Committee As A Whole
Monday, November 14, 2022 5:30 PM
ESU7/CPS Student Services Building
2563 44th Avenue
Columbus, NE 68601

I. Committee As A Whole

I.A. Call to Order

I.B. Roll Call of Board

I.C. Pledge of Allegiance

I.D. Notice of Open Meeting Posted

I.D.1. President insures all can hear proceedings

I.E. Presentations

I.E.1. SkillsUSA

I.E.2. Narcan Presentation

I.E.3. Columbus High School Presentation

I.F. Board Special Functions

I.F.1. Second and Final Reading of Policy 204.12 Public Comment in Board Meetings

I.F.2. Second and Final Reading of Policy 902.02 Construction Plans and Specifications

I.F.3. Second and Final Reading of Policy 902.04 Bids and Awards for Construction Contracts

I.F.4. First Reading of Policy 305.02 Opioid Overdose Prevention and Response

I.G. Consent Agenda

I.G.1. Approval of Minutes

I.G.2. Financial Reports M2, M3, M4a

I.G.3. Certified Personnel

I.G.4. Classified Personnel

I.G.5. Professional Travel

I.H. Acceptance of Gifts/Donations

I.I. Curriculum and Instruction

I.I.1. Administrative Functions

I.I.1.1. Approval of High School Career & Technical Education Programs of Study and Standards

I.I.2. Updates

I.J. Business Operations and Human Relations

I.J.1. Administrative Functions

I.J.1.1. TERIP for 22-23

I.J.1.2. Fundraising Applications for Approval

I.J.1.3. Surplus Requests

I.J.2. Updates

I.K. Buildings & Sites/Technology

I.K.1. Administrative Functions

I.K.1.1. City of Columbus Request for the Temporary Snow Fence

I.K.2. Updates

I.L. Student Services

I.L.1. Administrative Functions

I.L.2. Updates

I.M. Superintendent's Report

I.N. Board Sharing

I.O. Adjourn

The SkillsUSA Mid-America Conference

SkillsUSA Chapter of Columbus, Nebraska

What is SkillsUSA?

- SkillsUSA is a student run vocational and leadership training organization with close ties to academics.
- Originally known as VICA
- Over 395,000 members across the U.S.
- 650 national partners
- 130 Job Categories
- Yearly Theme: Our Time is Now

What is Mid-America?



- Annual Leadership Conference
- Open to all states
- Teaches how to lead and run a SkillsUSA chapter
- Split into color chapters
- Year’s worth of work in 3.5 days
- Work on all points of the SkillsUSA framework
- Community service, industry tours, fundraisers, and competitions
- Hold meetings and practice parliamentary procedure
- Meet new people

What we learned:



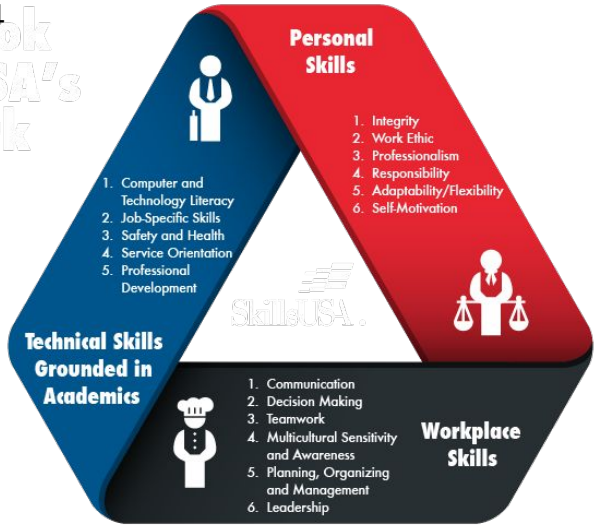
- How to Organize
- How to be a leader of a Group
- Things go smoothly if everyone participates
- How to run a Meeting in a respectful/Attentive manner

How that applies to our chapter:

- Parliamentary Procedure
- More knowledge of the past and present of SkillsUSA
- Soft-skill competitions
- Chapter of Excellence

Future Plans and CEP

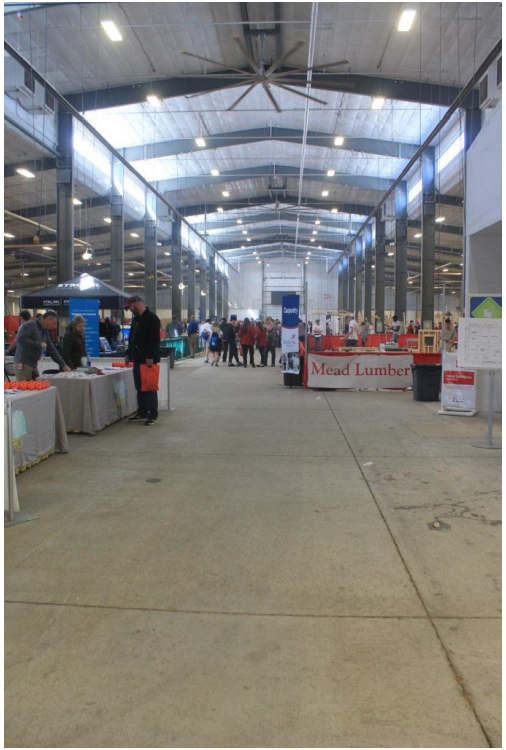
- Set up a recruitment program Grow our membership
  - Around 5 more per year February 14
- Chapter Excellence Program
  - Framework
  - Benefits



How you can help

- At mid america we did parliamentary procedure and how we can implement it in our meetings
- With parliamentary procedure you can come to a decision easier
- Would you allow us to sit in at one of your meetings to see how we could better use parliamentary procedure in our meetings

Invitation to the SkillsUSA State Conference



- Grand Island at the Heartland Event Center & Fonner park
- April 13-15

COLUMBUS HIGH SCHOOL

2022  2023

Board of Education Presentation



Kyle Anderson
Science



Margarita Banda
EL Para



Alexandra Bastian
Career Coord.



Austin
Carmichael
Assistant AD



Mary Czarnick
SLP-A



Derek Dishman
Special
Education



Collin Fowler
Social Studies



Kim Leibhart
Special
Education



Levi Nielsen
STS



Brett Novak
Social Studies



Lydia Quiring
English



Grant Stadler
Social Studies



Mayra
Vargas-Nuno
EL Para



Cole Wemhoff
Math



Jenny Young
EL Newcomer



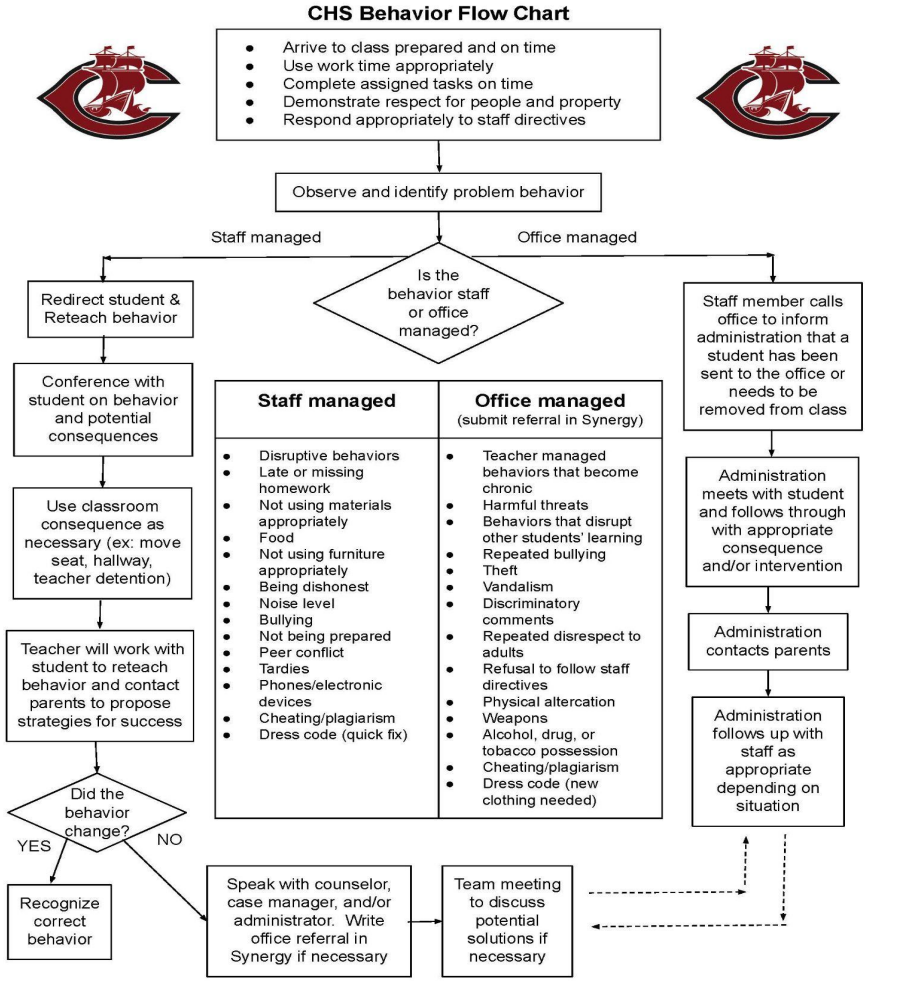
Michael Ziola
Assistant
Principal

New Faces at CHS

Non-Negotiables

- CHS Non-Negotiables
- Developed with staff
  - What behaviors were impacting student learning and building climate?
  - All staff discussions to allow for all staff to provide input and all staff to be on the same page.

CHS Behavior Flow Chart



Trust Accelerators

- **Operate with positive Intent**
- Own the decision of the group
- **Deliver the mail to the right address**
- Solution focused discussions
- Honest and respectful communication

Staff Involvement

- Staff Meetings
  - We are now having our staff meetings during Professional Development days.
  - Information that we we are sharing with staff
    - Positives - students and colleagues
    - **Student discipline data**
    - **Teacher referral data**
    - Department presentations
    - Adjustments to building procedures
    - **Opportunity for staff to ask questions and be heard by the entire staff and administration**
    - Professional development opportunities
- The Discoverer Weekly
  - Information out to staff every Sunday to all staff
  - Opportunity for staff to celebrate the works of each other

Upbeat Survey/High Reliability Schools

- Finalizing HRS Step 1
- What area need addressing?
- What steps will we take to make improvements?
- Staff involvement is critical.



UpBeat Survey Results

- **Teacher Autonomy** - 82% positive feedback **(11% increase)**
- Teacher/Principal Trust - 85% positive feedback
- **School Safety and Order** - 77% positive feedback **(9% increase)**
- **Appreciation** - 78% positive feedback **(13% increase)**
- Resources and Facilities 94% positive feedback
- **Teacher Voice and Leadership** - 82% positive feedback **(16% increase)**
- Instructional Leadership - 88% positive feedback

Staff Involvement - Current Committees

- PLC Committee
  - All departments have representation
  - School Improvement - Goals
  - Non-Negotiables
  - Focusing on what CHS needs to have better teaching and learning
- Department Chair
  - All departments have representation
  - Logistical items
  - Department Budget
- MTSS
  - Development of tiered interventions specific to CHS

Staff Involvement - Homecoming Week







Staff Involvement - Homecoming











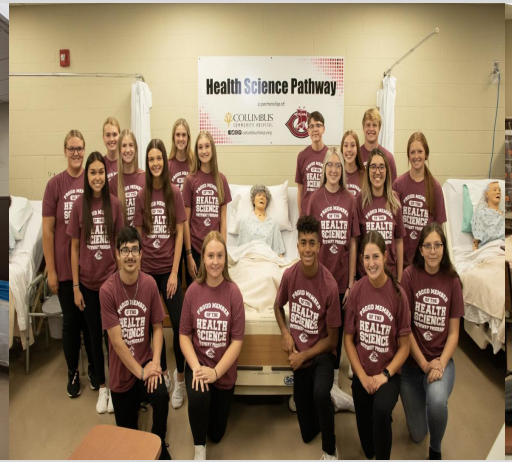
Staff Involvement - Homecoming



Health Science Pathway - Update

- Health Science Pathway
  - 1st semester 2022-23
  - Health Science 1 - 45 students (full)
  - CNA - 8 (full)
- Ms. Kallhoff's expertise as well as the cooperation with Columbus Community Hospital has put the program ahead of schedule
-







Student Involvement - Student Organizations

- ***FCCLA** - New this year!
- ***FBLA**
- ***SkillsUSA**
- ***Educators Rising**
- ***HOSA**
- Student Council
- National Honor Society
- Key Club
- CHS 101
- BIONIC
- Strive Tutoring
- Art Club

*=Career and Technical Education Organizations recognized by NDE

College and Career Ready - Class of 2022 and Class of 2023 Certifications

- Linkages Level 1,2,3
- OSHA
- Multi-Meter
- Shop-Key Level 1,2
- Torque Applications
- Mechanical Torque 1,2
- Electronic Torque 1,2
- PMI 1,2,3,4,5,6
- Solus Edge
- Battery Charging/Battery Maintenance/Battery Test
- TMPS 4
- Intro to Mechatronics
- Excel, Powerpoint, Word, Access
- WISE Personal Finance
- Safe with You
- CNA
- Stop the Bleed
- CPR - Basic Life Support

2022 Graduating Class - *667* CERTIFICATIONS EARNED

2023 Graduating Class - *628* CERTIFICATIONS EARNED

CHS Dual Credit Enrollment Class of 2022

- English IV
- Advanced Speech
- Spanish 3,4,5
- Advanced Construction Technology
- Advanced Electronics
- Intro to Mechatronics
- Mechatronics II
- Solidworks
- Advanced Manufacturing Design
- Calculus
- Probability and Statistics
- Technical Math
- Biology
- Environmental Science
- Advanced Physics
- US History
- Introduction to Education
- Best Practices in Education
- Education and Training

140 Students Enrolled in a total of 438 Dual Credit Courses

Central Community College, Wayne State College, Nebraska Wesleyan University

School Improvement Goals

- Marzano Focused Teacher Model
  - What will have the biggest impact on teacher growth and effectiveness
  - Domain 3 Conditions for Learning
  - Staff have the choice to select instructional strategies
  - Pre and post student surveys to check student engagement
  - Use of that information to make instructional decisions
  - Increasing the level of student engagement and instructional strategies used

School Culture Goal

- UpBeat Survey Data
  - Cultural Competence 58% positive feedback
  - Goal is to increase cultural competence this school year
  - PLC Committee will be helping lead the staff in this area to increase cultural competence

Student Involvement (Fall)

- Homecoming 740 students in attendance
- Activities - 421 students involved (fall numbers only - school sponsored)







Student Involvement

Marching Band Robotics Golf Student Sections

- Activity involvement is an integral part of the student experience at CHS









Columbus High School

- Wear your maroon proudly, and as always, Go, Discoverers!
- Questions?

PUBLIC COMMENT IN BOARD MEETINGS

The board recognizes the importance of citizen participation in school district matters. In order to assure citizens are heard and board meetings are conducted efficiently and in an organized manner, the board shall set time aside for public comment, *[at a specific time during the meeting][and] [prior to the discussion of each agenda item]*. If the pressure of business or other circumstances dictate, the board president may decide to eliminate this practice at a particular meeting and will announce that decision at the beginning of the meeting. The orderly process of the board meeting shall not be interfered with or disrupted. Subjects for comment should involve areas within the board's proper responsibility.

The board has the discretion to limit the amount of time set aside for public comment. The board president shall specify the total amount of time available for public comment prior to opening the public comment period. If public comment is allowed prior to individual agenda items, that limit on the total comment period should also be defined. Individual comments will be limited to 5 minutes for each participant. The board president will recognize these individuals to make their comments at the appropriate time. Only those speakers recognized by the board president shall be allowed to speak. Comments by others are out of order. If disruptive, the individual making the comments or another individual causing disruption may be asked to leave the board meeting.

~~It is helpful if citizens wishing to address the board on a certain agenda item will notify the superintendent prior to the board meeting. Citizens wishing to present petitions to the board relating to that item may do so at this time. However, the board will only receive the petitions and will not act upon them or their contents.~~
The board requires any member of the public desiring to address the body to identify himself or herself, including an address and the name of any organization represented by such person unless the board waives the address requirement to protect the security of the individual.

Individuals who have a complaint about employees or students who have complaints shall follow policies 403.05 and 504.01 respectively. The board will follow policy 1005.01 in handling public complaints.

Any written or printed materials to be circulated for a meeting of the school board must be submitted to the superintendent by the Wednesday preceding a Monday night meeting~~.~~ ~~Adding~~ and such information will only be added to the agenda packet ~~will be~~ at the discretion of the superintendent after consultation with the board president.

Legal Reference: Nebraska Statute 84-1408 to 1414

Cross Reference: 201.07 Board Member Liability
403.05 Public Complaints about Employees

Approved _____ Reviewed _____ Revised _____

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If the pressure of business or other circumstances dictate, the board president may decide to call for a vote to stop or eliminate public participation by a super majority approval vote of the board. The board president will recognize these individuals to make their comments at the appropriate time.

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Legal Reference:	Nebraska Statute 84-1408 to 1414
Cross Reference:	201.07 School Board Liability 403.05 Public Complaints about Employees

Policy
Adopted: 12-08-03
Revised: 08/11/08
Revised: 08/16/21

COLUMBUS PUBLIC SCHOOLS
Columbus, Nebraska

CONSTRUCTION PLANS AND SPECIFICATIONS

The Board may engage the services of consultants or other personnel to study the needs of the school district's buildings and sites in providing the education program. The results of these services will be considered in planning the education program and in making decisions about the improvement and acquisition of additional buildings and sites.

In any construction involving architecture or engineering with a cost contemplated to exceed $100,000, and an amount as periodically adjusted by state statute, the board shall engage an architect, a professional engineer, or a person or persons under the direct supervision of an architect or professional engineer to prepare the plans, specifications and estimates for the construction. It shall be the responsibility of the superintendent to make a recommendation to the board regarding the need for such services and who should perform such services for the board.

Buildings considered for purchase or construction by the board or currently owned by the school district and used for the education program must meet, or upon improvement be able to meet, the specifications set by the board. The Board shall make this determination.

Prior to construction or renovation of buildings and sites the board shall make a determination of the method by which it will obtain construction services. If the Board elects by a seventy-five percent affirmative vote to use the Construction Management at Risk or Design-Build methods rather than the traditional Design-Bid-Build method, policies for that respective method must be established prior to selecting the construction services provider.

Prior to remodeling or other construction of buildings and sites, the Board may appoint a committee of consultants, employees, citizens, or others to assist the Board in developing the specifications for the new or improved buildings and sites. These specifications shall be consistent with the education program, and they shall provide the architect with the information necessary to determine what is expected from the facility. It shall be within the discretion of the Board to determine whether a committee shall be appointed.
It shall be the responsibility of the superintendent to make a recommendation to the Board regarding the specifications of buildings and sites.

Legal Reference_____Neb. Statute 81-3445
Cross Reference: 104 Educational and Operational Planning

Policy
Adopted: 6/11/07
Revised: 12/21/15

COLUMBUS PUBLIC SCHOOLS
Columbus, Nebraska
Reviewed: 11/16/15

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Cross Reference: 104 Educational and Operational Planning

Approved _____ Reviewed _____ Revised _____

BIDS AND AWARDS FOR CONSTRUCTION CONTRACTS

Public, competitive sealed bids are required for construction projects, including renovation and repair, with a cost exceeding $~~100~~109,000 and an amount as periodically adjusted by state statute. This does not apply to the acquisition of existing buildings, purchase of new sites or site expansions by the district. The sealed bids shall be opened in public on the date and hour as advertised.

The award of construction contracts will, generally, be made to the lowest responsible bidder. The board, in its discretion, after considering factors relating to the construction, including, but not limited to, the cost of the construction, availability of service and/or repair, completion date, and any other factors deemed relevant by the board, may choose a bid other than the lowest bid. Resident bidders of the state of Nebraska may be given preference over nonresident bidders in some instances according to state statutes. The board shall have the right to reject any or all bids, or any part of the bids, to waive informalities, and to enter into the contract or contracts deemed to be in the best interests of the school district.

It shall be the responsibility of the superintendent to make a recommendation accompanied by supportive reasoning to the board for construction contract bids.

The district will require the successful bidder to submit a performance labor and material payment bond for an amount not less than the contract price on any project with a total cost of more than ten thousand dollars.

Legal Reference: Neb. Statute 73-101 et seq.
52-118

Cross Reference: 706 Expenditures

Approved _____ Reviewed _____ Revised _____

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52-118

Cross Reference: 706 Expenditures

Policy
Adopted: 6/11/07
Revised: 2/11/08
Revised: 10/19/2015

COLUMBUS PUBLIC SCHOOLS
Columbus, Nebraska

File: 305.02

Opioid Overdose Prevention and Response

The district will maintain an opioid antagonist in its schools, specifically naloxone, otherwise known by its brand name Narcan. Pursuant to Nebraska law and the Naloxone Standing Order issued by the Nebraska DHHS, Division of Public Health, the board will permit school nurses, trained school staff, or other individuals qualified by law to administer naloxone to any person at school or a school event displaying symptoms of an opioid overdose.

This policy shall not create a duty on the part of the school district and/or its personnel to administer naloxone. School representatives will not administer naloxone under the following circumstances:

a. Naloxone is not available during the overdose emergency;
b. There is no individual available who is qualified to administer naloxone; or
c. School representatives are uncertain as to whether an opioid overdose is occurring.

Nothing in this policy is intended to regulate, restrict or otherwise deter a law enforcement officer, emergency medical technician, volunteer fire fighter, licensed medical professional or other authorized individual from administering his/her own supply of naloxone when responding in good faith to a suspected drug overdose occurring on school district property or at a school-sponsored event.

Procurement and Storage. The superintendent, in consultation with the school's nursing staff, will make the necessary arrangements to obtain naloxone. The naloxone will be stored unlocked in the nurses' office(s). The superintendent, in consultation with the school's nursing staff, will reorder naloxone.

Naloxone that is nearing its expiration date will be replaced. The school nurse shall maintain a log of naloxone supplies consistent with the district's practices for logging other medications.

Training. Licensed health care professionals and school resource officers employed on the high school and middle school levels shall all complete an approved naloxone training prior to carrying and/or administering naloxone. Other school staff members may be trained as determined by the administration. Once trained, staff members shall

review the DHHS standing order and applicable naloxone administration protocols as needed.

Recordkeeping and Reporting. Any individual who administers naloxone on behalf of the school district will promptly notify the building principal and superintendent of the facts and circumstances surrounding the drug overdose incident. The administration of naloxone to any student will be documented in his/her cumulative health record. The administration of naloxone to any staff member will be documented in his/her personnel file.

Policy
Adopted on: _____
Revised on: _____
Reviewed on: _____

COLUMBUS PUBLIC SCHOOLS
Columbus, Nebraska

Columbus Public Schools
Health Services
District Naloxone Guidelines

I. PURPOSE

The purpose of this guideline is to establish guidelines and procedures governing the utilizations of the opioid antagonist naloxone administered by members of trained Columbus Public Schools staff.

II. GUIDELINE

These guidelines are issued pursuant to Nebraska Rev. Stat. 28-470 and 38-2840 et seq. and the Nebraska State Naloxone standing order.

Columbus Middle School and Columbus High School will obtain an opioid antagonist to treat a case of suspected opioid overdose in a school setting. Any trained nurse or school staff may administer an opioid antagonist, during an emergency, to any student or staff or other person at the school who is suspected of having an opioid-related drug overdose, whether or not there is a previous history of opioid abuse.

