the CDA certification exam.

Family, Career, and Community Leaders of America (FCCLA), an integral part of the curriculum, provides opportunities to apply instructional competencies and workplace readiness skills, enhances leadership development skills, and provides opportunities for community service.

Course offered - Parker

Preschool CDA II (10)

Course Number: 19153G1002

This is a one-credit course taught in grade 10. During this course, students will spend a minimum of twenty-four hours on instruction. Ten hours of instruction must be provided in CDA Subject Area Three (Supporting Children's Social and Emotional Development) and ten hours in Subject Area Eight

class and four days in a licensed or state-regulated preschool childcare setting. It is recommended the course be offered in a 90-minute block.

The Preschool CDA series of courses are designed to prepare students for employment in the field of preschool education and to prepare them for the Child Development Associate (CDA) a national credentialing program for the preschool setting. Students must successfully complete CDA I, II, III, IV, and V to be eligible to take the CDA certification exam.

Family, Career and Community Leaders of America (FCCLA), an integral part of the curriculum, provides opportunities to apply instructional competencies and workplace readiness skills, enhances leadership development skills, and provides opportunities for community service.

Course offered - Parker

Preschool CDA V (12)

Course Number: 19153G105

This is a one-credit course taught in grade 12. During this course, students will spend a minimum of twenty-four hours on instruction. The twenty-four hours of instruction for this course should be in CDA Subject Area Four (Building Productive Relationships with Families) to complete the Family Survey Questionnaires and in Subject Area Six (Maintaining a Commitment to Professionalism) to complete the CDA Professional Portfolio and to practice interviewing skills in preparation of the CDA Professional Development Specialist visit. Additional hours of instruction may be spent revisiting the other CDA Subject Areas to complete the required twenty-four hours. Laboratory experiences are a required component of this course. Students must spend a minimum of ninety-six hours working with children ages 3-5. Students will spend one day in class and four days in a licensed or state-regulated preschool childcare setting. It is recommended the course be offered in a 90-minute block. All 120 instructional hours and 480 lab hours must be completed before applying to take the CDA Exam and requesting a Verification Visit from the CDA Professional Development Specialist. At the time of the Verification Visit by a CDA Professional Development Specialist, the student will provide the Specialist with their portfolio, be interviewed by the specialist, and work with preschoolers in a licensed or state-regulated preschool childcare setting to demonstrate competence. It is recommended that students take the CDA Exam before the Verification Visit. The Preschool CDA series of courses are designed to prepare students for employment in the field of preschool education and to prepare them for the Child Development Associate (CDA) a national credentialing program for the preschool setting. Students must successfully complete CDA I, II, III, IV, and V to be eligible to take the CDA certification exam. Family, Career, and Community Leaders of America (FCCLA), an integral part of the curriculum, provides opportunities to apply instructional competencies and workplace readiness skills, enhances leadership development skills and provides opportunities for community service.

Course offered – Parker

Prin of Accounting