Per State law (28-470) no school nurse or school staff shall be liable for civil damages which may result from acts of omissions relating to the use of the opioid antagonist which may constitute ordinary negligence; nor shall the school personnel be subject to criminal prosecution which may result from acts or omissions in the good faith administration of an opioid antagonist. This immunity does not apply to acts or omissions constituting gross negligence or willful or wanton conduct.

No school nurse or school staff shall be subject to penalty or disciplinary action by Columbus Public Schools for refusing to be trained in the administration of an opioid antagonist.

III. STORAGE

a. Naloxone will be clearly marked and stored in an accessible place as determined by the school nurse. The school nurse will ensure that all other relevant staff are aware of the naloxone storage location.

b. Naloxone will be stored in accordance with manufacturer's instructions to avoid extreme cold, heat, and direct sunlight

c. Inspection of the naloxone shall be conducted regularly.
   - Check the expiration date found on box

IV. USE OF NALOXONE

In case of a suspected opioid overdose, school nurse or other trained staff shall follow the protocols outlined in the naloxone training:

- Call 911 (or direct a responsible person to do so)
- Contact Parent or Guardian (or direct a responsible person to do so)
- Administer rescue breathing
- Prepare and administer naloxone
- Alert the school emergency response team (or direct a responsible person to do so)
- Continue rescue breathing
- Give another dose of naloxone in 3 minutes if no response or minimal breathing or responsiveness
- Naloxone wears off in 30-90 minutes, which necessitates definitive medical care

- Comfort them; withdrawal can be unpleasant
- Encourage survivors to seek treatment

V. FOLLOW-UP

The school nurse or other staff will:

- Ensure that the overdose victim was transported to the emergency department
- Notify CHS Administration
- Notify the Columbus Public Schools Superintendent
- Notify CHS Resource Officer
- Notify appropriate Student Services staff (including grade level counselor and social worker if applicable).
- Provide substance abuse prevention resources to the overdose victim and family, as appropriate

NARCAN ADMINISTRATION

1. RECOGNIZE

Observe for signs of overdose:

- Pale, clammy skin
- Speech infrequent
- Not breathing or very shallow breathing
- Deep snorting or gurgling
- Unresponsive to stimuli (calling name, shaking, sternal rub)
- Slowed heart beat/pulse
- Blue lips or fingertips
- Pinpoint pupils

2. RESPOND

Immediately call for help:

- Call for help- Dial 911
  - Request Advanced Life Support
- Place the person on their back
- Tilt head
- Lift chin
- Check breathing for no more than 10 seconds
- Check to see if there is anything in their mouth blocking their airway, such as gum, toothpick, undissolved pills, syringe cap, cheeked Fentanyl patch
  - If present, remove it
- If using mask, place and hold mask over mouth and nose
- If not using mask, pinch their nose with one hand and place your mouth over their mouth
- Give 2 even, regular-sized breaths
- Blow enough air into their lungs to make their chest rise
  - If you are using a mask and don't see their chest rise, out of the corner of your eye, tilt the head back more and make sure the seal around the mouth and nose is secure
  - If you are not using a mask and don't see their chest rise, out of the corner of your eye, make sure you're pinching their nose
- Breathe again
- Give one breath every 5 seconds

3. REVERSE

Administer Intra-Nasal Narcan:

- Tilt head back and given spray (4 mg) into one nostril
- If additional doses are needed, given in the other nostril



Graphic credit: (ADAPT Pharma, 2015)

- Place person in recovery position (lying on their side)
- Stay with the person until help arrives
- Maintain airway, monitor circulation, start CPR as necessary
- Seize all illegal and/or non-prescribed opioid narcotics found on victim and process in accordance with school district protocols

4. REFER

- Have the individual transported to nearest medical facility, even if symptoms seem to get better
- Contact parent/guardians
- Follow up with treatment referral recommendations

Regular Meeting
Monday, October 17, 2022 5:30 PM Central

Columbus Public Schools Administration Building
2508 27th St.
Columbus, NE 68601

Candace Becher:	Present
Mark Brown:	Present
Michael Jeffryes:	Present
Doug Molczyk:	Present
Theresa Seipel:	Present
Douglas Willoughby:	Present

Present: 6.

I. Board Meeting

I.A. Call to Order

I.B. Roll Call of Board

I.C. Pledge of Allegiance

I.D. Notice of Open Meeting Posted

I.D.1. President insures all can hear proceedings

I.E. Mission Statement

Theresa Seipel and Candy Becher, Board Members, read the Mission Statement.

I.F. Opportunity for Public to be Heard

I.F.1. Presentations

I.F.1.1. Bank of the Valley Presentation

Eric Hall from Bank of the Valley presented a check for $4600.00 for donations from the School Pride Program Credit Card program. He said that overall, we have received $11,571, there are 285 cards in the community. For each card ordered $50.00 is donated to the district.

I.F.1.2. Centennial Elementary Presentation

Andy Luebbe, Centennial Elementary Principal, presented a report on learning and activities at Centennial. He talked about the new faces in the building. The theme for starting school was, "Rolling Out the Red Carpet'' which included photo opportunities, door and classroom decorations with movie themes. Mr. Luebbe shared the 4 areas of non-negotiables and things that staff, and students do every day, Be Safe, Be Respectful, Be Responsible and Be Kind-The Discoverer Way. Staff is using Well-Managed Classroom for Tier 1 and BIST for Tier 2 for behavior management, paras have had the training, and teachers continue to review and track data on behavior interventions. Mr. Luebbe explained that students and staff review building expectations at the beginning of each semester in the classrooms and at Expectation Stations. Well-Managed Classroom and BIST skills are reviewed each week. Students can earn tickets by demonstrating that they are safe, respectful and responsible. There are weekly drawings for

prizes. Centennial has a program called Gold Coin weeks, which are short weeks before breaks, when students are recognized for being safe, respectful and responsible. Students are working hard to earn prizes, special lunches and activities. Mr. Luebbe talked about the Quarterly Assemblies, classrooms can earn the Golden Award, and students can earn awards such as the Star Citizen, Perfect Attendance, Citizenship and AR awards. CPS activity groups provide the entertainment at these assemblies. The students get to see what activities they may participate in as middle and high school students.

Mr. Luebbe gave some examples of how the safe seat and recovery rooms are utilized; he also shared some data on office referrals. Centennial Staff is using trust accelerators to ensure they are doing the right thing for students, with so many new people in the building it is an important task. He talked about Smart Goals, Data Into Action, Teacher Involvement & Input Surveys, Collaboration and Staff Appreciation. Mr. Luebbe shared all the student involvement activities including UBUNTU (Family), The Talent Show, Student Council, Battle of the Books, Read Across America & One School One Book, Field Day and Move Up Day. There is a lot of parent involvement happening at Centennial as well, this includes Family Nights, Parent-Teacher Conferences, PAC and the end of the year Centennial Family Picnic.

I.G. Board Special Functions

I.G.1. Hearings

I.G.1.1. Adjourn Regular Meeting to Begin Special Hearings

Motion to adjourn regular meeting and begin special hearings. Passed with a motion by Doug Molczyk and a second by Mark Brown.
Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea
Yea: 6, Nay: 0

I.G.1.2. Special Hearing - Annual review on Parent Relations Goals, Policy 1005.02, Regulations and Exhibits

Troy Loeffelholz, Superintendent, spoke about the annual hearings on this policy. He said it encourages relationships with parents and/or guardians, the policy shares information on reasons the school may call on them. Also includes forms for objections from parents on curriculum content.

I.G.1.3. Special Hearing - Annual Review of Policy 1005.03, Regulations and Exhibits - Parental Involvement in the School

I.G.1.4. Adjourn Special Hearings and Return to Meeting

Motion to adjourn special hearings and return to regular meeting. Passed with a motion by Mark Brown and a second by Douglas Willoughby.
Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea
Yea: 6, Nay: 0

I.G.2. Approval of Clark & Enersen for Architectural Services

The Superintendent recommends that the Board approve Clark & Enersen for Architectural Services. Passed with a motion by Douglas Willoughby and a second by Candace Becher.

Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea
Yea: 6, Nay: 0

Representatives from Clark & Enersen thanked the group for choosing them as CPS' architectural firm, they are looking forward to the opportunity. They said they are looking forward to having a successful bond campaign.

I.G.3. First Reading of Policy 204.12 Public Comment in Board Meetings

The Superintendent recommends that the Board approve the First Reading of Policy 204.12 Public Comment in Board Meetings. Passed with a motion by Mark Brown and a second by Theresa Seipel.
Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea
Yea: 6, Nay: 0

Dr. Loeffelholz said there are no big changes, this policy clarifies the rules and is easier to read.

I.G.4. First Reading of Policy 902.02 Construction Plans and Specifications

The Superintendent recommends that the Board approve the First Reading of Policy 902.02 Construction Plans and Specifications. Passed with a motion by Michael Jeffryes and a second by Candace Becher.
Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea
Yea: 6, Nay: 0

The amount on this policy is periodically adjusted by state statute.

I.G.5. First Reading of Policy 902.04 Bids and Awards for Construction Contracts

The Superintendent recommends that the Board approve the First Reading of Policy 902.04 Bids and Awards for Construction Contracts. Passed with a motion by Douglas Willoughby and a second by Mark Brown.
Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea
Yea: 6, Nay: 0

The amount on this policy is periodically adjusted by state statute. Dr. Loeffelholz also said he questioned why the amounts would be different on these two policies. He will share the information at the next meeting.

I.G.6. CHS Winter Percussion Excursion Approval

The Superintendent recommends that the Board approve the CHS Winter Percussion Excursion, as submitted. Passed with a motion by Candace Becher and a second by Theresa Seipel.
Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea
Yea: 6, Nay: 0

Dave Hiebner, CHS Principal, said that there was a date change due to the schedule changing, so this approval form was submitted to update all the information regarding this trip.

I.H. Items to be removed from the Consent Agenda

I.I. Consent Agenda

Motion to approve the Consent Agenda Passed with a motion by Mark Brown and a second by Theresa Seipel.
Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea
Yea: 6, Nay: 0

I.I.1. Approval of Minutes

I.I.2. Financial Reports M2, M3, M4a

General Fund cash balance is where it needs to be. Bond Fund is in good shape for paying off bonds in December. We are retiring the 2012 bond. Special Building Fund shows an influx of the bond funds for the completion of the preschool and daycare.

Mr. Kay said most of the property tax has been received. We will receive revenue from state aid each month.

I.I.3. Financial Report M5
Mr. Kay said that the M5 financial report is for the addtional bills that come in, it includes bills for staffing. These are bills from Associated Staffing and ServiceMaster by Shevlin. He said most of the district's budget is paid out to personnel to serve our students.

I.I.4. Certified Personnel

Tayler Bauer has been hired to take a special education position for 2nd semester.

I.I.5. Classified Personnel

Mr. Kay said the EL Family Liaison position has been hired. There is the typical shuffling around in classified staff.

I.I.6. Professional Travel
Dr. Loeffelholz said the travel report consists of teacher fairs at UNK and UNL. CIA Accelerated learning seminars.

I.J. Acceptance of Gifts/Donations

The Superintendent recommends that the Board accept the attached gifts/donations Passed with a motion by Mark Brown and a second by Candace Becher.
Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea
Yea: 6, Nay: 0

$61,507.08 contributions for the month; $281,324.25 for the year.

I.K. Curriculum and Instruction

I.K.1. Administrative Functions

I.K.1.1. Nebraska Career and Technical Education Standards

The Superintendent recommends that the Board approve the Nebraska Career and Technical Education Standards. Passed with a motion by Doug Molczyk and a second by Mark Brown.
Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea
Yea: 6, Nay: 0

Teresa Hausmann, Director of Curriculum, Instruction and Assessment, asked the board to adopt the Skilled and Technical Sciences Program of Study Standards dated 2023-2024. Currently, CPS does not offer all the programs, but this will be good for the programs offered now and in the future. The focus at this time is the welding pathway standards.

I.K.1.2. Nebraska Math Standards

The Superintendent recommends that the Board approve the Nebraska Standards for Mathematics. Passed with a motion by Theresa Seipel and a second by Douglas Willoughby.
Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea
Yea: 6, Nay: 0

Mrs. Hausmann offered information on the Math Standards approved by the Nebraska State Board of Education and asked the CPS board to adopt these standards. She also gave kudos to Julie Kreikemeier, our Math Coach on participating in the writing committee to write these standards.

I.K.2. Updates

CIA Updates included department goals, staff connections made to date, and on-site professional development dates. Mrs. Hausmann also shared information about the K-12 Select-a-Session Professional Development process. She shared information about the new EL Family Liaison hire. Proficiency Reporting supports were explained along with Mentor/Mentee Updates. Mrs. Hausmann shared the onsite visit date with Cognia for the CPS accreditation, April 3rd and 4th, 2023.

I.L. Business Operations and Human Relations

I.L.1. Administrative Functions

I.L.1.1. Fundraising Applications

The Superintendent recommends that the Board approve the Fundraising Applications, as submitted. Passed with a motion by Mark Brown and a second by Candace Becher.
Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea
Yea: 6, Nay: 0

The Superintendent recommends that the Board approve the Fundraising Applications, as submitted. Passed with a motion by Mark Brown and a second by Douglas Willoughby.
Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea
Yea: 6, Nay: 0

Chip Kay, Director of Finance and Human Resources briefly discussed our fundraising policy. Applications included all of West Park's fundraisers for the year, Close-Up, CHS musical fundraisers, and the elementary buildings Penny Campaign for 2022. Doug Willoughby, Board Vice President, donated his pennies for the fundraiser.

I.L.2. Updates

Mr. Kay said that CPS is using data from the surveys to make some changes. The calendar is giving teachers more time for work. He said we are doing a lot of things other districts are not doing that directly affects the work-life balance, he gave kudos to Dr. Loeffelholz and the Board for those changes. He shared some feedback from the conference he attended, which included opportunities of growing your own teachers and paras. He said he feels like he brought more back for us than he shared.

I.M. Buildings & Sites/Technology

I.M.1. Administrative Functions

I.M.2. Updates

Leonard Kwapnioski, Director of Building/Sites & Technology, gave an update on Kramer, he said Area D, the training center, is completely framed, the state electrical inspection was completed. Metal door frames are 6 weeks out for delivery. The daycare area is 90% painted, gym is being primed today along with half of the parking lot was poured today.

I.N. Student Services

I.N.1. Administrative Functions

I.N.2. Updates

Jason Harris, Director of Student Services and Special Education updated the group, including all state reports coming due in October, grant claims to wrap up the year. SPED final financials are due at the end of the month.

I.O. Superintendent's Report

To Adjourn Passed with a motion by Mark Brown and a second by Candace Becher.
Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea
Yea: 6, Nay: 0

Dr. Loeffelholz said the fall activity season is coming to an end already, quickly getting into winter. He talked about Clark & Enersen setting up meeting dates, the RFP in November for a contractor, and campaign organization groups. Dr. Loeffeholz said he listened to Matt Blomstedt, Nebraska Education Commissioner, it was good to hear his perspective on NDE. He said the Listening Session went well with the new plan, board members discussed how good it was to have Dr. Loeffelholz there to address questions and concerns during the meeting.

I.P. Board Sharing

The Board continues to appreciate all the work being done regarding staff suggestions and building morale. Looking forward to working with Clark & Enersen. Glad to hear updates from Centennial Elementary through the Listening Session and the presentation by Andy Luebbe, Centennial Elementary Principal. Several comments on the positive aspects of having Dr. Loeffelholz attend the Listening Sessions and his responsiveness to the needs of staff.

II. Executive Session

Adjourned at 7:18.

I, the undersigned, being the duly qualified Secretary for the School District No. 1 of Columbus, Nebraska, certify that the preceding is a true and correct copy of the minutes of the Regular School Board meeting of Monday, October 17, 2022.

_____ _____

President Secretary

Work Session
Monday, October 10, 2022 5:30 PM Central

Columbus Public Schools Administration Building
2508 27th St.
Columbus, NE 68601

Candace Becher:	Present
Mark Brown:	Present
Michael Jeffryes:	Present
Doug Molczyk:	Present
Theresa Seipel:	Absent
Douglas Willoughby:	Present

Present: 5, Absent: 1.

I. Work Session

I.A. Call to Order

I.B. Roll Call of Board

Motion to excuse Mrs. Seipel from the meeting. Passed with a motion by Douglas Willoughby and a second by Candace Becher.
Theresa Seipel: Absent, Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Douglas Willoughby: Yea
Yea: 5, Nay: 0, Absent: 1

I.C. Pledge of Allegiance

I.D. Notice of Open Meeting Posted

I.E. Board Special Functions

I.E.1. Interviews of Architectural Firms

The Board along with Troy Loeffelholz, Superintendent, Jason Harris, Director of Student Services and Special Education, Leonard Kwapnioski, Director of Buildings/Sites and Technology, and Teresa Hausmann, Director of Curriculum, Instruction and Assessment interviewed 4 architectural firms.

Firms interviewed were BVH, Clark & Enerson, DLR, and Wilkins.

Each group introduced themselves and shared the longevity of the organization and gave testimony to their respective organizations. Each group had twenty minutes to share experiences, costs, protocols for each phase of a project.

Pre-bond services were outlined for the group which included questions regarding cost, and specific ideas for ways to involve students, staff and the community. All firms expressed the importance of finding out what the priorities are for all stakeholders and then start putting costs to those projects.

The Board of Education had 25 minutes to ask the same questions to each firm for answers to some of their specific questions. Discussion with each group included what would the plan be for gaining community support, how are design flaws handled, how will they handle putting future ready technology into the projects. Discussion also included working with contractors and how

each firm works with an owner's representative.

After the interviews, Dr. Loeffelholz asked the board to rate each firm 1-4 as to who they would hire. Dr. Loeffelholz said he would begin calling references on the top firm chosen.

I.F. Adjourn

Motion to adjourn. Passed with a motion by Douglas Willoughby and a second by Mark Brown. Theresa Seipel: Absent, Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Douglas Willoughby: Yea
Yea: 5, Nay: 0, Absent: 1

The meeting was adjourned at 9:35pm.

I, the undersigned, being the duly qualified Secretary for the School District No. 1 of Columbus, Nebraska, certify that the preceding is a true and correct copy of the minutes of the Regular School Board meeting of Monday, October 10, 2022.

_____ _____

President Secretary

	DESCRIPTION	BEGINNING BALANCE	MONTH TO DATE RECEIPTS	MONTH TO DATE EXPENDITURES	END OF MONTH BALANCE	YTD BALANCE PRIOR YEAR
General Fund	Attachment M4a			$ 3,970,657.48		
	Attachment M5 (prior Bd Mtg)			$ 288,807.49		
	Transfer to GP Savings	$ -				
	GEN FUND - GREAT PLAINS STATE BANK	$ 4,670,532.71	$ 2,401,599.81	$ 4,259,464.97	$ 2,812,667.55	$ 8,233,128.29
	GEN FUND- GP SAVINGS	$ 5,007,321.91	$ 4,254.37		$ 5,011,576.28	
	Dividends		$ 1,849.99			
	Management Fees			$ 214.86		
	Investment Gain			$ 2,735.90		
	GENERAL FUND - FNB TRUST	$ 918,272.55	$ 1,849.99	$ 2,950.76	$ 917,171.78	$ 952,221.44
	General Fund -Cash Balance				$ 8,741,415.61	
Depreciation - GF	Dividends		$ 3,455.16			
	Management Fees			$ 546.66		
	Investment Gain			$ 7,450.23		
	DEPRECIATION - FNB	$ 2,336,317.54	$ 3,455.16	$ 7,996.89	$ 2,331,775.81	$ 2,278,105.06
Temporary Funds -GF	**PAYROLL - PINNACLE BANK**	$ 171,704.57	$ 3,700,495.94	$ 3,674,816.10	$ 197,384.41	$ 184,314.14
	PAYFLEX - PINNACLE BANK	$ 51,951.10	$ 60.57	$ 9,376.77	$ 42,634.90	$ 42,979.07
Activities	Administration	$ 883,145.86	$ 107,449.20	$ 20,463.87	$ 970,131.19	$ 886,560.09
	Middle School	$ 163,228.66	$ 32,737.07	$ 62,934.30	$ 133,031.43	$ 114,158.69
	High School	$ 612,524.57	$ 71,616.48	$ 85,583.16	$ 598,557.89	$ 536,052.22
	ACTIVITY FUNDS - COLUMBUS BANK	$ 1,658,899.09	$ 211,802.75	$ 168,981.33	$ 1,701,720.51	$ 1,536,771.00
Nutrition Fund	Credit card fees received		$ -			
	Interest Income		$ 604.84			
	State Reimbursement		$ 92,822.14			
	Rct to Expenditures		$ 5,955.52			
	Student/Staff Meals		$ 81,478.32			
	NUTRITION FUND - CORNERSTONE BANK	$ 717,638.75	$ 180,860.82	$ 324,226.93	$ 574,272.64	$ 442,208.05
Bond Fund	B.O.K. Financial		$ -	$ -		
	Platte County Treasurer		$ 112,094.70			
	Butler County Treasurer		$ 548.82			
	Polk County Treasurer		$ 0.54			
	Dividends		$ 6,320.90			
	Management Fees			$ 867.17		
	Investment Gain			$ 644.01		
	BOND FUND - FNB	$ 3,706,117.30	$ 118,964.96	$ 1,511.18	$ 3,823,571.08	$ 3,537,319.60
Special Building Fund	Dividends		$ 369.01			
	Management Fees			$ 92.59		
	Investment Loss			$ 617.72		
	SPECIAL BLDG FUND - FNB TRUST	$ 395,700.87	$ 369.01	$ 710.31	$ 395,359.57	$ 406,029.87
	City of Columbus-Finance Dept			$ 6,826.88		
	Commonwealth Electric Midwest			$ 74,352.60		
	Midwest Door & Hardware			$ 7,212.00		
	Midwest Glass Service Inc.			$ 14,850.00		
	Tucker Masonry Company			$ 5,209.50		
	SPECIAL BLDG FUND - BANK OF THE VALLEY	$ 2,672,567.34	$ 37,867.80	$ 108,450.98	$ 2,601,984.16	$ 3,315,443.21
	Special Building Fund - Cash Balance				$ 2,997,343.73	

Columbus Public Schools
General Fund Revenue Detail
October 31, 2022

Account Number	Description	Budget	Month to Date	Year to Date	Balance	Percent
01.1.01100.000.000	Property Taxes	($24,325,478.00)	($640,336.48)	($7,511,217.55)	($16,814,260.45)	30.88%
01.1.01115.000.000	Carline Taxes	($21,000.00)	$0.00	($2,782.82)	($18,217.18)	13.25%
01.1.01120.000.000	Public Power District Sales Ta	($850,000.00)	$0.00	$0.00	($850,000.00)	0.00%
01.1.01125.000.000	Motor Vehicle Taxes	($2,343,000.00)	($172,996.08)	($377,890.06)	($1,965,109.94)	16.13%
01.1.01125.733.001	Alternate Education	$0.00	$0.00	$0.00	$0.00	#DIV/0!
01.1.01312.000.000	Tuition, Summer School	$0.00	$0.00	$0.00	$0.00	#DIV/0!
01.1.01323.000.000	Tuition, SpEd School Age	($35,000.00)	$0.00	$0.00	($35,000.00)	0.00%
01.1.01510.000.000	Interest	($15,000.00)	($10,068.25)	($18,784.54)	$3,784.54	125.23%
01.1.01540.000.000	Income from Real Property	($25,000.00)	$0.00	$0.00	($25,000.00)	0.00%
01.1.01801.000.000	CASP /Parent Fees	($35,000.00)	($9,024.00)	($14,793.00)	($20,207.00)	42.27%
01.1.01910.000.000	Rental Fees	$0.00	($200.00)	($200.00)	$200.00	#DIV/0!
01.1.01911.000.000	Local License Fees	($25,000.00)	$0.00	$0.00	($25,000.00)	0.00%
01.1.01990.000.000	Miscellaneous Local Receipts	$0.00	$0.00	$0.00	$0.00	#DIV/0!
01.1.02110.000.000	County Fines&License Fees	($155,000.00)	($20,555.28)	($59,748.45)	($95,251.55)	38.55%
01.1.02120.733.001	School Counselors	$0.00	$0.00	$0.00	$0.00	#DIV/0!
01.1.02790.580.001	School Field Trips	$0.00	$0.00	$0.00	$0.00	#DIV/0!
01.1.03110.000.000	State Aid	($14,316,378.00)	($1,431,638.00)	($2,863,276.00)	($11,453,102.00)	20.00%
01.1.03120.000.000	SpEd Receipts from the State	($2,602,545.00)	$0.00	$0.00	($2,602,545.00)	0.00%
01.1.03125.000.000	SpEd Transportation Receipts f	($135,000.00)	$0.00	$0.00	($135,000.00)	0.00%
01.1.03130.000.000	Homestead Exemption	$0.00	($30.84)	($30.84)	$30.84	#DIV/0!
01.1.03131.000.000	Property Tax Credit	$0.00	$0.00	$0.00	$0.00	#DIV/0!
01.1.03155.000.000	Textbook Loan Receipts	($25,000.00)	$0.00	$0.00	($25,000.00)	0.00%
01.1.03180.000.000	Pro-Rate Motor Vehicle	($50,000.00)	($3.01)	($3.01)	($49,996.99)	0.01%
01.1.03400.000.000	State Apportionment	($525,000.00)	$0.00	$0.00	($525,000.00)	0.00%
01.1.03500.110.000	Elementary Attendance Monitor	$0.00	$0.00	$0.00	$0.00	#DIV/0!
01.1.03535.000.000	High Ability Learner Allocatio	($25,000.00)	$0.00	$0.00	($25,000.00)	0.00%
01.1.03540.000.000	State Early Childhood Grant	($150,940.00)	$0.00	($29,607.00)	($121,333.00)	19.62%
01.1.03541.000.000	Early Childhood Endowment Gran	($164,500.00)	$0.00	($24,548.00)	($139,952.00)	14.92%
01.1.03590.000.000	Opportunity Grant	$0.00	$0.00	$0.00	$0.00	#DIV/0!
01.1.03599.000.000	Education Quest College Access	$0.00	($12,319.14)	($12,319.14)	$12,319.14	#DIV/0!
01.1.03599.000.001	Education Quest College Access	($20,000.00)	$0.00	$0.00	($20,000.00)	0.00%
01.1.03995.000.000	Nebraska VR	$0.00	$0.00	$0.00	$0.00	#DIV/0!
01.1.04505.000.000	ESSA Title I Receipts	($568,214.00)	$0.00	$0.00	($568,214.00)	0.00%
01.1.04509.000.000	ESSA Title II Receipts	($106,004.00)	$0.00	$0.00	($106,004.00)	0.00%
01.1.04510.000.000	ESSA Title IV SSAE Grant	($41,513.00)	$0.00	$0.00	($41,513.00)	0.00%
01.1.04516.000.000	IDEA Preschool Enrollment/Pove	($24,723.00)	$0.00	$0.00	($24,723.00)	0.00%
01.1.04518.000.000	IDEA Enrollment/Poverty Grant	($928,690.00)	$0.00	$0.00	($928,690.00)	0.00%
01.1.04521.000.000	IDEA Proportionate Share	($134,873.00)	$0.00	$0.00	($134,873.00)	0.00%
01.1.04524.000.000	ECF	$0.00	$0.00	$0.00	$0.00	#DIV/0!
01.1.04525.000.000	Carl Perkins Grants	($41,918.00)	($47,894.00)	($47,894.00)	$5,976.00	114.26%
01.1.04526.000.000	Perkins Revision Grant	($100,000.00)	$0.00	$0.00	($100,000.00)	0.00%
01.1.04527.000.000	ESSA Title III LEP Grant	($79,934.00)	$0.00	$0.00	($79,934.00)	0.00%

Columbus Public Schools
General Fund Revenue Detail
October 31, 2022

Account Number	Description	Budget	Month to Date	Year to Date	Balance	Percent
01.1.04528.000.000	Title III Immigrant	($54,397.00)	$0.00	($12,223.00)	($42,174.00)	22.47%
01.1.04530.000.000	Federal Grant NC/FF/ECF	$0.00	$0.00	$0.00	$0.00	#DIV/0!
01.1.04531.000.000	ESSA Title IV Part B 21st Cent	($149,163.00)	$0.00	$0.00	($149,163.00)	0.00%
01.1.04708.000.000	Medicaid in Public Schools	($34,643.00)	($41,591.77)	($41,591.77)	$6,948.77	120.06%
01.1.04969.000.000	ESSA Title IV SSAE Grant	$0.00	$0.00	$0.00	$0.00	#DIV/0!
01.1.04995.000.000	FEMA/Federal Disaster Funds	$0.00	$0.00	$0.00	$0.00	#DIV/0!
01.1.04996.000.000	Covid 19 Revenue	$0.00	$0.00	$0.00	$0.00	#DIV/0!
01.1.04997.000.000	Cares Act II	($350,000.00)	$0.00	$0.00	($350,000.00)	0.00%
01.1.04998.000.000	Cares Act III	($1,400,000.00)	$0.00	$0.00	($1,400,000.00)	0.00%
01.1.05200.000.000	Transfers from Other Funds	$0.00	$0.00	$0.00	$0.00	#DIV/0!
01.1.05690.000.000	Other Non-Revenue Receipts (Rt	$0.00	$0.00	$0.00	$0.00	#DIV/0!
		($49,857,913.00)	($2,386,656.85)	($11,016,909.18)	($38,841,003.82)	22.10%
	Transfers					
	Reimbursements/ Refunds		($21,791.22)			
	Interest - other accounts		$6,848.26			
	Total Revenue		**($2,401,599.81)**			

Check Number	Vendor	Amount
13067	SCHOOL DISTRICT #1-PAYROLL	$3,567,107.68
13068	AMAZON CAPITAL SERVICES	$3,233.15
13069	CAPITAL ONE/WALMART	$236.98
13070	HY-VEE FOOD STORES	$250.55
13071	SUPER SAVER	$1,229.20
13072	ADVANCE AUTO PARTS	$53.37
13073	APPLE INC.	$2,558.00
13074	ASSOCIATED STAFFING, INC	$7,197.93
13075	CENTRAL COMM COLLEGE-COL	$70.00
13076	COLFORD, SARA	$20.57
13077	EAKES OFFICE SOLUTIONS	$25,503.46
13078	ERNST AUTO CENTER	$172.44
13079	ESU #7	$4,356.64
13080	FIRST NATIONAL BANK OMAHA	$517.93
13081	FIRST NATIONAL BANK OMAHA	$577.55
13082	FIRST NATIONAL BANK OMAHA	$137.00
13083	FIRST NATIONAL BANK OMAHA	$83.40
13084	FIRST NATIONAL BANK OMAHA	$81.05
13085	FIRST NATIONAL BANK OMAHA	$605.48
13086	FIRST NATIONAL BANK OMAHA	$82.74
13087	FIRST NATIONAL BANK OMAHA	$846.15
13088	INSTRUCTIONAL EMPOWERMENT, INC	$25,944.00
13089	JACKSON SERVICES INC.	$148.57
13090	JUAREZ, ANDREA	$45.10
13091	LUNCHTIME SOLUTIONS, INC	$150.00
13092	NCSA	$125.00
13093	O'REILLY AUTO PARTS-COL	$29.98
13094	ORTIZ, FAVIOLA	$92.80
13095	ORTIZ, MARIA	$74.24
13096	PAYFLEX SYSTEMS USA, INC.	$334.80
13097	SPECIALTEE SCREEN PRINTING	$862.00
13098	STEALTH BROADBAND	$5,690.88
13099	TY'S OUTDOOR POWER, INC.	$37.57
13100	UNITED WAY OF THE MIDLANDS	$10,000.00
13101	VARGAS, NATHALIE	$55.68
13102	BARTHOLOMEW, CARLENE ANN	$160.00
13103	BREZENSKI, KRISTIE	$200.00
13104	CATTAU, MEGAN	$560.00
13105	FERGUSON, CHERYL	$60.00
13106	HALLIGAN, BARB	$340.00
13107	KLINK, LINDA	$380.00
13108	MICEK, ANN	$60.00
13109	PAULEY, JOAN	$160.00
13110	ROMBERG, TAMMIE	$260.00
13111	SPENCER, JULI	$760.00
13112	SVEHLA, DEB	$60.00

Check Number	Vendor	Amount
13113	WEMHOFF, TRICIA	$940.00
13114	KILLHAM, JAMES D	$406.19
13115	AMAZON CAPITAL SERVICES	$713.78
13116	CAPITAL ONE/WALMART	$499.01
13117	HOBBY LOBBY	$86.69
13118	HY-VEE FOOD STORES	$12.55
13119	SUPER SAVER	$388.95
13120	ADVANCED WATER COMPANY, INC.	$4,071.00
13121	ASSOCIATED STAFFING, INC	$6,971.26
13122	BENDER, LACI	$60.00
13123	BRAINPOP LLC	$2,595.00
13124	BRIGHT SOLUTIONS FOR DYSLEXIA	$1,359.80
13125	CENTRAL COMM COLLEGE-COL	$480.00
13126	CENTRAL NE COMMUNITY SERVICES	$16,302.06
13127	COLUMBUS PUBLIC SCHOOLS ACTIVITY	$175.22
13128	CPS FOUNDATION	$86,579.00
13129	DAS STATE ACCTG-CENTRAL FINANCE OCIO	$2,359.44
13130	DEMCO, INC	$558.72
13131	DRAIN SURGEON, INC	$1,050.00
13132	ESU #7	$14,025.40
13133	ESU #7	$34.81
13134	FAS-BREAK	$50.00
13135	FEHRINGER & MIELAK, LLP	$4,279.07
13136	FIRST NATIONAL BANK OMAHA	$344.80
13137	FIRST NATIONAL BANK OMAHA	$1,847.17
13138	FIRST NATIONAL BANK OMAHA	$234.65
13139	FIRST NATIONAL BANK OMAHA	$2,420.82
13140	GAVER TIRE & AUTO CENTER	$82.11
13141	HAMPTON INN-KEARNEY	$979.65
13142	LOUP POWER DISTRICT	$56,893.49
13143	MOSER, ELIJAH	$86.63
13144	NCSA	$8,256.00
13145	NEBRASKA DEPARTMENT OF EDUCATION	$20.00
13146	NEBRASKA EXT- PLATTE COUNTY	$248.50
13147	PLUNKETTS PEST CONTROL	$690.00
13148	T-BONE TRUCK STOP	$7,160.47
13149	U AND I SANITATION LLC	$1,860.00
13150	VALENTINOS OF COLUMBUS	$145.89
13151	WEMHOFF, ELIZABETH ALEXANDRIA	$89.60
13152	ACE HARDWARE-COLUMBUS	$30.17
13153	ADVANCE AUTO PARTS	$380.52
13154	BLICK ART MATERIALS	$102.57
13155	BOMBERGER, KYLA	$52.25
13156	BOMGAARS	$269.92
13157	CAPITAL SANITARY SUPPLY	$1,270.64
13158	CENGAGE LEARNING	$100.00

Check Number	Vendor	Amount
13159	CENTRAL VALLEY AG	$3,187.15
13160	COLUMBUS MUSIC	$1,440.84
13161	ELECTRICAL ENGINEERING & EQUIP	$471.72
13162	FERGUSON ENTERPRISES INC	$125.44
13163	FILTER SHOP	$14,090.55
13164	FUN AND FUNCTION	$122.88
13165	GREAT PLAINS BUILDING SUPPLY CO.	$12.38
13166	KIM, ERIKA	$10.00
13167	MECHANICAL SALES INC	$3,592.51
13168	MENARDS-COL	$1,365.95
13169	MID-AMERICAN RESEARCH CHEMICAL	$95.00
13170	MUHSMAN, ERICA	$112.50
13171	NEBRASKA SAFETY CENTER	$100.00
13172	NEWILL, TOBIE	$245.63
13173	O'REILLY AUTO PARTS-COL	$17.62
13174	PAITZ, TONYA	$52.00
13176	ROBINSON, MEGAN	$29.40
13177	RODRIGUEZ, CHRISTIE	$61.75
13178	SCHMITT MUSIC	$185.00
13179	SOTO, REYNA	$67.50
13180	STEMPEK, SHELLEY	$480.96
13181	STRIVVEN MEDIA, LLC	$2,775.00
13182	TAYLOR MUSIC, INC.	$48.00
13183	TEACHER SYNERGY, LLC	$23.96
13184	TEPLY, TAMMY	$333.11
13185	THE HOME DEPOT PRO	$881.54
13186	TIRE OUTLET INC	$163.00
13187	TOOFAST SUPPLY	$251.52
13188	TWOREK, KRYSTAL	$183.76
13189	TYLER TECHNOLOGIES	$41,837.35
13190	VEX ROBOTICS, INC.	$8,895.00
13191	VOSS LIGHTING	$183.16
13192	WOODWORKER'S HARDWARE	$139.61
	Total Fund Expenditures	**$3,970,657.48**

Travel Report

November 2022

DATE	# DAYS	NAME	EVENT NAME	EST COST$	
10/4/2022	1.00	RYAN GOETSCH	NE ASD TRANSITION TRAINING - NORFOLK	$165.00	
10/5/2022	1.00	AUSTIN CARMICHAEL	CHS DISTRICT SOFTBALL - LINCOLN	$0.00	
10/5/2022	2.00	TIM KWAPNIOSKI	CHS DISTRICT SOFTBALL - LINCOLN	$0.00	
10/10/2022	0.75	DAVE HIEBNER	UNL JOB FAIR - LINCOLN	$0.00	
10/10/2022	0.75	SARA COLFORD	UNL TEACHER FAIR - LINCOLN	$0.00	
10/11/2022	0.75	SARA COLFORD	WAYNE TEACHER FAIR - WAYNE	$0.00	
10/12/2022	1.00	KELSEY PLANCE	STATE SOFTBALL - HASTINGS	$165.00	
10/12/2022	1.00	SANDI SECKEL	UNO/PDK SHOWCARE FOR EDUCATORS RISING - OMAHA	$165.00	
10/13/2022	2.00	AMY HAYNES	MTSS-B CONFERENCE - KEARNEY	$0.00	
10/13/2022	2.00	ANGIE KRUSE	MTSS-B CONFERENCE - KEARNEY	$0.00	
10/13/2022	1.00	GUADALUPE MARINO	MTSS-B CONFERENCE - KEARNEY	$0.00	
10/13/2022	1.00	JASON HARRIS	MTSS-B CONFERENCE - KEARNEY	$432.50	
10/13/2022	1.00	JP HOLYS	MTSS-B CONFERENCE - KEARNEY	$0.00	
10/13/2022	2.00	LEANN KLEE	MTSS-B CONFERENCE - KEARNEY	$330.00	
10/13/2022	2.00	MALIA WHITE	MTSS-B CONFERENCE - KEARNEY	$0.00	
10/13/2022	2.00	MICHAEL INGEMANSEN	MTSS-B CONFERENCE - KEARNEY	$350.00	
10/13/2022	2.00	RHONA PEABODY	MTSS-B CONFERENCE - KEARNEY	$330.00	
10/13/2022	2.00	SARA COLFORD	MTSS-B CONFERENCE - KEARNEY	$0.00	
10/14/2022	1.00	SCOTT BETHUNE	BOYS STATE TENNIS - OMAHA	$165.00	
10/14/2022	1.00	JASON HARRIS	NCTE FALL COUNCIL MEETING - LINCOLN	$0.00	
10/18/2022	1.00	JASON HARRIS	SIXPENCE CONFERENCE - OMAHA	$116.25	
10/19/2022	1.00	ABBY SAYERS	BMIT FALL WORKSHOP - OMAHA	$165.00	
10/19/2022	1.00	JESSICA ALSWAGER	BMIT FALL WORKSHOP - OMAHA	$165.00	
10/19/2022	1.00	KARI TUNINK	BMIT FALL WORKSHOP - OMAHA	$165.00	
10/19/2022	0.50	BETHANY SEEHUSEN	COLLEGE ACCESS WORKSHOP - WAYNE (she got all the way there and found out they had cancelled with no notice)	$0.00	
10/19/2022	1.00	JORDON ANDERSON	GREAT PLAINS AD CONFERENCE - GRAND ISLAND	$0.00	
10/20/2022	1.00	AJ ROSE	STRIVE CAMP - FREMONT	$82.50	
10/21/2022	0.50	TRINIA PERIGO	NILA CONFERENCE - CRETE	$0.00	
10/21/2022	1.00	AMY THEIS	SSWAN FALL RETREAT - LINCOLN	$0.00	
10/21/2022	1.00	HEIDI LUEBBE	SSWAN FALL RETREAT - LINCOLN	$0.00	
10/21/2022	1.00	JILL SPALE	SSWAN FALL RETREAT - LINCOLN	$0.00	
10/21/2022	0.50	AUSTIN CARMICHAEL	STATE CROSS COUNTRY - KEARNEY	$0.00	
10/21/2022	0.50	TIM KWAPNIOSKI	STATE CROSS COUNTRY - KEARNEY	$0.00	
10/24/2022	2.00	JASON HARRIS	BRING UP NE CONFERENCE - OMAHA	$0.00	
10/25/2022	1.00	KRISTIN BIGGS	NE ASD TRANSITION TRAINING - NORFOLK	$165.00	
10/25/2022	1.00	RYAN GOETSCH	NE ASD TRANSITION TRAINING - NORFOLK	$165.00	
10/26/2022	1.00	ADAM WHITMORE	CAREERS IN MANUFACTURING DAY - MILFORD	$175.00	
10/26/2022	0.50	AMY HAYNES	NSAAP EXECUTIVE BOARD MEETING - LINCOLN	$0.00	
10/27/2022	1.00	TIM KWAPNIOSKI	HAC CONFERENCE MEETING - LINCOLN	$0.00	
10/27/2022	1.75	LEONARD KWAPNIOSKI	NATA RETREAT - SOUTH SIOUX CITY, IA & SOUTH CITY, IA	$0.00	
10/27/2022	1.00	TROY LOEFFELHOLZ	STANCE MEETINGS - LINCOLN	$0.00	
10/28/2022	1.00	JASON HARRIS	LR 420 HEARING - LINCOLN	$0.00	
11/1/2022	0.75	TIM KWAPNIOSKI	NSAA DISTRICT II MEETING - OMAHA	$0.00	
11/2/2022	3.00	JASON HARRIS	SPED LAW CONFERENCE - OMAHA	$641.25	
11/3/2022	2.00	CARLY WHITNEY	SPED LAW CONFERENCE - OMAHA	$0.00	
11/3/2022	2.00	EDWIN FATTIG	SPED LAW CONFERENCE - OMAHA	$0.00	
11/3/2022	2.00	JESSY HILL	SPED LAW CONFERENCE - OMAHA	$0.00	
11/3/2022	2.00	ROBYN MYERS	SPED LAW CONFERENCE - OMAHA	$0.00	
11/4/2022	1.00	JERI OTTEN	STATE VOLLEYBALL - LINCOLN	$175.00	
11/4/2022	1.00	SAMANTHA WOLFF	STATE VOLLEYBALL - LINCOLN	$165.00	
11/4/2022	1.00	ADAM KEISWETTER	UNL COACHES CLINIC - LINCOLN	$165.00	
11/4/2022	1.00	MICK BUBAK	UNL COACHES CLINIC - LINCOLN	$285.00	
11/8/2022	1.00	JULIE KREIKEMEIER	INSTRUCTIONAL COACHING FOR POSITIVE CLASSROOM TRAINING - LAVISTA	$0.00	
11/8/2022	1.00	KRISTI HACKETT	INSTRUCTIONAL COACHING FOR POSITIVE CLASSROOM TRAINING - LAVISTA	$0.00	
				$4,732.50	**Total**

COLUMBUS PUBLIC SCHOOLS FOUNDATION

2508 27th Street, P.O. Box 947, Columbus, NE 68602-0947 Phone: 402-563-7000, Ext. 13033 Fax: 402-563-7005

November 2, 2022

Doug Molczyk
Board of Education
Columbus Public Schools

Dear President Molczyk and Members of the Board:

The Foundation contributed the following items to Columbus Public Schools during the month of October. On behalf of the Board of Directors for the CPS Foundation and the officers of the thirteen umbrella organizations, we respectfully submit these items to the Board of Education for acceptance.

Foundation
$737.50 - Kramer Child Development Center
$688.62 - CMS Volleyball Tournament
$1,165.00 - Welcoming Grant
$40.39 - Athletic Hall of Fame
$418.18 - Comfort Closet
$72.26 - Student Assistance Program

Centennial PAC
$599.19 - Parent Teacher Conference Meals
$318.00 - Staff Meeting Supplies
$256.18 - Power Strips & USB Charger Cable Converters
$43.98 - Gold Coins

Post Prom
$400.00 - Hypnotist

CMS PAC
$558.82 - Parent Teacher Conference Meals

Lost Creek PTO
$18.71 - Open House Supplies
$271.23 - Fall Family Fun Night
$156.48 - Parent Teacher Conference Meals

North Park PTO
$550.00 - Movie Licensing

$1,050.00 - CHS Theare
$143.00 - Discoverer Dash
$170.00 - Staff Campaign Prizes
$8,244.26 - Columbus After School Program
$60.00 - Educators Rising
$51.68 - West Park Student Need Supplies

Emerson PTO
$162.94 - Parent Teacher Conferences
$714.00 - Field Trips

Band Boosters
$1,500.00 - Instruction/Choreography/Costume Design
$14.62 - Printing
$1,500.00 - Marching Band Drill
$50.00 - Marching Band Advertising
$1,087.23 - Columbus Marching Festival Supplies
$374.00 - Apparel
$54.00 - Senior Flowers

Sports Boosters
$2,453.44 - Program Design & Printing
$15,272.40 - Golf Tournament

West Park PTO
$84.89 - Parent Teacher Conference meals
$270.00 - Field Trip
$3.05 - Printing
$18.56 - Interpreting
$73.50 - Fall Party Treats

The total contributions for the month of October was **$39,646.12**
The total contributions for the FY 2022 total is **$320,970.37**
**CPS Foundation's fiscal year is January 1 through December 31.*

Thank you for your consideration.
Sincerely,

Nicole Anderson

Nicole Anderson
Director of Marketing & Foundation

NEBRASKA CAREER AND TECHNICAL EDUCATION



CTE®
Learning that works for Nebraska

NEBRASKA DEPARTMENT OF EDUCATION

BUSINESS, MARKETING, AND MANAGEMENT

PROGRAM OF STUDY STANDARDS

2023–2024

HOSPITALITY & TOURISM

BUSINESS MANAGEMENT & ADMINISTRATION

MARKETING

FINANCE

NEBRASKA CAREER AND TECHNICAL EDUCATION STATE MODEL PROGRAMS OF STUDY

CAREER FIELD OVERVIEW

The Business, Marketing, and Management Career Field Area provides opportunities for students to deepen their understanding of topics in areas such as financial literacy, business technologies, communication, business and consumer law, entrepreneurship, accounting, economics, personal finance, financial services marketing, retailing, fashion marketing/merchandising, international marketing, sports and entertainment marketing, global business, and hospitality and tourism.

PROGRAMS OF STUDY

Programs of Study are the primary delivery model for Career and Technical Education (CTE) in Nebraska. They include a sequence of courses which progresses in specificity and rigor and are updated regularly to align with Nebraska's workforce needs and economic development priorities. This document includes the programs of study and course-based standards for the Business, Marketing, and Management career field. These state model programs of study were developed to:

- Assist secondary schools in creating meaningful sequences of courses that adequately prepare individuals for seamless transitions to postsecondary education and careers eliminating duplication of coursework;
- Assist students in identifying appropriate courses for high school and postsecondary education that lead to their chosen career;
- Encourage collaboration between secondary and postsecondary education through curricular alignment;
- Offer opportunities for high-quality workplace experiences aligned to students' career interests;
- Promote the advancement of early postsecondary opportunities (including dual-credit courses) for all students; and
- Support postsecondary education options for students to further prepare them for successful transitions to their future careers.

Nebraska's programs of study are organized around Nebraska's CTE Model, which provides a way for students to explore the diversity of career options available to them.

NEBRASKA CAREER AND TECHNICAL EDUCATION MODEL

1 CORE ACADEMICS AND CAREER READINESS

At the center of the NCE Model is the expectation for all students to develop a solid academic core. The next ring identifies specific career readiness standards and practices that prepare students for success in postsecondary education as well as entrepreneurship/employment.

2 CAREER FIELDS

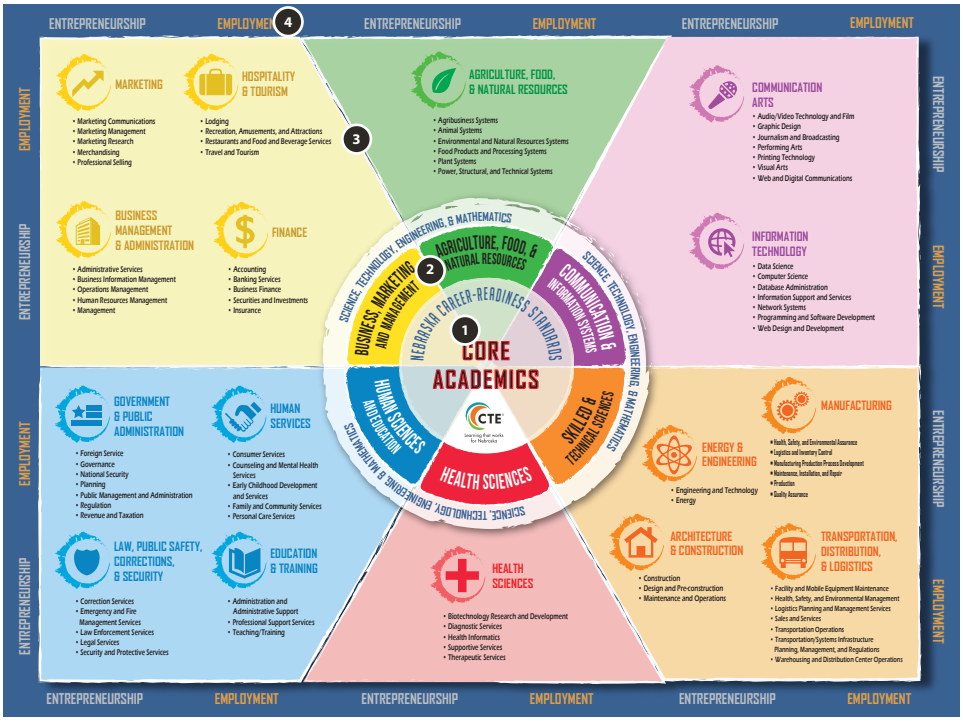
The six career fields represent broad sectors of the job market on which students may choose to focus.

3 CAREER CLUSTERS

Each career field is composed of career clusters radiating out from it. The clusters are more specific segments of the labor market. Each cluster is a grouping of careers that focus on similar subjects or similar skills. A basic understanding and exploration of each of the clusters will provide students with a solid foundation for career decision-making to conceptualize the entire world of work.

4 EMPLOYABILITY AND ENTREPRENEURSHIP

Career education provides the opportunity to gain the knowledge and skills for both employment and entrepreneurship. The reality for Nebraska and the United States is that entrepreneurship will help ensure economic growth and vitality. By infusing entrepreneurship competencies, career education is helping create the next generation of America's innovators and entrepreneurs.



The model is a visual map of "career fields" and "career clusters/pathways" and organizes the 16 National Career Clusters into six broad sectors of entrepreneurship and employment:

- Agriculture, Food and Natural Resources
- Business, Marketing and Management
- Communication and Information Systems
- Health Sciences
- Human Sciences and Education
- Skilled and Technical Sciences

These fields break down into more specific Career Clusters, Pathways and Occupational Specialties. The model provides a way for:

- Students to explore the diversity of career options available to them.
- Students to begin to prepare for their career with plans for secondary and post-secondary education.
- Schools to organize curriculum into Programs of Study that prepare students for opportunities in Nebraska's economy.

COURSE SEQUENCING

The courses within the State Model Program of Study are intended to be offered sequentially, to allow learners to build upon foundational knowledge and skills learned in introductory and intermediate courses and applied in more advanced capstone coursework. Non-duplicative sequences of courses ensure students transition to postsecondary education without duplication of classes and content. CTE enrollment data is collected at the course level. Students who participate and concentrate in CTE generally have more positive outcomes such as higher graduation rates along with postsecondary success.

Introductory Courses

Introductory courses set the foundation for a program of study by introducing students to broad foundational knowledge relative to an occupational area and career field.

Intermediate Courses

Intermediate courses build on the foundational knowledge of Introductory courses to further develop the academic, technical, and career readiness skills within a particular career field and occupational area.

Capstone Courses

Capstone courses are occupationally specific and further develop the necessary and required academic, technical, and career readiness skills needed for seamless transitions to postsecondary education and employment. Capstone courses often provide opportunities for students to earn postsecondary credit.

Levels of Participation

CTE Participant

A student who has earned one or more credits in any career and technical education program area.

CTE Concentrator

A secondary student who, in grades 9 through 12, has earned credit in at least two courses in a single career cluster program at the intermediate or capstone level.

State Model Programs of Study are coordinated, nonduplicative sequences of academic and technical content at the secondary and postsecondary levels that incorporate challenging State academic standards, address both academic and technical knowledge and skills, including Nebraska's Career Readiness Skills, are aligned with the needs of industries in Nebraska's economy, progress in specificity, have multiple entry and exit points that incorporate credentialing, and culminate in the attainment of a recognized postsecondary credential.

COURSE-BASED STANDARDS

Individual CTE courses, which make up the sequence of courses for Programs of Study, include content area standards and indicators to provide a framework for quality teaching and learning. While not required by state law, districts are encouraged to adopt these State Model Programs of Study and their related course-based standards. CTE State Model Programs of Study and course-based standards are revised on a five-year cycle to remain responsive to the rapid advances and needs of business and industry, help students explore a variety of postsecondary options and corresponding entrance requirements to help identify their next steps, and to align to changes in postsecondary programs.

Standards

At the highest level of generality, content area standards include a set of broad, overarching content-based statements that describe the basic cognitive, affective, or psychomotor expectations of students. They reflect long-term goals for learning.

Indicators

Under each standard are indicators, which further describe what a student must know and be able to do to meet the standard. Indicators are performance-based statements that provide educators with a clear understanding of the expected level of student learning and guidance. Indicators provide guidance for an assessment of student learning.

EXPANDED LEARNING OPPORTUNITIES

Expanded learning opportunities build on, support, and enhance learning within and outside of regular school programming. They are a critical component of Nebraska's educational landscape and should be intentionally supported to further develop students' college and career readiness. To signal aligned expanded learning opportunities, each Program of Study identifies additional areas where students may desire to personalize their program and take additional coursework or work-based learning that aligns with their interests. These expanded learning opportunities are not considered part of a Program of Study nor are they required, but rather a meaningful opportunity for students to continue to learn after completing the Program of Study sequence of courses within the context of their career interests. Along with aligned coursework, two prominent expanded learning opportunities include participating in Work-Based Learning or a Career and Technical Student Organization.

Work-Based Learning

Work-Based Learning (WBL) connects learners with employers to prepare them for success in an ever-changing workplace. WBL is a planned program of meaningful experiences related to the career interests of learners that enables them to acquire knowledge and skills in a real or simulated work setting. It requires strong partnerships between schools, colleges, and local employers. WBL is learning through work, not simply learning about work. Expanding high-quality WBL opportunities for students is one of Nebraska's CTE strategic priorities and is a program quality accountability indicator. Nebraska CTE affirms WBL as a critical component of career development. Throughout the State Model Programs of Study, courses where WBL is embedded into the class is noted in the course title (e.g., "Business Management Work-Based Learning Experience"). It is also signaled as an expanded learning opportunity across all programs of study.

Career And Technical Student Organizations

Career and Technical Student Organizations (CTSOs) are an extension of classroom instruction—applying classroom learning to real-world experiences. CTSOs provide opportunities for all students to develop career readiness skills through activities, competitions, and community service. Nebraska recognizes seven CTSOs aligned with the state's Programs of Study and career field areas. These include:



CAREER READINESS STANDARDS

Embedded into the State Model Programs of Study and courses are the Nebraska Career Readiness standards. These standards rest on important "practices and proficiencies" with long-standing importance in career education. These standards and related practices are not limited to formal CTE programs nor to the middle school or high school level. Rather, these standards and practices should be used over and over again with increasing complexity and relevance by students as they progress through their educational pathway. The standards themselves do not dictate curriculum, pedagogy or delivery of content. Schools and colleges may handle the teaching and assessing of these standards in many different ways.

THE CAREER READY INDIVIDUAL...



1. Applies appropriate academic and technical skills



2. Communicates effectively and appropriately



3. Contributes to employer and community success



4. Makes sense of problems and perseveres in solving them



5. Uses critical thinking



6. Demonstrates innovation and creativity



7. Models ethical leadership and effective management



8. Works productively in teams and demonstrates cultural competency



9. Utilizes technology



10. Manages personal career development



11. Attends to personal and financial well-being

BUSINESS MANAGEMENT
& ADMINISTRATION CLUSTER

Program of Study Name	Introductory Course	Intermediate Course	Capstone Course	Expanded Learning Opportunity
ACCOUNTING **(Pages 11–28)**	032300 - Introduction to Business, OR 032400 - College Introduction to Business, OR 033000 - Personal Finance, OR 033002 - Wealth Building Fundamentals	030501 - Accounting 1, AND 030502 - Accounting 2	030503 - Accounting 3, AND 030504 - Accounting 4, OR 030302 - College Principles of Accounting	320705 - Business Management Work-Based Learning Experience
ENTREPRENEURSHIP **(Pages 29–39)**	032300 - Introduction to Business, OR 032400 - College Introduction to Business, OR 038100 - Marketing	030501 - Accounting 1, OR 038101 - Marketing Management	032370 - Entrepreneurship, OR 032600 - College Introduction to Entrepreneurship	320705 - Business Management Work-Based Learning Experience
MANAGEMENT **(Pages 40–49)**	032300 - Introduction to Business, OR 032400 - College Introduction to Business	038101 - Marketing Management, OR 030900 - Business Law	032802 - Management & Leadership	320705 - Business Management Work-Based Learning Experience

FINANCE CLUSTER

Program of Study Name	Introductory Course	Intermediate Course	Capstone Course	Expanded Learning Opportunity
FINANCE **(Pages 50–63)**	032300 - Introduction to Business, OR 032400 - College Introduction to Business, OR 033000 - Personal Finance, OR 033002 - Wealth Building Fundamentals	030501 - Accounting 1	038501 - AP Microeconomics, OR 038503 - College Microeconomics, OR 038500 - AP Macroeconomics, OR 038502 - College Macroeconomics, OR 111700 - Statistics/ Probability, OR 031800 - Economics, OR 151000 - High School Economics	320708 - Finance Work-Based Learning Experience

MARKETING CLUSTER

Program of Study Name	Introductory Course	Intermediate Course	Capstone Course	Expanded Learning Opportunity
MARKETING **(Pages 64–69)**	038100 - Marketing	038101 - Marketing Management	038200 - Advanced Marketing, OR 038201 - College Principles of Marketing	320716 - Marketing Work-Based Learning Experience

HOSPITALITY &
TOURISM CLUSTER

Program of Study Name	Introductory Course	Intermediate Course	Capstone Course	Expanded Learning Opportunity
CULINARY ARTS & EVENT PLANNING **(Pages 70–81)**	Fundamentals of Nutrition & Culinary Essentials (HSE)	370021 - Culinary Skills 1, OR 370030 - ProStart 1	370022 - Culinary Skills 2, OR 370031 - ProStart 2, OR Baking & Pastry, OR Event Management with Work-Based Learning Experience	320711- Hospitality & Tourism Work-Based Learning Experience, OR 032370 - Entrepreneurship, OR 032600 - College Introduction to Entrepreneurship, OR
HOSPITALITY & EVENT PLANNING **(Pages 82–92)**	Introduction to Hospitality & Event Planning	038101- Marketing Management, OR Travel & Tourism	032370 - Entrepreneurship, OR Event Management with Work-Based Learning Experience	320711 - Hospitality & Tourism Work-Based Learning Experience

INTRODUCTION TO BUSINESS

COURSE DESCRIPTION

This course is designed to introduce students to the Business, Marketing, and Management Career Field, which focuses on formation and structure, economics, management, marketing, financial management, and operations. Career opportunities and technology will also be used and discussed.

STANDARDS AND INDICATORS:

BMM.HS.16.1 Analyze the formation and structure of a business.

- BMM.HS.16.1.a Explain the role of business in society.
- BMM.HS.16.1.b Explain types of business ownership.
- BMM.HS.16.1.c Describe the two basic types of business profit structures (i.e. profit and not for profit).
- BMM.HS.16.1.d Examine the opportunities and risks of entrepreneurship.

BMM.HS.16.2 Differentiate economic systems in order to recognize the environments in which businesses function.

- BMM.HS.16.2.a Compare and contrast economic goods and services.
- BMM.HS.16.2.b Analyze economic indicators and how they affect the business cycle.
- BMM.HS.16.2.c Explain the principles of supply and demand and pricing.
- BMM.HS.16.2.d Compare and contrast the basic features of economic systems.
- BMM.HS.16.2.e Identify factors that impact a business' profit and risk.

INTRODUCTION TO BUSINESS (cont.)

BMM.HS.16.3 Interpret business profitability, sustainability, and the necessary dependencies upon leadership, management, staff, and community.

BMM.HS.16.3.a Analyze the management functions within the business environment (e.g. planning, organizing, leading, controlling).

BMM.HS.16.3.b Differentiate between leading and managing.

BMM.HS.16.3.c Identify the structural and economic impact of human resource management within a business.

BMM.HS.16.3.d Evaluate how organizational culture impacts business and retaining quality employees.

BMM.HS.16.3.e Identify and apply the use of software, tools, and techniques that impact business productivity.

BMM.HS.16.3.f Assess the ethical dilemmas that arise between business decisions and social responsibility.

BMM.HS.16.4 Identify the fundamental strategies of marketing and its role within an organization.

BMM.HS.16.4.a Describe marketing and its relevance in a global economy.

BMM.HS.16.4.b Analyze and explain the elements of the marketing mix and their impact on business.

BMM.HS.16.5 Demonstrate finance management and decision making through the use of accounting principles in business.

BMM.HS.16.5.a Explain and provide examples of accounting concepts and financial records used by businesses.

BMM.HS.16.5.b Explain the role of finance in business and how it affects decision-making.

INTRODUCTION TO BUSINESS (cont.)

BMM.HS.16.6 Evaluate and describe the functions of business operations.

BMM.HS.16.6.a Identify and analyze the key business processes and functions needed to bring products and services to market.

BMM.HS.16.6.b Explain the business implications of proprietary information, technology, and forms of security on profitability and sustainability.

BMM.HS.16.7 Evaluate and explore careers in the areas of business, marketing, and management.

BMM.HS.16.7.a Identify careers and organizations within a business career field.

BMM.HS.16.7.b Compare and contrast personal interests, aptitudes, information, and skills necessary for each career pathway.

BMM.HS.16.7.c Research and discuss specific verbal and nonverbal techniques for effective business communication to include cultural respect and meaning.

BMM.HS.16.7.d Conduct a job market search and devise a career plan that reflects business career interests, pathways, and postsecondary options.

PERSONAL FINANCE

COURSE DESCRIPTION

The goal of Personal Finance is to help students become financially responsible, conscientious members of society. To reach that end, this course develops student understanding and decision-making skills in such areas as income, money management, budgeting, financial goal attainment, the wise use of credit, insurance, and investments.

STANDARDS AND INDICATORS:

BMM.HS.22.1 Develop and evaluate a plan to earn an income and manage finances to achieve personal goals.

BMM.HS.22.1.a Identify various forms of income and analyze the career clusters to explore how career choice, level of education, geographical location, type of industry, skill level, and work ethic affect income and personal goal attainment.

BMM.HS.22.1.b Analyze the impact of sociological, economic, and technological changes on the future job outlook and potential to earn income.

BMM.HS.22.1.c Interpret a pay stub to calculate gross and net pay.

BMM.HS.22.1.d Evaluate the impact of taxes on personal financial planning.

BMM.HS.22.1.e Describe information needed and required forms relevant to the completion of state and federal income tax forms (e.g., W-4, W-2, 1040).

BMM.HS.22.1.f Develop and evaluate a personal budget based on income, employee benefits and incentives, savings and investment goals, and retirement contributions and analyze the life cycle of net worth.

BMM.HS.22.2 Examine budgeting, savings, and investment strategies based on individual preferences and circumstances to achieve financial goals.

BMM.HS.22.2.a Compare and contrast saving and investing strategies that consider risk, return, and building wealth.

BMM.HS.22.2.b Determine factors that influence decisions to save.

BMM.HS.22.2.c Create short- and long-term financial goals for a personal budget.

PERSONAL FINANCE (cont.)

BMM.HS.22.2.d Analyze the power of compound interest and the importance of starting early in implementing a plan of saving.

BMM.HS.22.2.e Examine the concept of time, value of money, and rates of return that impact monetary decisions.

BMM.HS.22.2.f Investigate opportunities to participate in employer-sponsored retirement plans (e.g., IRA, 401K, Roth IRA).

BMM.HS.22.3 Compare and evaluate the products and services financial institutions provide.

BMM.HS.22.3.a Describe and explain the use of different forms of financial exchange (e.g., cash, credit, debit, electronic funds transfer, and other emerging payment forms, etc.) from a local, national, and global consumer perspective.

BMM.HS.22.3.b Explain legal and ethical responsibilities associated with financial exchanges.

BMM.HS.22.3.c Identify the structure and functions of the Federal Reserve System and how it facilitates the functions of money.

BMM.HS.22.3.d Distinguish between the various types of financial institutions and the basic products and services provided and evaluate each for related costs and fees.

BMM.HS.22.3.e Compare and contrast types of checking and savings accounts and the forms of financial exchange.

BMM.HS.22.3.f Analyze privacy and security issues associated with financial exchanges (e.g. cash transfers, electronic payments, mobile payments, online and traditional banking, etc.)

BMM.HS.22.4 Analyze factors that affect the choice of credit, the cost of credit, maintaining credit, and the legal aspects of using credit for personal goals

BMM.HS.22.4.a Identify the C's of creditworthiness (e.g., collateral, character, capacity, conditions).

BMM.HS.22.4.b Evaluate the opportunity cost for each financial decision involving credit (e.g., credit cards, auto loans, college loans).

BMM.HS.22.4.c Compare and contrast the various aspects of a decision to use credit (e.g., APR, grace period, incentive buying, methods of calculating interest, and fees).

PERSONAL FINANCE (cont.)

BMM.HS.22.4.d Research the rights and responsibilities of consumers according to credit legislation (e.g., truth-in-lending, fair credit reporting, equal credit opportunity, fair debt collection).

BMM.HS.22.4.e Explain the importance of credit ratings and credit scores and the effect on an individual's credit report, cost of credit, and future use of credit.

BMM.HS.22.4.f Investigate methods to resolve credit discrepancies and minimize the danger and ramifications of identity theft.

BMM.HS.22.5 Apply a decision-making model to maximize consumer satisfaction when buying goods and services.

BMM.HS.22.5.a Identify and use reliable consumer resources to collect information for making buying decisions about durable and nondurable goods.

BMM.HS.22.5.b Identify consumer rights laws and explain how they protect consumer rights.

BMM.HS.22.5.c Develop comparison shopping practices and apply them to purchasing decisions.

BMM.HS.22.5.d Compare the costs and benefits of purchasing, leasing, and renting (e.g., vehicle, tools, furniture, and housing).

BMM.HS.22.5.e Research the types and use of consumer assistance services and advocacy groups provided to address consumer rights and responsibilities (e.g., government, the Better Business Bureau, and manufacturers).

BMM.HS.22.5.f Describe the role of supply and demand on the availability and price of goods and services in the regional, national, and international marketplace.

BMM.HS.22.5.g Examine the impact of advertising and marketing on consumer demand and decision making in the regional, national, and international marketplace.

BMM.HS.22.6 Analyze choices available to consumers for protection against risk and financial loss.

BMM.HS.22.6.a Define and utilize the terms, concepts, and practices instrumental to varied forms of insurance (e.g. deductible, premium, peril, risk, etc.).

BMM.HS.22.6.b Compare risk management strategies (e.g., retention, avoidance, reduction, transfer).

PERSONAL FINANCE (cont.)

BMM.HS.22.6.c	Explain how one's mindset, habits, behaviors, and choices affect the cost of insurance and identify ways consumers can reduce this cost (e.g. smokers are charged more for health insurance and quitting smoking could reduce that cost).
BMM.HS.22.6.d	Compare and contrast types of insurance associated with different risks (e.g., auto mobile, personal and professional liability, home, renters, health, life, long-term care, disability).
BMM.HS.22.6.e	Develop a plan for insurance coverage taking into account coverage, premium costs, willingness to take risks, income, age, and socioeconomic status.
BMM.HS.22.6.f	Explain how retirement planning and estate planning are risk-management strategies.

BMM.HS.22.7 Analyze choices and resources available for financing postsecondary education.

BMM.HS.22.7.a	Describe the multiple pathways to postsecondary education and career preparedness and analyze the costs and benefits associated with each choice.
BMM.HS.22.7.b	Identify the purpose of the Free Application for Federal Student Aid (FAFSA) to determine eligibility for grants, scholarships, and loans and the essential information.
BMM.HS.22.7.c	Evaluate the costs and benefits of postsecondary education funding and any repayment requirements (e.g. NEST 529 college saving plan, scholarships, grants, federal and private loans, work-study, etc.).
BMM.HS.22.7.d	Explore the options for borrowers struggling to make payments and the consequences of failure to repay student loans.
BMM.HS.22.7.e	Correlate salary potential to the education requirements of different careers by identifying strategies to reduce student loan debt.

WEALTH BUILDING FUNDAMENTALS

COURSE DESCRIPTION

This course is designed to provide knowledge of personal financial management. Students learn to manage their resources to make sound personal financial decisions, interpret data to develop short- and long-term budgetary plans, and develop product knowledge related to financial planning. Students will develop a financial plan that includes savings, investing, credit management, risk management, and retirement.

STANDARDS AND INDICATORS:

BMM.HS.24.1 Identify and develop essential financial and personal attributes that contribute to a successful income-producing career.

BMM.HS.24.1.a Distinguish between various forms of income and explain how it can be obtained and accumulated.

BMM.HS.24.1.b Connect factors that affect income as part of the career decision-making process and potential outcomes.

BMM.HS.24.2 Compare strategies used to maintain, monitor, control, and accurately plan the use of financial resources.

BMM.HS.24.2.a Prioritize financial needs and goals to determine strategic financial strategy decisions.

BMM.HS.24.2.b Create a plan for financial management based upon personal goals.

BMM.HS.24.3 Evaluate strategies used to establish, build, maintain, monitor, control, and use credit for personal and financial goals.

BMM.HS.24.3.a Estimate and evaluate the opportunity cost for each financial decision involving credit.

BMM.HS.24.3.b Identify applicable strategies to establish and maintain a good credit rating for beneficial credit use at all stages of life and financial capacity.

BMM.HS.24.3.c Summarize the loan application process and explain how each part is used to determine the creditworthiness of the applicant.

BMM.HS.24.3.d Evaluate credit laws and regulations.

WEALTH BUILDING FUNDAMENTALS (cont.)

BMM.HS.24.4 Apply a decision-making model to maximize consumer satisfaction when buying goods and services.

BMM.HS.24.4.a Distinguish between income and wealth.

BMM.HS.24.4.b Evaluate the need for saving and investing to ensure financial well-being and wealth building.

BMM.HS.24.4.c Evaluate saving and investment options and criteria.

BMM.HS.24.5 Compare and contrast the economic advantages and disadvantages of real estate as an investment tool.

BMM.HS.24.5.a Identify the advantages and disadvantages of buying versus renting a home.

BMM.HS.24.5.b Identify potential barriers to purchasing real estate and describe how to mitigate or avoid them.

BMM.HS.24.5.c Explain the risks and rewards of investing in income-producing real estate (e.g., residential, agricultural, commercial).

BMM.HS.24.6 Assess risks in life and how to protect against the consequences of risk.

BMM.HS.24.6.a Identify common types of risks and basic risk management strategies.

BMM.HS.24.6.b Evaluate insurance as a risk management strategy.

BMM.HS.24.7 Investigate appropriate technology solutions to interpret, analyze, and utilize emerging trends in business finance

BMM.HS.24.7.a Apply technology or software tools as they relate to financial activities.

BMM.HS.24.7.b Understand the use of information technology in business and industry.

BMM.HS.24.7.c Analyze financial data to make decisions.

BMM.HS.24.7.d Predict potential barriers to the availability of financial technology and how to overcome them.

ACCOUNTING 1

COURSE DESCRIPTION

This one-semester course covers a service business organized as a sole proprietorship which will include accounting principles involved in the preparation and maintenance of financial records concerned with business management and operations. It is a comprehensive introduction to basic accounting including recording, summarizing, and reporting and accounting systems and controls. Students are exposed to careers in the accounting field and are given the opportunity to perform accounting applications using technology.

STANDARDS AND INDICATORS:

BMM.HS.1.1 Explain the purpose of and demonstrate the steps of the accounting cycle using generally accepted accounting principles (GAAP).

BMM.HS.1.1.a	Define accounting and related concepts to explain the purpose of the accounting system and its relationship to business.
BMM.HS.1.1.b	Analyze business transactions using a journal and describe the effect on the accounting equation.
BMM.HS.1.1.c	Apply the concepts of debits and credits through the use of T-accounts, normal account balances, and the chart of accounts.
BMM.HS.1.1.d	Evaluate changes in a fiscal period using financial statements and worksheets.
BMM.HS.1.1.e	Analyze and record transactions including adjusting, closing, and correcting entries.
BMM.HS.1.1.f	Post to the ledger and compare the relationship between journals, ledgers, and financial statements.

BMM.HS.1.2 Demonstrate the importance of cash control procedures and ethics in business.

BMM.HS.1.2.a	Define and apply cash control procedures by using documents to verify balances.
BMM.HS.1.2.b	Apply appropriate techniques to account for investments and withdrawals by owners.
BMM.HS.1.2.c	Explain a need for a code of ethics in accounting and the ethical responsibilities required of accountants.
BMM.HS.1.2.d	Demonstrate ethical decision-making skills through business scenarios.

ACCOUNTING 1 (cont.)

BMM.HS.1.3 Prepare, interpret, and analyze financial statements for a sole proprietorship.

BMM.HS.1.3.a Evaluate the impact of data used in the development of financial statements.

BMM.HS.1.3.b Prepare an income statement and balance sheet.

BMM.HS.1.3.c Assess financial statements to summarize business performance.

BMM.HS.1.4 Investigate career opportunities, career readiness skills, and technology in the field of accounting.

BMM.HS.1.4.a Research the educational requirements, certifications, and skills needed to be successful in an accounting-related career.

BMM.HS.1.4.b Describe various careers and opportunities related to accounting.

BMM.HS.1.4.c Demonstrate both verbal and nonverbal communication skills related to the workplace.

BMM.HS.1.4.d Apply analytical, critical thinking, and leadership skills to the workplace.

BMM.HS.1.4.e Demonstrate the ability to work as a team by setting goals and accomplishing individual and team tasks on time.

BMM.HS.1.4.f Understand the use of information technology in the accounting industry

ACCOUNTING 2

COURSE DESCRIPTION

This one-semester course will develop accounting skills that build upon those acquired in Accounting I. Students will continue to apply concepts of double-entry accounting systems related to a merchandising business organized as a corporation. Additional accounting skills will be developed, including preparing and journalizing payroll records, calculating, recording, and adjusting entries, and interpreting financial information. Students are given the opportunity to explore career-related skills and perform accounting applications using technology. Accounting 1 is a prerequisite to this course.

STANDARDS AND INDICATORS:

BMM.HS.2.1 Explain the purpose and demonstrate the steps of the accounting cycle for a corporation using generally accepted accounting principles (GAAP)

BMM.HS.2.1.a	Define accounting and related concepts to explain the purpose of the accounting system and its relationship to business.
BMM.HS.2.1.b	Analyze business transactions using special journals and describe the effect on the accounting equation.
BMM.HS.2.1.c	Prepare a worksheet and financial statements to evaluate changes in a fiscal period.
BMM.HS.2.1.d	Analyze and record transactions including adjusting, closing, and correcting entries.
BMM.HS.2.1.e	Prepare posts to the ledger and compare the relationship between journals, ledgers, and financial statements.
BMM.HS.2.1.f	Compare the different forms of business ownership and the advantages and disadvantages of each form.

BMM.HS.2.2 Prepare and maintain payroll records and business-tax-related records.

BMM.HS.2.2.a	Prepare and maintain payroll records and tax forms.
BMM.HS.2.2.b	Calculate various forms of earning (e.g., hourly, salary, commission).
BMM.HS.2.2.c	Calculate employee and employer tax deductions (e.g., Social Security, Medicare, state income tax, federal income tax, unemployment).
BMM.HS.2.2.d	Differentiate between taxation at the personal and business levels.

ACCOUNTING 2 (cont.)

BMM.HS.2.3 Prepare, interpret, and analyze financial statements for a corporation.

BMM.HS.2.3.a	Prepare an income statement, statement of stockholders' equity, and balance sheet.
BMM.HS.2.3.b	Prepare and understand specialized financial statements for controlling and subsidiary accounts.
BMM.HS.2.3.c	Analyze the effect of the capital stock, retained earnings, and dividend accounts for a corporation.
BMM.HS.2.3.d	Evaluate the impact of data and assess financial statements including ratios to summarize business performance.

BMM.HS.2.4 Prepare and maintain payroll records and business-tax-related records.

BMM.HS.2.4.a	Demonstrate both verbal and nonverbal communication skills related to the workplace.
BMM.HS.2.4.b	Apply analytical, critical thinking, and leadership skills to the workplace.
BMM.HS.2.4.c	Demonstrate the ability to work in a team by setting goals and accomplishing individual and team tasks on time.
BMM.HS.2.4.d	Explain a need for a code of ethics in accounting and the ethical responsibilities required of accountants.
BMM.HS.2.4.e	Demonstrate ethical decision-making skills through business scenarios.
BMM.HS.2.4.f	Understand the use of information technology in the accounting industry.

ACCOUNTING 3

COURSE DESCRIPTION

This is a one-semester course that includes accounting for a merchandising business, adjustments in inventory control systems, and other general accounting adjustments. Accounting 1 and Accounting 2 are prerequisites to this course.

STANDARDS AND INDICATORS:

BMM.HS.3.1 Explain the purpose of and demonstrate the steps of the accounting cycle of a merchandising business using generally accepted accounting principles (GAAP). This may be completed with a departmentalized business.

- BMM.HS.3.1.a Define and identify accounting terms, concepts, and practices related to financial reporting for a merchandising business.
- BMM.HS.3.1.b Demonstrate journaling and post business transactions related to cash receipts, cash payments, sales, and purchases.
- BMM.HS.3.1.c Calculate and record employee and employer payroll taxes.
- BMM.HS.3.1.d Prepare and analyze financial statements for a merchandising business.
- BMM.HS.3.1.e Complete end-of-period work for a merchandising business.
- BMM.HS.3.1.f Perform ratio analysis of financial statements.

BMM.HS.3.2 Apply accounting principles to plan, count, and cost inventory.

- BMM.HS.3.2.a Describe the differences between the periodic and perpetual inventory systems and record business transactions using both methods.
- BMM.HS.3.2.b Define and calculate cost of goods sold and ending inventory using the LIFO, FIFO, and weighted average inventory costing methods.
- BMM.HS.3.2.c Calculate inventory turnover ratio.

ACCOUNTING 3(cont.)

BMM.HS.3.3 Plan, record, and apply general accounting adjustments.

BMM.HS.3.3.a	Define and identify accounting terms, concepts, and practices related to the adjusting entry process.
BMM.HS.3.3.b	Calculate and record adjustments for estimated uncollectible accounts using appropriate methods.
BMM.HS.3.3.c	Journalize the purchase and disposal of plant assets.
BMM.HS.3.3.d	Calculate and record depreciation using various methods.
BMM.HS.3.3.e	Demonstrate journaling transactions and adjustments for notes payable, prepaid expenses, and accrued expenses..
BMM.HS.3.3.f	Demonstrate journaling transactions and adjustments for notes receivable, unearned revenue, and accrued revenue.

BMM.HS.3.4 Explain and demonstrate the skills and competencies needed to be successful and ethical in an accounting-related career.

BMM.HS.3.4.a	Research various careers and opportunities related to accounting.
BMM.HS.3.4.b	Demonstrate both verbal and nonverbal communication skills related to the workplace.
BMM.HS.3.4.c	Apply analytical, critical thinking, and leadership skills to the workplace.
BMM.HS.3.4.d	Demonstrate the ability to work in a team by setting goals and accomplishing individual and team tasks on time.
BMM.HS.3.4.e	Demonstrate ethical decision-making skills through business scenarios.
BMM.HS.3.4.f	Assess the use of information technology in the accounting industry.

ACCOUNTING 4

COURSE DESCRIPTION

This is a one-semester course that evaluates financial planning and decision-making for corporate and managerial accounting and other types of business. Accounting 1, Accounting 2, and Accounting 3 are prerequisites to this course.

STANDARDS AND INDICATORS:

BMM.HS.4.1 Apply accounting concepts and demonstrate the steps of the accounting cycle for a corporation using generally accepted accounting principles (GAAP).

BMM.HS.4.1.a	Define and identify accounting terms, concepts, and practices related to corporate accounting including acquiring additional capital and financial analysis.
BMM.HS.4.1.b	Interpret transactions related to a corporation and its stocks and dividends and how to journalize.
BMM.HS.4.1.c	Calculate and journalize transactions related to acquiring additional capital (e.g., stock, treasury stock, and bonds payable).
BMM.HS.4.1.d	Prepare, analyze, and interpret corporate financial statements.
BMM.HS.4.1.e	Complete end-of-period procedures for a corporation.
BMM.HS.4.1.f	Perform ratio analysis of financial statements.

BMM.HS.4.2 Apply management accounting concepts.

BMM.HS.4.2.a	Define and identify accounting terms, concepts, and practices related to budgetary planning and control, cost-volume-profit analysis, present-value analysis, and financial statement analysis.
BMM.HS.4.2.b	Prepare a budget, budgeted income statement, and performance report.
BMM.HS.4.2.c	Determine break-even point.
BMM.HS.4.2.d	Perform calculations related to cost-volume-profit and present-value analysis.
BMM.HS.4.2.e	Analyze the long-term financial strength of a business through ratio analysis of financial statements.

ACCOUNTING 4 (cont.)

BMM.HS.4.3 Identify accounting principles for other types of businesses.

BMM.HS.4.3.a	Define and identify accounting terms, concepts, and practices related to cost accounting and financial reporting for a manufacturing business.
BMM.HS.4.3.b	Define and identify accounting terms, concepts, and practices related to accounting for a partnership and not-for-profit organizations.
BMM.HS.4.3.c	Differentiate between the types, purposes, and characteristics of not-for-profit organizations (e.g., governmental, religious, charitable, educational).

BMM.HS.4.4 Assess the financial strength of a business.

BMM.HS.4.4.a	Define and identify accounting terms, concepts, and practices related to financial statements and analysis
BMM.HS.4.4.b	Explain how financial statements are used to analyze a business.
BMM.HS.4.4.c	Perform a horizontal and vertical analysis of financial statements.
BMM.HS.4.4.d	Compute the financial ratios to evaluate a business (e.g., profitability, liquidity, solvency, financial condition, and operating results).

BMM.HS.4.5 Apply accounting practices related to a statement of cash flows.

BMM.HS.4.5.a	Define and identify accounting terms, concepts, and practices related to a statement of cash flow.
BMM.HS.4.5.b	Distinguish among operating, investing, and financing cash flows..
BMM.HS.4.5.c	Differentiate between the indirect and direct method of the Statement of Cash Flows.
BMM.HS.4.5.d	Prepare the statement of cash flows by the indirect method.
BMM.HS.4.5.e	Use the cash flow to evaluate business performance.

ACCOUNTING 4 (cont.)

BMM.HS.4.6 Explain and demonstrate the career readiness skills and competencies needed to be successful and ethical in an accounting-related career

BMM.HS.4.6.a	Demonstrate both verbal and nonverbal communication skills related to the workplace.
BMM.HS.4.6.b	Apply analytical, critical thinking, and leadership skills to the workplace.
BMM.HS.4.6.c	Demonstrate the ability to work in a team by setting goals and accomplishing individual and team tasks on time.
BMM.HS.4.6.d	Demonstrate ethical decision-making skills through business scenarios.
BMM.HS.4.6.e	Understand the use of information technology in the accounting industry.

INTRODUCTION TO BUSINESS

COURSE DESCRIPTION

This course is designed to introduce students to the Business, Marketing, and Management Career Field, which focuses on formation and structure, economics, management, marketing, financial management, and operations. Career opportunities and technology will also be used and discussed.

STANDARDS AND INDICATORS:

BMM.HS.16.1 Analyze the formation and structure of a business.

BMM.HS.16.1.a	Explain the role of business in society.
BMM.HS.16.1.b	Explain types of business ownership.
BMM.HS.16.1.c	Describe the two basic types of business profit structures (i.e. profit and not for profit).
BMM.HS.16.1.d	Examine the opportunities and risks of entrepreneurship.

BMM.HS.16.2 Differentiate economic systems in order to recognize the environments in which businesses function.

BMM.HS.16.2.a	Compare and contrast economic goods and services.
BMM.HS.16.2.b	Analyze economic indicators and how they affect the business cycle.
BMM.HS.16.2.c	Explain the principles of supply and demand and pricing.
BMM.HS.16.2.d	Compare and contrast the basic features of economic systems.
BMM.HS.16.2.e	Identify factors that impact a business' profit and risk.

INTRODUCTION TO BUSINESS (cont.)

BMM.HS.16.3 Interpret business profitability, sustainability, and the necessary dependencies upon leadership, management, staff, and community.

BMM.HS.16.3.a Analyze the management functions within the business environment (e.g. planning, organizing, leading, controlling).

BMM.HS.16.3.b Differentiate between leading and managing.

BMM.HS.16.3.c Identify the structural and economic impact of human resource management within a business.

BMM.HS.16.3.d Evaluate how organizational culture impacts business and retaining quality employees.

BMM.HS.16.3.e Identify and apply the use of software, tools, and techniques that impact business productivity.

BMM.HS.16.3.f Assess the ethical dilemmas that arise between business decisions and social responsibility.

BMM.HS.16.4 Identify the fundamental strategies of marketing and its role within an organization.

BMM.HS.16.4.a Describe marketing and its relevance in a global economy.

BMM.HS.16.4.b Analyze and explain the elements of the marketing mix and their impact on business.

BMM.HS.16.5 Demonstrate finance management and decision making through the use of accounting principles in business.

BMM.HS.16.5.a Explain and provide examples of accounting concepts and financial records used by businesses.

BMM.HS.16.5.b Explain the role of finance in business and how it affects decision-making.

INTRODUCTION TO BUSINESS (cont.)

BMM.HS.16.6 Evaluate and describe the functions of business operations.

BMM.HS.16.6.a Identify and analyze the key business processes and functions needed to bring products and services to market.

BMM.HS.16.6.b Explain the business implications of proprietary information, technology, and forms of security on profitability and sustainability.

BMM.HS.16.7 Evaluate and explore careers in the areas of business, marketing, and management.

BMM.HS.16.7.a Identify careers and organizations within a business career field.

BMM.HS.16.7.b Compare and contrast personal interests, aptitudes, information, and skills necessary for each career pathway.

BMM.HS.16.7.c Research and discuss specific verbal and nonverbal techniques for effective business communication to include cultural respect and meaning.

BMM.HS.16.7.d Conduct a job market search and devise a career plan that reflects business career interests, pathways, and postsecondary options.

MARKETING

COURSE DESCRIPTION

This course develops basic student understanding and skills in the functions of marketing. Emphasis is placed on the impact of marketing activities on the individual, business, and society. Topics include market analysis, marketing information management, target customer identification, the development of marketing-mix strategies, and an in-depth look at the selling process.

STANDARDS AND INDICATORS:

BMM.HS.19.1 Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society.

BMM.HS.19.1.a	Describe marketing functions and related activities.
BMM.HS.19.1.b	Distinguish between economic goods and services.
BMM.HS.19.1.c	Explain the principles of supply and demand.
BMM.HS.19.1.d	Determine economic utilities created by business activities.
BMM.HS.19.1.e	Explain the concept of competition.
BMM.HS.19.1.f	Identify employment opportunities in marketing.

BMM.HS.19.2 Identify marketing-information management strategies to understand its nature and scope.

BMM.HS.19.2.a	Identify the need for marketing data used to monitor marketing decision making.
BMM.HS.19.2.b	Explain the role of ethics in marketing information management.
BMM.HS.19.2.c	Discuss the nature of data mining (NF:148) (CS)
BMM.HS.19.2.d	Describe the use of technology in the marketing-information management function (IM:183) (SP)
BMM.HS.19.2.e	Describe the regulation of marketing-information management (IM:419) (SP)

MARKETING (cont.)

BMM.HS.19.3 Apply the concepts and marketing strategies utilized to determine and target a select market.

BMM.HS.19.3.a Analyze and describe the importance of each of the components of the marketing mix.

BMM.HS.19.3.b Explain factors that influence customer/client/business buying behavior.

BMM.HS.19.3.c Analyze customer's rational and emotional buying motives and decisions.

BMM.HS.19.3.d Select target market appropriate for product/business to obtain the best return on marketing investment (ROMI).

BMM.HS.19.3.e Explain the concept of market and market identification.

BMM.HS.19.3.f Identify strategies utilized in the elements of market segmentation.

BMM.HS.19.4 Identify the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities.

BMM.HS.19.4.a Explain the nature and scope of the selling function.

BMM.HS.19.4.b Explain the role of customer service as a component of selling relationships for building a clientele.

BMM.HS.19.4.c Utilize sales processes and techniques to determine and satisfy customer needs.

BMM.HS.19.4.d Acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the customer.

BMM.HS.19.4.e Explain legal and ethical considerations in selling.

ACCOUNTING 1

COURSE DESCRIPTION

This one-semester course covers a service business organized as a sole proprietorship which will include accounting principles involved in the preparation and maintenance of financial records concerned with business management and operations. It is a comprehensive introduction to basic accounting including recording, summarizing, and reporting and accounting systems and controls. Students are exposed to careers in the accounting field and are given the opportunity to perform accounting applications using technology.

STANDARDS AND INDICATORS:

BMM.HS.1.1 Explain the purpose of and demonstrate the steps of the accounting cycle using generally accepted accounting principles (GAAP).

BMM.HS.1.1.a	Define accounting and related concepts to explain the purpose of the accounting system and its relationship to business.
BMM.HS.1.1.b	Analyze business transactions using a journal and describe the effect on the accounting equation.
BMM.HS.1.1.c	Apply the concepts of debits and credits through the use of T-accounts, normal account balances, and the chart of accounts.
BMM.HS.1.1.d	Evaluate changes in a fiscal period using financial statements and worksheets.
BMM.HS.1.1.e	Analyze and record transactions including adjusting, closing, and correcting entries.
BMM.HS.1.1.f	Post to the ledger and compare the relationship between journals, ledgers, and financial statements.

BMM.HS.1.2 Demonstrate the importance of cash control procedures and ethics in business.

BMM.HS.1.2.a	Define and apply cash control procedures by using documents to verify balances.
BMM.HS.1.2.b	Apply appropriate techniques to account for investments and withdrawals by owners.
BMM.HS.1.2.c	Explain a need for a code of ethics in accounting and the ethical responsibilities required of accountants.
BMM.HS.1.2.d	Demonstrate ethical decision-making skills through business scenarios.

ACCOUNTING 1 (cont.)

BMM.HS.1.3 Prepare, interpret, and analyze financial statements for a sole proprietorship.

BMM.HS.1.3.a Evaluate the impact of data used in the development of financial statements.

BMM.HS.1.3.b Prepare an income statement and balance sheet.

BMM.HS.1.3.c Assess financial statements to summarize business performance.

BMM.HS.1.4 Investigate career opportunities, career readiness skills, and technology in the field of accounting.

BMM.HS.1.4.a Research the educational requirements, certifications, and skills needed to be successful in an accounting-related career.

BMM.HS.1.4.b Describe various careers and opportunities related to accounting.

BMM.HS.1.4.c Demonstrate both verbal and nonverbal communication skills related to the workplace.

BMM.HS.1.4.d Apply analytical, critical thinking, and leadership skills to the workplace.

BMM.HS.1.4.e Demonstrate the ability to work as a team by setting goals and accomplishing individual and team tasks on time.

BMM.HS.1.4.f Understand the use of information technology in the accounting industry

MARKETING MANAGEMENT

Course Description

Marketing Management furthers student understanding and skills of the marketing functions and strategies including pricing, product/service management, channel management, promotion, and marketing-information management.

Standards and Indicators:

BMM.HS.20.1 Analyze the concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.

- BMM.HS.20.1.a Explain the nature and scope of the pricing function.
- BMM.HS.20.1.b Explain factors affecting pricing decisions.
- BMM.HS.20.1.c Describe the ethical and legal considerations for pricing.
- BMM.HS.20.1.d Explain the use of technology in the pricing function.

BMM.HS.20.2 AIdentify and assess the concepts and processes needed to obtain, develop, maintain, and/or improve a product or service mix in response to market opportunities and to build the brand for the organization.

- BMM.HS.20.2.a Identify product/service management concepts to understand its nature and scope.
- BMM.HS.20.2.b Generate product ideas to contribute to ongoing business success.
- BMM.HS.20.2.c Apply quality assurances to enhance product/service offerings (i.e. customer service, warranties, guarantees, etc).
- BMM.HS.20.2.d Employ product-mix strategies to meet customer expectations.
- BMM.HS.20.2.e Determine ways to position a company to acquire a desired business image.
- BMM.HS.20.2.f Determine ways to position products/services to acquire desired business image.

MARKETING MANAGEMENT (cont.)

BMM.HS.20.3 Assess channel management strategies and its role in marketing.

- BMM.HS.20.3.a Explain the nature and scope of channel management.
- BMM.HS.20.3.b Explain the nature of channels of distribution.
- BMM.HS.20.3.c Describe the use of technology in the channel management function.
- BMM.HS.20.3.d Describe the ethical and legal considerations for channel management.

BMM.HS.20.4 Investigate the nature and scope of promotion.

- BMM.HS.20.4.a Explain the role of promotion as a marketing function.
- BMM.HS.20.4.b Examine the types of promotion (i.e., institutional, product).
- BMM.HS.20.4.c Identify the elements of the promotional mix.
- BMM.HS.20.4.d Demonstrate an understanding of promotional channels used to communicate with targeted audiences.
- BMM.HS.20.4.e Identify and describe the types of advertising media.

BMM.HS.20.5 Identify marketing-information management strategies and analyze the role of marketing research in decision-making.

- BMM.HS.20.5.a Describe the need for marketing data.
- BMM.HS.20.5.b Describe options businesses use to obtain marketing research data (i.e., primary and secondary research).
- BMM.HS.20.5.c Describe data-collection methods (e.g., observations, mail, diaries, telephone, Internet, discussion groups, interviews, scanners, tracking tools).
- BMM.HS.20.5.d Analyze data monitored for marketing decision making.
- BMM.HS.20.5.e Describe the regulations and ethical implications of marketing-information management.

ENTREPRENEURSHIP

COURSE DESCRIPTION

Entrepreneurship is a course with emphasis on the evaluation of the business skills and commitment necessary to successfully operate an entrepreneurial venture and review the challenges and rewards of entrepreneurship. The role of entrepreneurial businesses in the United States and the impact on the national and global economy will be explored.

STANDARDS AND INDICATORS:

BMM.HS.13.1 Identify characteristics and skills of entrepreneurs.

BMM.HS.13.1.a	Analyze personal strengths, skills, and talents necessary to be an entrepreneur.
BMM.HS.13.1.b	Identify responsible behavior, attitude, and leadership ability.
BMM.HS.13.1.c	Demonstrate problem-solving skills.
BMM.HS.13.1.d	Describe the history and development of successful and non-successful entrepreneurial ventures.
BMM.HS.13.1.e	Explore career opportunities in entrepreneurship.

BMM.HS.13.2 Evaluate business ownership as related to entrepreneurship.

BMM.HS.13.2.a	Identify and compare advantages and disadvantages of various forms of business ownership.
BMM.HS.13.2.b	Explain the legal and ethical issues affecting businesses.
BMM.HS.13.2.c	Analyze the advantages and disadvantages of methods of entering an entrepreneurial venture.

ENTREPRENEURSHIP (cont.)

BMM.HS.13.3 Analyze the management, financial, marketing, and legal skills necessary to successfully operate and grow an entrepreneurial venture.

BMM.HS.13.3.a	Describe the importance of strategic management to a small entrepreneurial business.
BMM.HS.13.3.b	Develop vision, mission, goals, objectives, and policies for an entrepreneurial venture.
BMM.HS.13.3.c	Explain the importance of effective financial management in developing, growing, and sustaining an entrepreneurial venture.
BMM.HS.13.3.d	Develop a marketing plan and strategies to position the product and/or service in the target market.
BMM.HS.13.3.e	Identify the legal documents and financial records for business operations.
BMM.HS.13.3.f	Evaluate the venture idea utilizing the components of a business plan.

BMM.HS.13.4 Analyze the role of entrepreneurship in the global economy.

BMM.HS.13.4.a	Identify entrepreneurial venture opportunities in international trade.
BMM.HS.13.4.b	Analyze global issues and trends for entrepreneurial ventures.
BMM.HS.13.4.c	Determine the impact of cultural and social requirements on international trade.

INTRODUCTION TO BUSINESS

COURSE DESCRIPTION

This course is designed to introduce students to the Business, Marketing, and Management Career Field, which focuses on formation and structure, economics, management, marketing, financial management, and operations. Career opportunities and technology will also be used and discussed.

STANDARDS AND INDICATORS:

BMM.HS.16.1 Analyze the formation and structure of a business.

- BMM.HS.16.1.a Explain the role of business in society.
- BMM.HS.16.1.b Explain types of business ownership.
- BMM.HS.16.1.c Describe the two basic types of business profit structures (i.e. profit and not for profit).
- BMM.HS.16.1.d Examine the opportunities and risks of entrepreneurship.

BMM.HS.16.2 Differentiate economic systems in order to recognize the environments in which businesses function.

- BMM.HS.16.2.a Compare and contrast economic goods and services.
- BMM.HS.16.2.b Analyze economic indicators and how they affect the business cycle.
- BMM.HS.16.2.c Explain the principles of supply and demand and pricing.
- BMM.HS.16.2.d Compare and contrast the basic features of economic systems.
- BMM.HS.16.2.e Identify factors that impact a business' profit and risk.

INTRODUCTION TO BUSINESS (cont.)

BMM.HS.16.3 Interpret business profitability, sustainability, and the necessary dependencies upon leadership, management, staff, and community.

BMM.HS.16.3.a Analyze the management functions within the business environment (e.g. planning, organizing, leading, controlling).

BMM.HS.16.3.b Differentiate between leading and managing.

BMM.HS.16.3.c Identify the structural and economic impact of human resource management within a business.

BMM.HS.16.3.d Evaluate how organizational culture impacts business and retaining quality employees.

BMM.HS.16.3.e Identify and apply the use of software, tools, and techniques that impact business productivity.

BMM.HS.16.3.f Assess the ethical dilemmas that arise between business decisions and social responsibility.

BMM.HS.16.4 Identify the fundamental strategies of marketing and its role within an organization.

BMM.HS.16.4.a Describe marketing and its relevance in a global economy.

BMM.HS.16.4.b Analyze and explain the elements of the marketing mix and their impact on business.

BMM.HS.16.5 Demonstrate finance management and decision making through the use of accounting principles in business.

BMM.HS.16.5.a Explain and provide examples of accounting concepts and financial records used by businesses.

BMM.HS.16.5.b Explain the role of finance in business and how it affects decision-making.

INTRODUCTION TO BUSINESS (cont.)

BMM.HS.16.6 Evaluate and describe the functions of business operations.

BMM.HS.16.6.a Identify and analyze the key business processes and functions needed to bring products and services to market.

BMM.HS.16.6.b Explain the business implications of proprietary information, technology, and forms of security on profitability and sustainability.

BMM.HS.16.7 Evaluate and explore careers in the areas of business, marketing, and management.

BMM.HS.16.7.a Identify careers and organizations within a business career field.

BMM.HS.16.7.b Compare and contrast personal interests, aptitudes, information, and skills necessary for each career pathway.

BMM.HS.16.7.c Research and discuss specific verbal and nonverbal techniques for effective business communication to include cultural respect and meaning.

BMM.HS.16.7.d Conduct a job market search and devise a career plan that reflects business career interests, pathways, and postsecondary options.

MARKETING MANAGEMENT

Course Description

Marketing Management furthers student understanding and skills of the marketing functions and strategies including pricing, product/service management, channel management, promotion, and marketing-information management.

Standards and Indicators:

BMM.HS.20.1 Analyze the concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.

- BMM.HS.20.1.a Explain the nature and scope of the pricing function.
- BMM.HS.20.1.b Explain factors affecting pricing decisions.
- BMM.HS.20.1.c Describe the ethical and legal considerations for pricing.
- BMM.HS.20.1.d Explain the use of technology in the pricing function.

BMM.HS.20.2 AIdentify and assess the concepts and processes needed to obtain, develop, maintain, and/or improve a product or service mix in response to market opportunities and to build the brand for the organization.

- BMM.HS.20.2.a Identify product/service management concepts to understand its nature and scope.
- BMM.HS.20.2.b Generate product ideas to contribute to ongoing business success.
- BMM.HS.20.2.c Apply quality assurances to enhance product/service offerings (i.e. customer service, warranties, guarantees, etc).
- BMM.HS.20.2.d Employ product-mix strategies to meet customer expectations.
- BMM.HS.20.2.e Determine ways to position a company to acquire a desired business image.
- BMM.HS.20.2.f Determine ways to position products/services to acquire desired business image.

MARKETING MANAGEMENT (cont.)

BMM.HS.20.3 Assess channel management strategies and its role in marketing.

- BMM.HS.20.3.a Explain the nature and scope of channel management.
- BMM.HS.20.3.b Explain the nature of channels of distribution.
- BMM.HS.20.3.c Describe the use of technology in the channel management function.
- BMM.HS.20.3.d Describe the ethical and legal considerations for channel management.

BMM.HS.20.4 Investigate the nature and scope of promotion.

- BMM.HS.20.4.a Explain the role of promotion as a marketing function.
- BMM.HS.20.4.b Examine the types of promotion (i.e., institutional, product).
- BMM.HS.20.4.c Identify the elements of the promotional mix.
- BMM.HS.20.4.d Demonstrate an understanding of promotional channels used to communicate with targeted audiences.
- BMM.HS.20.4.e Identify and describe the types of advertising media.

BMM.HS.20.5 Identify marketing-information management strategies and analyze the role of marketing research in decision-making.

- BMM.HS.20.5.a Describe the need for marketing data.
- BMM.HS.20.5.b Describe options businesses use to obtain marketing research data (i.e., primary and secondary research).
- BMM.HS.20.5.c Describe data-collection methods (e.g., observations, mail, diaries, telephone, Internet, discussion groups, interviews, scanners, tracking tools).
- BMM.HS.20.5.d Analyze data monitored for marketing decision making.
- BMM.HS.20.5.e Describe the regulations and ethical implications of marketing-information management.

BUSINESS LAW

COURSE DESCRIPTION

In this course, students develop an understanding of laws and regulations that impact business. Topics included are contracts, employment law, sources of law, and the United States judicial system and legal procedures.

STANDARDS AND INDICATORS:

BMM.HS.9.1 Analyze the relationship between ethics and the law and describe sources of the law, structure of the court system, and classifications of laws.

BMM.HS.9.1.a	Describe the structure of federal and state court systems.
BMM.HS.9.1.b	Differentiate between procedural and substantive law.
BMM.HS.9.1.c	Compare and contrast civil and criminal law and their respective trial processes.
BMM.HS.9.1.d	Explain the advantages and disadvantages of negotiation, arbitration, mediation, and litigation.
BMM.HS.9.1.e	Distinguish between a tort and crime including burden of proof, penalties, and remedies.
BMM.HS.9.1.f	Describe the role of values in constructing an ethical code and a legal system.

BMM.HS.9.2 Identify the legal environment of businesses, domestic and international.

BMM.HS.9.2.a	Describe the major types of business organizations, including sole proprietorships, partnerships, corporations, and limited liability companies.
BMM.HS.9.2.b	Identify legislation and entities that regulate employment rights, working conditions and benefits, and equal opportunity in the workplace.
BMM.HS.9.2.c	Demonstrate knowledge of agency law, fiduciary duty, and responsibilities.
BMM.HS.9.2.d	Explain the relationship between national and international law.

BUSINESS LAW (cont.)

BMM.HS.9.3 Analyze the elements, concepts, and principles of contract law.

BMM.HS.9.3.a	Explain the contractual relationship and identify the elements of a legally binding contract (offer, acceptance, mutual assent, consideration, capacity).
BMM.HS.9.3.b	Identify the classifications of contracts (valid, void, voidable, unenforceable, express, implied, bilateral, unilateral, oral, and written).
BMM.HS.9.3.c	Describe breach of contract and remedies available (e.g., monetary, specific performance, liquidation) when a contract is breached.
BMM.HS.9.3.d	Identify types of contracts that must be in writing under the statute of frauds.
BMM.HS.9.3.e	Compare ways a contract can be discharged or terminated.

BMM.HS.9.4 Analyze the protections afforded consumers through consumer laws.

BMM.HS.9.4.a	Describe consumer protection and product liability laws and warranties.
BMM.HS.9.4.b	Define common, unfair, and deceptive practices.
BMM.HS.9.4.c	Identify and state the purpose of legislation that regulates consumer credit.
BMM.HS.9.4.d	Explain the legal rules that apply to personal property, real property, and intellectual property.
BMM.HS.9.4.e	Explain both the landlord and tenants rights and responsibilities.

BMM.HS.9.5 Analyze the role and importance of employment law related to the conduct of business.

BMM.HS.9.5.a	Explain the nature of the employee-employer relationship.
BMM.HS.9.5.b	Describe an employer's right to free speech in the workplace.
BMM.HS.9.5.c	Describe the elements needed in a social media policy.
BMM.HS.9.5.d	Explain the powers and operation of the Equal Employment Opportunity Commission (EEOC).

MANAGEMENT AND LEADERSHIP

Course Description

This course emphasizes the basic concepts of management and leadership within a business or organization. It addresses characteristics, organization, and operation of business as major sectors of the economy. Students will investigate management issues involved in planning, organizing, leading, and controlling an organization.

Standards and Indicators:

BMM.HS.18.1 Assess the importance of business management and the role of managers as it relates to the success of business.

- BMM.HS.18.1.a Define management and the manager's role.
- BMM.HS.18.1.b Analyze management theories and their application within a business environment.
- BMM.HS.18.1.c Compare and contrast the basic forms of business ownership.
- BMM.HS.18.1.d Analyze the organizational structure of a business.
- BMM.HS.18.1.e Explain the relationship between and among management levels.
- BMM.HS.18.1.f Explore employment opportunities in business management and administration.

BMM.HS.18.2 Analyze management functions and their implementation and integration within the business environment.

- BMM.HS.18.2.a Describe the major types of business organizations, including sole proprietorships, partnerships, corporations, and limited liability companies.
- BMM.HS.18.2.b Identify legislation and entities that regulate employment rights, working conditions and benefits, and equal opportunity in the workplace.
- BMM.HS.18.2.c Demonstrate knowledge of agency law, fiduciary duty, and responsibilities.
- BMM.HS.18.2.d Explain the relationship between national and international law.
- BMM.HS.18.2.e Analyze management's role when implementing change including planning and unforeseen issues
- BMM.HS.18.2.f Discuss the importance of the controlling function in the business environment.
- BMM.HS.18.2.g Determine alternative actions when goals are not being met.

MANAGEMENT AND LEADERSHIP (cont.)

BMM.HS.18.3 Describe human resource functions and their importance to an organization's successful operation.

- BMM.HS.18.3.a Analyze the role of ethics in human resource management.
- BMM.HS.18.3.b Explain the hiring process.
- BMM.HS.18.3.c Identify the impact of orientation, training, and performance appraisals on employees and the organization.
- BMM.HS.18.3.d Examine compensation, promotion, benefits, and incentives of employees.
- BMM.HS.18.3.e Discuss and identify the legal implications and processes relating to separation, termination, and transition.
- BMM.HS.18.3.f Evaluate alternative options to employment (e.g., outsourcing, freelancers, contract labor).

BMM.HS.18.4 Analyze financial data influenced by internal and external factors in order to make short and long term decisions.

- BMM.HS.18.4.a Interpret the data shown on financial statements (e.g., income statement, balance sheet, cash flow statement, statement of net worth).
- BMM.HS.18.4.b Explain ways to minimize and manage risk.
- BMM.HS.18.4.c Assess the short-term and long-term financial needs of an organization.

BMM.HS.18.5 Investigate the strategic role of a manager and the contributions made to the success of a business.

- BMM.HS.18.5.a Describe the process and systems implemented to monitor, plan, and control the daily operational activities.
- BMM.HS.18.5.b Identify internal/external factors that influence management decisions.
- BMM.HS.18.5.c Explain the strategic planning process within an organization.
- BMM.HS.18.5.d Understand the role and function of innovation management.

MANAGEMENT AND LEADERSHIP (cont.)

BMM.HS.18.6 Develop personal management skills (emotional intelligence) to function effectively and efficiently in a business environment.

- BMM.HS.18.6.a Analyze how managers at various levels manage their time differently.
- BMM.HS.18.6.b Identify how an effective stress reduction plan affects the efficiency of business.
- BMM.HS.18.6.c Demonstrate effective communication skills (e.g., reading, listening, writing, technology, verbal, nonverbal).
- BMM.HS.18.6.d Examine internal and external business interactions and networking to build positive relationships.

BMM.HS.18.7 Explain the concept of leadership.

- BMM.HS.18.7.a Identify and discuss characteristics of effective and ineffective leaders.
- BMM.HS.18.7.b Differentiate between leading and managing.
- BMM.HS.18.7.c Differentiate between power, authority, and leadership.
- BMM.HS.18.7.d Identify various leadership styles.
- BMM.HS.18.7.e Explain the importance of motivation in leadership.

BMM.HS.18.8 Employ leadership skills to achieve workplace objectives.

- BMM.HS.18.8.a Determine personal leadership style and the appropriate style for varying situations.
- BMM.HS.18.8.b Identify ways in which a leader demonstrates social responsibility and ethics (e.g., initiative, honesty, integrity, cultural sensitivity, empathy).
- BMM.HS.18.8.c Demonstrate conflict resolution and negotiation skills.
- BMM.HS.18.8.d Examine team building techniques to accomplish goals (e.g., consensus building, negotiation, motivation to encourage teamwork).

INTRODUCTION TO BUSINESS

COURSE DESCRIPTION

This course is designed to introduce students to the Business, Marketing, and Management Career Field, which focuses on formation and structure, economics, management, marketing, financial management, and operations. Career opportunities and technology will also be used and discussed.

STANDARDS AND INDICATORS:

BMM.HS.16.1 Analyze the formation and structure of a business.

BMM.HS.16.1.a	Explain the role of business in society.
BMM.HS.16.1.b	Explain types of business ownership.
BMM.HS.16.1.c	Describe the two basic types of business profit structures (i.e. profit and not for profit).
BMM.HS.16.1.d	Examine the opportunities and risks of entrepreneurship.

BMM.HS.16.2 Differentiate economic systems in order to recognize the environments in which businesses function.

BMM.HS.16.2.a	Compare and contrast economic goods and services.
BMM.HS.16.2.b	Analyze economic indicators and how they affect the business cycle.
BMM.HS.16.2.c	Explain the principles of supply and demand and pricing.
BMM.HS.16.2.d	Compare and contrast the basic features of economic systems.
BMM.HS.16.2.e	Identify factors that impact a business' profit and risk.

INTRODUCTION TO BUSINESS (cont.)

BMM.HS.16.3 Interpret business profitability, sustainability, and the necessary dependencies upon leadership, management, staff, and community.

BMM.HS.16.3.a Analyze the management functions within the business environment (e.g. planning, organizing, leading, controlling).

BMM.HS.16.3.b Differentiate between leading and managing.

BMM.HS.16.3.c Identify the structural and economic impact of human resource management within a business.

BMM.HS.16.3.d Evaluate how organizational culture impacts business and retaining quality employees.

BMM.HS.16.3.e Identify and apply the use of software, tools, and techniques that impact business productivity.

BMM.HS.16.3.f Assess the ethical dilemmas that arise between business decisions and social responsibility.

BMM.HS.16.4 Identify the fundamental strategies of marketing and its role within an organization.

BMM.HS.16.4.a Describe marketing and its relevance in a global economy.

BMM.HS.16.4.b Analyze and explain the elements of the marketing mix and their impact on business.

BMM.HS.16.5 Demonstrate finance management and decision making through the use of accounting principles in business.

BMM.HS.16.5.a Explain and provide examples of accounting concepts and financial records used by businesses.

BMM.HS.16.5.b Explain the role of finance in business and how it affects decision-making.

INTRODUCTION TO BUSINESS (cont.)

BMM.HS.16.6 Evaluate and describe the functions of business operations.

BMM.HS.16.6.a Identify and analyze the key business processes and functions needed to bring products and services to market.

BMM.HS.16.6.b Explain the business implications of proprietary information, technology, and forms of security on profitability and sustainability.

BMM.HS.16.7 Evaluate and explore careers in the areas of business, marketing, and management.

BMM.HS.16.7.a Identify careers and organizations within a business career field.

BMM.HS.16.7.b Compare and contrast personal interests, aptitudes, information, and skills necessary for each career pathway.

BMM.HS.16.7.c Research and discuss specific verbal and nonverbal techniques for effective business communication to include cultural respect and meaning.

BMM.HS.16.7.d Conduct a job market search and devise a career plan that reflects business career interests, pathways, and postsecondary options.

PERSONAL FINANCE

COURSE DESCRIPTION

The goal of Personal Finance is to help students become financially responsible, conscientious members of society. To reach that end, this course develops student understanding and decision-making skills in such areas as income, money management, budgeting, financial goal attainment, the wise use of credit, insurance, and investments.

STANDARDS AND INDICATORS:

BMM.HS.22.1 Develop and evaluate a plan to earn an income and manage finances to achieve personal goals.

BMM.HS.22.1.a	Identify various forms of income and analyze the career clusters to explore how career choice, level of education, geographical location, type of industry, skill level, and work ethic affect income and personal goal attainment.
BMM.HS.22.1.b	Analyze the impact of sociological, economic, and technological changes on the future job outlook and potential to earn income.
BMM.HS.22.1.c	Interpret a pay stub to calculate gross and net pay.
BMM.HS.22.1.d	Evaluate the impact of taxes on personal financial planning.
BMM.HS.22.1.e	Describe information needed and required forms relevant to the completion of state and federal income tax forms (e.g., W-4, W-2, 1040).
BMM.HS.22.1.f	Develop and evaluate a personal budget based on income, employee benefits and incentives, savings and investment goals, and retirement contributions and analyze the life cycle of net worth.

BMM.HS.22.2 Examine budgeting, savings, and investment strategies based on individual preferences and circumstances to achieve financial goals.

BMM.HS.22.2.a	Compare and contrast saving and investing strategies that consider risk, return, and building wealth.
BMM.HS.22.2.b	Determine factors that influence decisions to save.
BMM.HS.22.2.c	Create short- and long-term financial goals for a personal budget.

PERSONAL FINANCE (cont.)

BMM.HS.22.2.d Analyze the power of compound interest and the importance of starting early in implementing a plan of saving.

BMM.HS.22.2.e Examine the concept of time, value of money, and rates of return that impact monetary decisions.

BMM.HS.22.2.f Investigate opportunities to participate in employer-sponsored retirement plans (e.g., IRA, 401K, Roth IRA).

BMM.HS.22.3 Compare and evaluate the products and services financial institutions provide.

BMM.HS.22.3.a Describe and explain the use of different forms of financial exchange (e.g., cash, credit, debit, electronic funds transfer, and other emerging payment forms, etc.) from a local, national, and global consumer perspective.

BMM.HS.22.3.b Explain legal and ethical responsibilities associated with financial exchanges.

BMM.HS.22.3.c Identify the structure and functions of the Federal Reserve System and how it facilitates the functions of money.

BMM.HS.22.3.d Distinguish between the various types of financial institutions and the basic products and services provided and evaluate each for related costs and fees.

BMM.HS.22.3.e Compare and contrast types of checking and savings accounts and the forms of financial exchange.

BMM.HS.22.3.f Analyze privacy and security issues associated with financial exchanges (e.g. cash transfers, electronic payments, mobile payments, online and traditional banking, etc.)

BMM.HS.22.4 Analyze factors that affect the choice of credit, the cost of credit, maintaining credit, and the legal aspects of using credit for personal goals

BMM.HS.22.4.a Identify the C's of creditworthiness (e.g., collateral, character, capacity, conditions).

BMM.HS.22.4.b Evaluate the opportunity cost for each financial decision involving credit (e.g., credit cards, auto loans, college loans).

PERSONAL FINANCE (cont.)

BMM.HS.22.4.d Research the rights and responsibilities of consumers according to credit legislation (e.g., truth-in-lending, fair credit reporting, equal credit opportunity, fair debt collection).

BMM.HS.22.4.e Explain the importance of credit ratings and credit scores and the effect on an individual's credit report, cost of credit, and future use of credit.

BMM.HS.22.4.f Investigate methods to resolve credit discrepancies and minimize the danger and ramifications of identity theft.

BMM.HS.22.5 Apply a decision-making model to maximize consumer satisfaction when buying goods and services.

BMM.HS.22.5.a Identify and use reliable consumer resources to collect information for making buying decisions about durable and nondurable goods.

BMM.HS.22.5.b Identify consumer rights laws and explain how they protect consumer rights.

BMM.HS.22.5.c Develop comparison shopping practices and apply them to purchasing decisions.

BMM.HS.22.5.d Compare the costs and benefits of purchasing, leasing, and renting (e.g., vehicle, tools, furniture, and housing).

BMM.HS.22.5.e Research the types and use of consumer assistance services and advocacy groups provided to address consumer rights and responsibilities (e.g., government, the Better Business Bureau, and manufacturers).

BMM.HS.22.5.f Describe the role of supply and demand on the availability and price of goods and services in the regional, national, and international marketplace.

BMM.HS.22.5.g Examine the impact of advertising and marketing on consumer demand and decision making in the regional, national, and international marketplace.

BMM.HS.22.6 Analyze choices available to consumers for protection against risk and financial loss.

BMM.HS.22.6.a Define and utilize the terms, concepts, and practices instrumental to varied forms of insurance (e.g. deductible, premium, peril, risk, etc.).

BMM.HS.22.6.b Compare risk management strategies (e.g., retention, avoidance, reduction, transfer).

PERSONAL FINANCE (cont.)

BMM.HS.22.6.c	Explain how one's mindset, habits, behaviors, and choices affect the cost of insurance and identify ways consumers can reduce this cost (e.g. smokers are charged more for health insurance and quitting smoking could reduce that cost).
BMM.HS.22.6.d	Compare and contrast types of insurance associated with different risks (e.g., auto mobile, personal and professional liability, home, renters, health, life, long-term care, disability).
BMM.HS.22.6.e	Develop a plan for insurance coverage taking into account coverage, premium costs, willingness to take risks, income, age, and socioeconomic status.
BMM.HS.22.6.f	Explain how retirement planning and estate planning are risk-management strategies.

BMM.HS.22.7 Analyze choices and resources available for financing postsecondary education.

BMM.HS.22.7.a	Describe the multiple pathways to postsecondary education and career preparedness and analyze the costs and benefits associated with each choice.
BMM.HS.22.7.b	Identify the purpose of the Free Application for Federal Student Aid (FAFSA) to determine eligibility for grants, scholarships, and loans and the essential information.
BMM.HS.22.7.c	Evaluate the costs and benefits of postsecondary education funding and any repayment requirements (e.g. NEST 529 college saving plan, scholarships, grants, federal and private loans, work-study, etc.).
BMM.HS.22.7.d	Explore the options for borrowers struggling to make payments and the consequences of failure to repay student loans.
BMM.HS.22.7.e	Correlate salary potential to the education requirements of different careers by identifying strategies to reduce student loan debt.

WEALTH BUILDING FUNDAMENTALS

COURSE DESCRIPTION

This course is designed to provide knowledge of personal financial management. Students learn to manage their resources to make sound personal financial decisions, interpret data to develop short- and long-term budgetary plans, and develop product knowledge related to financial planning. Students will develop a financial plan that includes savings, investing, credit management, risk management, and retirement.

STANDARDS AND INDICATORS:

BMM.HS.24.1 Identify and develop essential financial and personal attributes that contribute to a successful income-producing career.

BMM.HS.24.1.a Distinguish between various forms of income and explain how it can be obtained and accumulated.

BMM.HS.24.1.b Connect factors that affect income as part of the career decision-making process and potential outcomes.

BMM.HS.24.2 Compare strategies used to maintain, monitor, control, and accurately plan the use of financial resources.

BMM.HS.24.2.a Prioritize financial needs and goals to determine strategic financial strategy decisions.

BMM.HS.24.2.b Create a plan for financial management based upon personal goals.

BMM.HS.24.3 Evaluate strategies used to establish, build, maintain, monitor, control, and use credit for personal and financial goals.

BMM.HS.24.3.a Estimate and evaluate the opportunity cost for each financial decision involving credit.

BMM.HS.24.3.b Identify applicable strategies to establish and maintain a good credit rating for beneficial credit use at all stages of life and financial capacity.

BMM.HS.24.3.c Summarize the loan application process and explain how each part is used to determine the creditworthiness of the applicant.

BMM.HS.24.3.d Evaluate credit laws and regulations.

WEALTH BUILDING FUNDAMENTALS (cont.)

BMM.HS.24.4 Apply a decision-making model to maximize consumer satisfaction when buying goods and services.

- BMM.HS.24.4.a Distinguish between income and wealth.
- BMM.HS.24.4.b Evaluate the need for saving and investing to ensure financial well-being and wealth building.
- BMM.HS.24.4.c Evaluate saving and investment options and criteria.

BMM.HS.24.5 Compare and contrast the economic advantages and disadvantages of real estate as an investment tool.

- BMM.HS.24.5.a Identify the advantages and disadvantages of buying versus renting a home.
- BMM.HS.24.5.b Identify potential barriers to purchasing real estate and describe how to mitigate or avoid them.
- BMM.HS.24.5.c Explain the risks and rewards of investing in income-producing real estate (e.g., residential, agricultural, commercial).

BMM.HS.24.6 Assess risks in life and how to protect against the consequences of risk.

- BMM.HS.24.6.a Identify common types of risks and basic risk management strategies.
- BMM.HS.24.6.b Evaluate insurance as a risk management strategy.

BMM.HS.24.7 Investigate appropriate technology solutions to interpret, analyze, and utilize emerging trends in business finance

- BMM.HS.24.7.a Apply technology or software tools as they relate to financial activities.
- BMM.HS.24.7.b Understand the use of information technology in business and industry.
- BMM.HS.24.7.c Analyze financial data to make decisions.
- BMM.HS.24.7.d Predict potential barriers to the availability of financial technology and how to overcome them.

ACCOUNTING 1

COURSE DESCRIPTION

This one-semester course covers a service business organized as a sole proprietorship which will include accounting principles involved in the preparation and maintenance of financial records concerned with business management and operations. It is a comprehensive introduction to basic accounting including recording, summarizing, and reporting and accounting systems and controls. Students are exposed to careers in the accounting field and are given the opportunity to perform accounting applications using technology.

STANDARDS AND INDICATORS:

BMM.HS.1.1 Explain the purpose of and demonstrate the steps of the accounting cycle using generally accepted accounting principles (GAAP).

BMM.HS.1.1.a Define accounting and related concepts to explain the purpose of the accounting system and its relationship to business.

BMM.HS.1.1.b Analyze business transactions using a journal and describe the effect on the accounting equation.

BMM.HS.1.1.c Apply the concepts of debits and credits through the use of T-accounts, normal account balances, and the chart of accounts.

BMM.HS.1.1.d Evaluate changes in a fiscal period using financial statements and worksheets.

BMM.HS.1.1.e Analyze and record transactions including adjusting, closing, and correcting entries.

BMM.HS.1.1.f Post to the ledger and compare the relationship between journals, ledgers, and financial statements.

BMM.HS.1.2 Demonstrate the importance of cash control procedures and ethics in business.

BMM.HS.1.2.a Define and apply cash control procedures by using documents to verify balances.

BMM.HS.1.2.b Apply appropriate techniques to account for investments and withdrawals by owners.

BMM.HS.1.2.c Explain a need for a code of ethics in accounting and the ethical responsibilities required of accountants.

BMM.HS.1.2.d Demonstrate ethical decision-making skills through business scenarios.

ACCOUNTING 1 (cont.)

BMM.HS.1.3 Prepare, interpret, and analyze financial statements for a sole proprietorship.

BMM.HS.1.3.a Evaluate the impact of data used in the development of financial statements.

BMM.HS.1.3.b Prepare an income statement and balance sheet.

BMM.HS.1.3.c Assess financial statements to summarize business performance.

BMM.HS.1.4 Investigate career opportunities, career readiness skills, and technology in the field of accounting.

BMM.HS.1.4.a Research the educational requirements, certifications, and skills needed to be successful in an accounting-related career.

BMM.HS.1.4.b Describe various careers and opportunities related to accounting.

BMM.HS.1.4.c Demonstrate both verbal and nonverbal communication skills related to the workplace.

BMM.HS.1.4.d Apply analytical, critical thinking, and leadership skills to the workplace.

BMM.HS.1.4.e Demonstrate the ability to work as a team by setting goals and accomplishing individual and team tasks on time.

BMM.HS.1.4.f Understand the use of information technology in the accounting industry

ECONOMICS

COURSE DESCRIPTION

Economics is a course designed to help students understand decision-making. This economic reasoning process involves the consideration of costs and benefits with the ultimate goal of making decisions that will enable individuals and societies to be as well-off as possible. The course will use economic principles applied to current events and issues. Emphasis includes decision-making, allocation of scarce resources, incentives, economic institutions, markets and prices, economic systems, market structures, productivity, role of government, global economic concepts, and economic indicators.

STANDARDS AND INDICATORS:

BMM.HS.12.1 Apply economic reasoning skills to make informed decisions and become effective participants in the economy at all levels.

BMM.HS.12.1.a	Evaluate decisions by systematically considering alternatives and consequences through the use of cost benefit analysis.
BMM.HS.12.1.b	Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.
BMM.HS.12.1.c	Assess the incentives for investing in personal education, skills, and talents.
BMM.HS.12.1.d	Examine data about current economic conditions and how these conditions can influence decisions.

BMM.HS.12.2 Explain the role of markets in determining prices and allocating scarce goods and services.

BMM.HS.12.2.a	Understand the role of competition, markets, and prices.
BMM.HS.12.2.b	Illustrate how markets determine changing equilibrium prices through supply and demand analysis.
BMM.HS.12.2.c	Hypothesize how competition between sellers could result in lower prices, higher-quality products, and better customer service.
BMM.HS.12.2.d	Investigate possible causes and consequences of shortages and surpluses.

ECONOMICS (cont.)

BMM.HS.12.3 Explain how economic institutions such as clearly defined property rights, open markets, and the rule of law impact different individuals and various groups.

BMM.HS.12.3.a Summarize and assess the functions of economic institutions (e.g., property rights, open markets, and the rule of law) and their effects on markets and entrepreneurship.

BMM.HS.12.3.b Explain how the U.S. government defines, enforces, and puts limitations on the economic institutions (e.g., property rights, open markets, and the rule of law) and compare this to other countries.

BMM.HS.12.3.c Calculate and describe the impact of economic indicators (e.g., GDP, unemployment, inflation) including common uses and possible measurement error(s).

BMM.HS.12.3.d Describe the functions, roles, and limitations of the Federal Reserve System and its influence through monetary policy.

BMM.HS.12.3.e Explain how banks and a sound monetary system are critical to a functioning economy.

BMM.HS.12.4 Demonstrate personal and business financial management by developing plans to support short- and long-term goals.

BMM.HS.12.4.a Identify and critique the tools, strategies, and systems used to establish, build, maintain, monitor, and control the use of financial resources.

BMM.HS.12.4.b Demonstrate an understanding of decisions related to checking accounts, loans, down payments, insurance, taxes, and compound interest.

BMM.HS.12.4.c Develop a plan to support short- and long-term goals including budgeting, career planning, banking, debt management, effects of taxes on income, and retirement planning.

BMM.HS.12.4.d Evaluate savings, investment, and risk management strategies to achieve short- and long-term goals.

ECONOMICS (cont.)

BMM.HS.12.5 Analyze the roles and responsibilities of government from different economic perspectives.

BMM.HS.12.5.a Examine how governments utilize taxation to provide goods and services to society.

BMM.HS.12.5.b Analyze how the government can use taxation and spending policies to influence behavior and alter market outcomes.

BMM.HS.12.5.c Critique government policies and regulations in areas of market failure.

BMM.HS.12.5.d Evaluate the effects of fiscal policy on economic outcomes including budget deficits/surpluses, national debt, and economic systems.

BMM.HS.12.5.e Compare the impact a government's fiscal policy has on different types of economic systems (e.g,. command/communism, mixed, socialism, market, and traditional economic systems).

BMM.HS.12.5.f Evaluate how the government uses economic indicators (e.g., unemployment rate, inflation, and real GDP) to influence their fiscal policy decisions and describe the possible outcomes.

BMM.HS.12.5.g Evaluate and critique the costs and benefits of current events and public policy alternatives and assess who enjoys the benefits and who bears (takes on) the costs.

BMM.HS.12.6 Determine how international trade affects individuals, organizations, the domestic economy, and other nations.

BMM.HS.12.6.a Explore comparative advantage among different countries.

BMM.HS.12.6.b Calculate exchange rates and explain the impact of the strength of the dollar on economic decisions.

BMM.HS.12.6.c Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.

BMM.HS.12.6.d Compare and contrast examples of specific goods and services that countries trade globally.

BMM.HS.12.6.e Analyze the impact on prices and quantities of various trade policies, both domestically and internationally.

MARKETING

COURSE DESCRIPTION

This course develops basic student understanding and skills in the functions of marketing. Emphasis is placed on the impact of marketing activities on the individual, business, and society. Topics include market analysis, marketing information management, target customer identification, the development of marketing-mix strategies, and an in-depth look at the selling process.

STANDARDS AND INDICATORS:

BMM.HS.19.1 Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society.

- BMM.HS.19.1.a Describe marketing functions and related activities.
- BMM.HS.19.1.b Distinguish between economic goods and services.
- BMM.HS.19.1.c Explain the principles of supply and demand.
- BMM.HS.19.1.d Determine economic utilities created by business activities.
- BMM.HS.19.1.e Explain the concept of competition.
- BMM.HS.19.1.f Identify employment opportunities in marketing.

BMM.HS.19.2 Identify marketing-information management strategies to understand its nature and scope.

- BMM.HS.19.2.a Identify the need for marketing data used to monitor marketing decision making.
- BMM.HS.19.2.b Explain the role of ethics in marketing information management.
- BMM.HS.19.2.c Discuss the nature of data mining.
- BMM.HS.19.2.d Describe the use of technology in the marketing-information management function.
- BMM.HS.19.2.e Describe the regulation of marketing-information management.

MARKETING (cont.)

BMM.HS.19.3 Apply the concepts and marketing strategies utilized to determine and target a select market.

BMM.HS.19.3.a	Analyze and describe the importance of each of the components of the marketing mix.
BMM.HS.19.3.b	Explain factors that influence customer/client/business buying behavior.
BMM.HS.19.3.c	Analyze customer's rational and emotional buying motives and decisions.
BMM.HS.19.3.d	Select target market appropriate for product/business to obtain the best return on marketing investment (ROMI).
BMM.HS.19.3.e	Explain the concept of market and market identification.
BMM.HS.19.3.f	Identify strategies utilized in the elements of market segmentation.

BMM.HS.19.4 Identify the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities.

BMM.HS.19.4.a	Explain the nature and scope of the selling function.
BMM.HS.19.4.b	Explain the role of customer service as a component of selling relationships for building a clientele.
BMM.HS.19.4.c	Utilize sales processes and techniques to determine and satisfy customer needs.
BMM.HS.19.4.d	Acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the customer.
BMM.HS.19.4.e	Explain legal and ethical considerations in selling.

MARKETING MANAGEMENT

Course Description

Marketing Management furthers student understanding and skills of the marketing functions and strategies including pricing, product/service management, channel management, promotion, and marketing-information management.

Standards and Indicators:

BMM.HS.20.1 Analyze the concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.

- BMM.HS.20.1.a Explain the nature and scope of the pricing function.
- BMM.HS.20.1.b Explain factors affecting pricing decisions.
- BMM.HS.20.1.c Describe the ethical and legal considerations for pricing.
- BMM.HS.20.1.d Explain the use of technology in the pricing function.

BMM.HS.20.2 Identify and assess the concepts and processes needed to obtain, develop, maintain, and/or improve a product or service mix in response to market opportunities and to build the brand for the organization.

- BMM.HS.20.2.a Identify product/service management concepts to understand its nature and scope.
- BMM.HS.20.2.b Generate product ideas to contribute to ongoing business success.
- BMM.HS.20.2.c Apply quality assurances to enhance product/service offerings (i.e. customer service, warranties, guarantees, etc).
- BMM.HS.20.2.d Employ product-mix strategies to meet customer expectations.
- BMM.HS.20.2.e Determine ways to position a company to acquire a desired business image.
- BMM.HS.20.2.f Determine ways to position products/services to acquire desired business image.

MARKETING MANAGEMENT (cont.)

BMM.HS.20.3 Assess channel management strategies and its role in marketing.

- BMM.HS.20.3.a Explain the nature and scope of channel management.
- BMM.HS.20.3.b Explain the nature of channels of distribution.
- BMM.HS.20.3.c Describe the use of technology in the channel management function.
- BMM.HS.20.3.d Describe the ethical and legal considerations for channel management.

BMM.HS.20.4 Investigate the nature and scope of promotion.

- BMM.HS.20.4.a Explain the role of promotion as a marketing function.
- BMM.HS.20.4.b Examine the types of promotion (i.e., institutional, product).
- BMM.HS.20.4.c Identify the elements of the promotional mix.
- BMM.HS.20.4.d Demonstrate an understanding of promotional channels used to communicate with targeted audiences.
- BMM.HS.20.4.e Identify and describe the types of advertising media.

BMM.HS.20.5 Identify marketing-information management strategies and analyze the role of marketing research in decision-making.

- BMM.HS.20.5.a Describe the need for marketing data.
- BMM.HS.20.5.b Describe options businesses use to obtain marketing research data (i.e., primary and secondary research).
- BMM.HS.20.5.c Describe data-collection methods (e.g., observations, mail, diaries, telephone, Internet, discussion groups, interviews, scanners, tracking tools).
- BMM.HS.20.5.d Analyze data monitored for marketing decision making.
- BMM.HS.20.5.e Describe the regulations and ethical implications of marketing-information management.

ADVANCED MARKETING

Course Description

This course is an expansion and application of previous marketing studies with an emphasis on learning to develop responsive marketing strategies that meet customer needs. Students will focus on organization and society where they will develop a marketing plan. Topics include market research, product development, promotion, channel management, and pricing.

Standards and Indicators:

BMM.HS.5.1 Analyze marketing, the marketing concept, and marketing management.

BMM.HS.5.1.a	Define the role of marketing in organizations.
BMM.HS.5.1.b	Describe how marketers create value for a product or service.
BMM.HS.5.1.c	Analyze the environment in which firms operate to develop effective marketing strategies and decisions.
BMM.HS.5.1.d	Select strategies to obtain the best return on marketing investment (ROMI).
BMM.HS.5.1.e	Evaluate marketing mix strategies in response to market opportunities and customer expectations.

BMM.HS.5.2 Analyze methods of information gathering and investigate research techniques.

BMM.HS.5.2.a	Describe the nature of marketing research.
BMM.HS.5.2.b	Investigate qualitative and quantitative research sources.
BMM.HS.5.2.c	Select and apply methods of data collection (e.g., observations, surveys, discussion forums, scanners).
BMM.HS.5.2.d	Interpret marketing information and/or data mining to test hypotheses and/or resolve issues.

ADVANCED MARKETING (cont.)

BMM.HS.5.3 Identify market segments and positioning strategies.

BMM.HS.5.3.a Identify market segmentation strategies (e.g., demographics, geographics, psychographics, and behaviors).

BMM.HS.5.3.b Analyze the elements of the marketing mix, their interrelationships, how they are used in the marketing process, and their role in positioning.

BMM.HS.5.3.c Recommend the positioning strategy that communicates the firm's or the product's value proposition.

BMM.HS.5.3.d Describe the impact of consumer differences (e.g., life stages, benefits sought, usage rate, brand loyalty, and socio-economic characteristics) on buying decisions.

BMM.HS.5.4 Evaluate marketing mix strategies.

BMM.HS.5.4.a Develop marketing mix strategies that focus on meeting customer needs and wants.

BMM.HS.5.4.b Assess current product and service strategies to determine growth strategy (e.g., market penetration, market development, product development, diversification).

BMM.HS.5.4.c Identify factors that drive channel management design (e.g., Internet, Social Media, competitive advantage).

BMM.HS.5.4.d Distinguish concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perception of value.

BMM.HS.5.4.e Research, analyze, and recommend promotional goals and strategies as they relate to profitability and/or effectiveness in reaching the target market.

BMM.HS.5.5 Demonstrate the importance of an effective marketing plan.

BMM.HS.5.5.a Apply project management competencies in working with a viable business in the creation of a marketing plan.

BMM.HS.5.5.b Analyze current marketing strategies utilized by business.

BMM.HS.5.5.c Initiate a marketing plan by identifying target market, conducting market analysis, and reviewing SWOT analysis.

BMM.HS.5.5.d Develop marketing strategies to position and/or reposition business effectively.

BMM.HS.5.5.e Access cost effectiveness of recommended marketing strategies.

BMM.HS.5.5.f Monitor and evaluate performance of marketing plan.

FUNDAMENTALS OF NUTRITION AND CULINARY ESSENTIALS (HSE)

COURSE DESCRIPTION

This introductory course provides students with foundational knowledge and skills in food preparation and nutrition planning. Topics covered include career exploration, global food systems, six essential nutrients, dietary recommendations, kitchen and food safety and sanitation, food preparation skills, and meal planning concepts.

STANDARDS AND INDICATORS:

HSE.HS.21.1 Apply skills to meet career goals within the food, nutrition, and culinary industries.

HSE.HS.21.1.a	Demonstrate working as a member of a diverse team.
HSE.HS.21.1.b	Demonstrate professional practices required in the workplace.
HSE.HS.21.1.c	Summarize roles, responsibilities, education, training, and credentialing requirements for careers within the food, nutrition, and culinary industries.
HSE.HS.21.1.d	Compare and contrast personal strengths, talents, interests, and passions to the skills and traits required of the workplace.

HSE.HS.21.2 Analyze U.S. and global food systems and their impact on personal health.

HSE.HS.21.2.a	Compare and contrast definitions of health and wellness.
HSE.HS.21.2.b	Analyze farm to table for a variety of food products grown locally and globally.
HSE.HS.21.2.c	Identify issues surrounding global production of food and how sustainability and conservation practices are connected.

HSE.HS.21.3 Analyze the six essential nutrients and their purposes in the body.

HSE.HS.21.3.a	Identify key bodily functions of the six essential nutrients and the components of each.
HSE.HS.21.3.b	Summarize the digestion, absorption, and metabolic processes associated with the use of nutrients in the digestive system.
HSE.HS.21.3.c	Identify the nutrient density of a variety of foods for each of the nutrients.
HSE.HS.21.3.d	Interpret the impact and effects of over or underconsumption of each nutrient.
HSE.HS.21.3.e	Explain the concept of calories and energy density of foods.
HSE.HS.21.3.f	Apply nutrition mathematical concepts to calculate energy from nutrients and the energy composition of a food item.

FUNDAMENTALS OF NUTRITION AND CULINARY ESSENTIALS (cont.)

HSE.HS.21.4 Integrate current dietary recommendations and guidelines to plan and analyze a healthy diet.

HSE.HS.21.4.a Recognize reliable sources of nutrition information (e.g., Dietary Reference Intakes, Dietary Guidelines, MyPlate model, food labels, etc.).

HSE.HS.21.4.b Compare and contrast personal eating habits to current recommendations for a healthy diet.

HSE.HS.21.4.c Apply current dietary recommendations and guidelines to meal planning.

HSE.HS.21.4.d Identify package labeling components.

HSE.HS.21.4.e Analyze the Nutrition Facts label to determine nutrient contributions of a variety of foods.

HSE.HS.21.5 Demonstrate effective food and kitchen safety and sanitation procedures.

HSE.HS.21.5.a Identify microorganisms which are related to food spoilage and foodborne illnesses.

HSE.HS.21.5.b Apply proper personal hygiene, health habits, and industry-standard apparel.

HSE.HS.21.5.c Sequence the requirements for proper receiving and storage of prepared foods and identify signs of food spoilage and contamination (e.g., FIFO - first in first out).

HSE.HS.21.5.d Identify the critical control points and the Temperature Danger Zone during all food handling processes as a method for minimizing the risk of foodborne illness (HACCP system).

HSE.HS.21.5.e Demonstrate kitchen safety practices to prevent accidents (i.e., slips, burns, fires, shock, cuts, equipment accidents, poisoning, etc.).

HSE.HS.21.5.f Implement a safety and sanitation inspection and identify modifications necessary for compliance with standards.

FUNDAMENTALS OF NUTRITION AND CULINARY ESSENTIALS (cont.)

HSE.HS.21.6 Demonstrate foundational food preparation techniques.

HSE.HS.21.6.a Demonstrate foundational culinary techniques (measuring, knife skills, folding, creaming) and correct use of kitchen equipment.

HSE.HS.21.6.b Demonstrate mise en place.

HSE.HS.21.6.c Demonstrate proper scaling techniques to convert recipes to yield smaller and larger quantities.

HSE.HS.21.6.d Apply the fundamentals of time, temperature, and cooking methods (dry, moist, combination) to cooking, cooling, reheating, and holding a variety of foods.

HSE.HS.21.6.e Demonstrate the preparation techniques for common essential nutrient-dense food sources (fruits, vegetables, proteins, carbohydrates, dairy products).

HSE.HS.21.6.f Label and store fresh and finished food products appropriately to reduce spoilage.

HSE.HS.21.7 Create a meal plan based on the dietary recommendations for individuals and families across the lifespan.

HSE.HS.21.7.a Identify food purchasing strategies used by consumers (e.g., store layout, comparison shopping, etc.).

HSE.HS.21.7.b Develop a market order and time management plan.

HSE.HS.21.7.c Identify the categories of a menu (e.g., appetizers, sandwiches, entrees, etc).

HSE.HS.21.7.d Apply recommended portion sizes to food preparation and serving.

HSE.HS.21.7.e Recognize and make dietary modifications for special dietary needs.

CULINARY SKILLS 1 (HSE)

COURSE DESCRIPTION

This intermediate course focuses on culinary skills development building on concepts from the introductory course. Topics covered include planning, preparing, and marketing a variety of menu items following industry standards. Technical skills will be developed through the use of professional tools and equipment.

STANDARDS AND INDICATORS:

BMM.HS.10.1 Apply efficiency in food and kitchen safety and sanitation procedures.

BMM.HS.10.1.a	Demonstrate best practices for purchasing, receiving, inventorying, and storage in the restaurant and food service industry.
BMM.HS.10.1.b	Describe the proper storage and use of cleaners and sanitizers and develop a cleaning schedule.
BMM.HS.10.1.c	Describe appropriate measures for the control of insects, rodents, and pests.
BMM.HS.10.1.d	Identify appropriate types, uses, and location of fire extinguishers & equipment in the food service area.
BMM.HS.10.1.e	Describe the role of regulatory agencies governing sanitation and food safety.

BMM.HS.10.2 Apply math concepts to food preparation, recipe, and menu development.

BMM.HS.10.2.a	Perform basic math functions using the baker's percentage and fraction factor.
BMM.HS.10.2.b	Calculate the cost of recipes.
BMM.HS.10.2.c	Demonstrate measurements using weight and volume.
BMM.HS.10.2.d	Convert recipes to yield smaller and larger quantities based on operational needs.

CULINARY SKILLS 1 (cont.)

BMM.HS.10.3 Apply menu planning principles based on standardized recipes to meet customer needs.

BMM.HS.10.3.a Apply menu planning principles to develop and modify menus.

BMM.HS.10.3.b Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning.

BMM.HS.10.3.c Create professional menu item descriptions for a food product.

BMM.HS.10.3.d Develop a standardized recipe listing the ingredients and procedures in the order of which they are used.

BMM.HS.10.3.e Utilize weight and measurement tools in food preparation and portion control.

BMM.HS.10.4 Demonstrate fundamental procedures within the restaurant and food service industry.

BMM.HS.10.4.a Summarize the components of industry-standard kitchen facilities, planning, and layout principles.

BMM.HS.10.4.b Demonstrate proper planning and time management to the overall operation of the restaurant facility.

BMM.HS.10.4.c Identify front of the house and back of the house principles to facility operations and management.

BMM.HS.10.4.d Identify regulations for inspecting and grading ingredients.

BMM.HS.10.4.e Prepare requisitions for food, equipment, and supplies to meet production requirements.

CULINARY SKILLS 1 (cont.)

BMM.HS.10.5 Demonstrate technical food preparation techniques.

BMM.HS.10.5.a Identify and describe the function of common ingredients used in cooking and baking (including but not limited to: fats, flours, sugars, eggs, dairy, grains, legumes, fruits, vegetables, meats, seafood, etc.).

BMM.HS.10.5.b Identify the characteristics of herbs and spices and incorporate them to enhance flavor.

BMM.HS.10.5.c Prepare salads, vinaigrettes, emulsions, and other common dips.

BMM.HS.10.5.d Prepare sandwiches, pizza, stocks, soups and sauces.

BMM.HS.10.5.e Prepare dessert sauces, baked goods, and pastries.

BMM.HS.10.5.f Demonstrate professional plating, garnishing, and food presentation techniques.

BMM.HS.10.6 Examine effective management principles within the restaurant and food service industry.

BMM.HS.10.6.a Identify the components of a restaurant and food service management plan.

BMM.HS.10.6.b Explain the purpose and components of a marketing plan.

BMM.HS.10.6.c Identify the areas of risk management and legal liability within the food service industry.

BMM.HS.10.6.d Explain principles of customer service in the restaurant and food service industry, with an emphasis on community focused customer service.

BMM.HS.10.6.e Describe the opportunities for entrepreneurship in the restaurant and food service industries.

CULINARY SKILLS 2 (HSE)

COURSE DESCRIPTION

This capstone course focuses on the application of culinary skills building on concepts from the introductory and intermediate courses. Topics covered include restaurant marketing, menu management, cost control, breakfast cookery, fruits and vegetables, potatoes/grains/pastas, meat/poultry/seafood, plating/garnishing, and global cuisines. Developing a restaurant business management plan and implementing food service management principles are also covered.

STANDARDS AND INDICATORS:

BMM.HS.11.1 Demonstrate food and kitchen safety and sanitation procedures.

- BMM.HS.11.1.a Recognize sanitary and safety design and construction features of food production equipment and facilities (e.g., NSF, UL, OSHA, ADA, etc.).
- BMM.HS.11.1.b Explain Material Safety Data Sheets (MSDS) and the requirements for handling hazardous materials.
- BMM.HS.11.1.c Outline a safety management program and emergency policies.

BMM.HS.11.2 Apply math concepts to food preparation, recipe, and menu development.

- BMM.HS.11.2.a Calculate the cost of recipes to maximize profitability.
- BMM.HS.11.2.b Convert recipes between the English and metric system.
- BMM.HS.11.2.c Convert recipes to yield smaller and larger quantities to maximize resources.

BMM.HS.11.3 Demonstrate technical food preparation techniques.

- BMM.HS.11.3.a Prepare breakfast foods (e.g., pancakes, crêpes, waffles, French toast, breakfast meats, etc.).
- BMM.HS.11.3.b Prepare fruits and vegetables.
- BMM.HS.11.3.c Prepare potatoes, grains, legumes, and pastas.
- BMM.HS.11.3.d Prepare meats, poultry, and seafood.
- BMM.HS.11.3.e Prepare various global cuisines.

CULINARY SKILLS 2 (cont.)

BMM.HS.11.4 Implement food service management principles.

BMM.HS.11.4.a	Develop a business management and marketing plan for food service operations.
BMM.HS.11.4.b	Calculate profitability and target margins of a food product and/or entire menu.
BMM.HS.11.4.c	Interpret impact of costs incurred by a food service business.
BMM.HS.11.4.d	Develop a budget.
BMM.HS.11.4.e	Analyze a profit-and-loss report/income statement verifying invoices sent and received.
BMM.HS.11.4.f	Record performance of menu items to analyze sales and determine menu revisions.

BAKING AND PASTRY (HSE)

Course Description

This capstone course focuses on developing the skills used to plan, prepare, and market pastries and baked goods building on concepts from the introductory and intermediate courses. Topics covered include understanding the function of ingredients, scaling recipes, measurement systems, and baking and pastry management principles, including entrepreneurship.

Standards and Indicators:

BMM.HS.6.1 Demonstrate foundational food preparation skills used in the baking and pastry industry.

BMM.HS.6.1.a Identify and describe the function of common ingredients used in baking (including but not limited to: leavening agents, flours, sugars, fats, eggs, dairy, gluten alternatives, thickening agents, dough conditioners, and coloring and flavoring agents).

BMM.HS.6.1.b Identify and describe physical, chemical, and biological leaveners.

BMM.HS.6.1.c Describe proper gluten development in relationship to product outcomes.

BMM.HS.6.1.d Identify specific ingredients and/or substitutions appropriate to method and desired product outcome.

BMM.HS.6.1.e Demonstrate foundational baking and pastry techniques (measuring, mixing, folding, creaming, whisking, kneading, proofing, shaping, portioning etc.).

BMM.HS.6.2 Demonstrate the preparation of various doughs, batters, and pastries.

BMM.HS.6.2.a Explain the strengthening or weakening effect of ingredients in the production of doughs and batters.

BMM.HS.6.2.b Compare and contrast yeast and laminate dough types and quick breads (muffin and biscuit dough types) and related methods and processes.

BMM.HS.6.2.c Prepare yeast and laminate dough types and quick breads (muffin and biscuit dough types).

BMM.HS.6.2.d Prepare Pâte à Choux and products derived from it.

BMM.HS.6.2.e Prepare pies, including various dough types and related methods and processes and fruit pie filling methods.

BAKING AND PASTRY (cont.)

BMM.HS.6.3 Demonstrate the ability to prepare various cakes, cookies, and other baked goods.

BMM.HS.6.3.a Demonstrate creaming and two-stage methods as they relate to cakes, cookies, brownies, and short pastry dough.

BMM.HS.6.3.b Demonstrate egg foaming methods as it relates to sponge, chiffon, souffles, génoise, angel food, meringues, and mousse.

BMM.HS.6.3.c Demonstrate the use of alternative foams (aquafaba, dolgona).

BMM.HS.6.3.d Prepare various types of frosting, icing, and glaze.

BMM.HS.6.3.e Prepare various custard types.

BMM.HS.6.3.f Demonstrate various cake decorating techniques including: royal icing, rolled fondant, gum paste, airbrush designs and/or edible images.

BMM.HS.6.4 Implement baking and pastry industry management principles.

BMM.HS.6.4.a Develop a budget, business management and marketing plan for baking and pastry operations.

BMM.HS.6.4.b Calculate profitability and target margins of a baked good or pastry product.

BMM.HS.6.4.c Interpret impact of costs incurred by a baking and pastry business.

BMM.HS.6.4.d Analyze a profit-and-loss report/income statement verifying invoices sent and received.

BMM.HS.6.4.e Describe the opportunities for entrepreneurship in the baking and pastry industry.

EVENT MANAGEMENT WITH WORK-BASED LEARNING (HSE)

Course Description

This course focuses on the evolving hospitality industry building on concepts from the introductory and intermediate courses. Topics covered include many facets of event planning such as: career opportunities, step-by-step planning, food/beverage operations, and marketing strategies. Through this capstone course, knowledge and skills will be applied within a structured work-based learning experience. The focus of the experience will be to plan and carry out events that may take place as part of class projects or within a business setting.

Standards and Indicators:

BMM.HS.14.1 Describe the foundational knowledge pertaining to event planning and management.

BMM.HS.14.1.a	Determine why events and meetings take place (e.g., celebrations, fundraising, milestones, etc).
BMM.HS.14.1.b	Compare and contrast where events and meetings take place (e.g., resorts, hotels, backyards, fairgrounds, educational institutions, etc).
BMM.HS.14.1.c	Identify different types of events and meetings (e.g., special/social and educational/business).
BMM.HS.14.1.d	Describe legal issues affecting the event management industry.
BMM.HS.14.1.e	Summarize the use of technology as a means of planning, facilitating, and promoting an event (e.g., event-specific software, mobile apps, registration, live streaming, etc).

BMM.HS.14.2 Evaluate career development and employability skills required for event management.

BMM.HS.14.2.a	Summarize career opportunities and growth potential in event planning and management (e.g., corporate or private event planner, independent contractor, vendor, hotel staff, etc).
BMM.HS.14.2.b	Identify education and training requirements for careers in event and entertainment management.
BMM.HS.14.2.c	Demonstrate skills needed in the workplace (e.g., effective communication, successful problem solving, effective customer service skills, etc.).
BMM.HS.14.2.d	Investigate current trends in the event and entertainment industry.

EVENT MANAGEMENT WITH WORK-BASED LEARNING (cont.)

BMM.HS.14.3 Analyze the overall design of event planning and management.

- BMM.HS.14.3.a Determine the vision, goals, and objectives of an event.
- BMM.HS.14.3.b Appraise client needs, wants, and expectations.
- BMM.HS.14.3.c Analyze the factors that determine a budget/financial strategy for an event.
- BMM.HS.14.3.d Determine event logistics (e.g., food and beverage, accommodations, site selection, staffing, theme, safety/security, etc.).
- BMM.HS.14.3.e Identify key components of an event timeline/itinerary.

BMM.HS.14.4 Analyze food and beverage operations in event management.

- BMM.HS.14.4.a Examine food and beverage operations in various contexts.
- BMM.HS.14.4.b Describe the equipment and supplies used in food and beverage operations.
- BMM.HS.14.4.c Explain the importance of proper sanitation in food and beverage operations.
- BMM.HS.14.4.d Compare costs, pricing, market demands, and marketing strategies to manage profitability in food and beverage operations.

BMM.HS.14.5 Analyze effective marketing strategies for the event.

- BMM.HS.14.5.a Describe the importance of each of the 4 P's of the marketing mix for an event.
- BMM.HS.14.5.b Identify promotional strategies for attracting targeted audiences (e.g., advertising, public relations, personal selling, etc.).
- BMM.HS.14.5.c Analyze strategies used to determine and adjust prices in order to maximize return and maintain value.
- BMM.HS.14.5.d Implement channel activities to minimize costs and to determine distribution strategies.

BMM.HS.14.6 Apply event management skills in a work environment.

- BMM.HS.14.6.a Implement continual appraisal of performance and identify strengths and weaknesses
- BMM.HS.14.6.b Evaluate the work-based learning experience.
- BMM.HS.14.6.c Apply emotional intelligence to foster self-understanding and enhance relationships.
- BMM.HS.14.6.d Apply event management concepts and principles to plan and carry out an event.

INTRODUCTION TO HOSPITALITY AND EVENT PLANNING

Course Description

This introductory course is focused on exploring the hospitality and event planning industry. Topics covered include safety and security, sustainable practices, customer service, management techniques and emerging trends in the hospitality and event planning industry.

Standards and Indicators:

BMM.HS.17.1 Analyze the major aspects of the hospitality and event planning industry and the industry's role in local, state, national, and global economies.

BMM.HS.17.1.a Define and compare core elements of the hospitality and event planning industry (e.g. lodging, travel, and tourism; event planning; theme parks, attractions, and exhibitions).

BMM.HS.17.1.b Determine the relationship of amusements and recreation to travel and tourism.

BMM.HS.17.1.c Analyze trends and their impact on hospitality and event planning practices (e.g., economy, green movement, sports, etc.).

BMM.HS.17.1.d Analyze the impact and contributions of various segments of the industry on economies, cultures, and the environment.

BMM.HS.17.1.e Compare and contrast the relationship between industry trends and economic trends.

BMM.HS.17.2 Analyze career opportunities within the hospitality and event planning industry.

BMM.HS.17.2.a Explain the roles and functions of individuals engaged in hospitality and event planning careers.

BMM.HS.17.2.b Identify opportunities for employment in hospitality and event planning.

BMM.HS.17.2.c Describe the working conditions of various careers in the hospitality and event planning industry.

BMM.HS.17.2.d Summarize education and training requirements for careers in hospitality and event planning.

BMM.HS.17.2.e Compare the relationship between the hospitality and event planning industry.

INTRODUCTION TO HOSPITALITY AND EVENT PLANNING (cont.)

BMM.HS.17.3 Analyze safety and security practices in hospitality and event planning.

BMM.HS.17.3.a Explain the importance of safety and security related to the hospitality and event planning industries.

BMM.HS.17.3.b Summarize evacuation plans and emergency procedures.

BMM.HS.17.3.c Describe personal safety to avoid injury or accidents.

BMM.HS.17.3.d Explain the impact of laws and regulations that affect accommodations and practices (e.g., Americans with Disabilities Act, wage and hour laws, tenant status, accommodation of minors, etc.).

BMM.HS.17.4 Apply concepts of quality service to ensure customer satisfaction.

BMM.HS.17.4.a Summarize industry standards for service that meet cultural and geographic expectations of guests or customers.

BMM.HS.17.4.b Describe how employee dispositions can impact customer satisfaction.

BMM.HS.17.4.c Compare the effects of customer relations on success of the hospitality and event planning industries.

BMM.HS.17.4.d Identify the needs, desires, and interests of guests in order to exceed their expectations by implementing total quality management practices (TQM).

BMM.HS.17.4.e Recognize common guest complaints and the service solutions for preventing or resolving them.

INTRODUCTION TO HOSPITALITY AND EVENT PLANNING (cont.)

BMM.HS.17.5 Analyze effective management principles within the hospitality and event planning industry.

BMM.HS.17.5.a Explain the relationship between facilities management and profit and loss, including the costs of resource consumption, breakage, theft, supplies use, and decisions for repairs or replacement.

BMM.HS.17.5.b Explain procedures for handling cash and noncash transactions (e.g., balancing cash, credit cards, personal checks, identifying counterfeit currency, etc.).

BMM.HS.17.5.c Explain the role of individual departments as they impact the business as a whole.

BMM.HS.17.5.d Describe the relationship between facility and equipment management and profit and loss (e.g., costs of resource consumption, breakage, theft, decisions for repairs or replacement, etc.).

BMM.HS.17.5.e Summarize procedures for maintaining inventories, requisitioning equipment and tools, and storing and restocking supplies.

BMM.HS.17.6 Plan and carry out an event.

BMM.HS.17.6.a Describe various types of event planning and managing services within the industry (e.g., fundraiser, sporting event, special occasion/celebration, concert, etc.).

BMM.HS.17.6.b Describe the importance of establishing business relationships with a variety of locations, food suppliers, and other vendors.

BMM.HS.17.6.c Demonstrate the essential procedures for promoting, publicizing, and evaluating an event.

BMM.HS.17.6.d Develop schedules, registration tools, event materials, and programs.

BMM.HS.17.6.e Demonstrate procedures for setting up facilities, equipment, and supplies.

BMM.HS.17.6.f Outline the process for planning events based on specific themes, budgets, agendas, space and security needs.

MARKETING MANAGEMENT

Course Description

Marketing Management furthers student understanding and skills of the marketing functions and strategies including pricing, product/service management, channel management, promotion, and marketing-information management.

Standards and Indicators:

BMM.HS.20.1 Analyze the concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.

- BMM.HS.20.1.a Explain the nature and scope of the pricing function.
- BMM.HS.20.1.b Explain factors affecting pricing decisions.
- BMM.HS.20.1.c Describe the ethical and legal considerations for pricing.
- BMM.HS.20.1.d Explain the use of technology in the pricing function.

BMM.HS.20.2 Identify and assess the concepts and processes needed to obtain, develop, maintain, and/or improve a product or service mix in response to market opportunities and to build the brand for the organization.

- BMM.HS.20.2.a Identify product/service management concepts to understand its nature and scope.
- BMM.HS.20.2.b Generate product ideas to contribute to ongoing business success.
- BMM.HS.20.2.c Apply quality assurances to enhance product/service offerings (i.e. customer service, warranties, guarantees, etc).
- BMM.HS.20.2.d Employ product-mix strategies to meet customer expectations.
- BMM.HS.20.2.e Determine ways to position a company to acquire a desired business image.
- BMM.HS.20.2.f Determine ways to position products/services to acquire desired business image.

MARKETING MANAGEMENT (cont.)

BMM.HS.20.3 Assess channel management strategies and its role in marketing.

BMM.HS.20.3.a Explain the nature and scope of channel management.

BMM.HS.20.3.b Explain the nature of channels of distribution.

BMM.HS.20.3.c Describe the use of technology in the channel management function.

BMM.HS.20.3.d Describe the ethical and legal considerations for channel management.

BMM.HS.20.4 Investigate the nature and scope of promotion.

BMM.HS.20.4.a Explain the role of promotion as a marketing function.

BMM.HS.20.4.b Examine the types of promotion (i.e., institutional, product).

BMM.HS.20.4.c Identify the elements of the promotional mix.

BMM.HS.20.4.d Demonstrate an understanding of promotional channels used to communicate with targeted audiences.

BMM.HS.20.4.e Identify and describe the types of advertising media.

BMM.HS.20.5 Identify marketing-information management strategies and analyze the role of marketing research in decision-making.

BMM.HS.20.5.a Describe the need for marketing data.

BMM.HS.20.5.b Describe options businesses use to obtain marketing research data (i.e., primary and secondary research).

BMM.HS.20.5.c Describe data-collection methods (e.g., observations, mail, diaries, telephone, Internet, discussion groups, interviews, scanners, tracking tools).

BMM.HS.20.5.d Analyze data monitored for marketing decision making.

BMM.HS.20.5.e Describe the regulations and ethical implications of marketing-information management.

TRAVEL AND TOURISM

Course Description

This intermediate course focuses on marketing and management principles within the travel and tourism industry building on concepts from the introductory course. Topics in this course include a history, the key sectors, specific travel logistics, marketing strategies, and current trends in the travel and tourism industry.

Standards and Indicators:

BMM.HS.23.1 Analyze the history and development of the travel and tourism industry.

BMM.HS.23.1.a	Apply the terms, concepts, and practices within the travel and tourism industry.
BMM.HS.23.1.b	Describe the evolution of travel and tourism.
BMM.HS.23.1.c	Differentiate how reasons for travel have changed over time.
BMM.HS.23.1.d	Discuss the different kinds of consumers and what satisfies their travel needs.

BMM.HS.23.2 Analyze the key sectors of the travel and tourism industry.

BMM.HS.23.2.a	Describe geographical locations, time zones, and seasonal influences that impact travel and tourism.
BMM.HS.23.2.b	Explore factors influencing destination decisions.
BMM.HS.23.2.c	Analyze the success of the top tourism destinations in the world.
BMM.HS.23.2.d	Explain the role of Destination Management Organizations (DMOs) including Convention and Visitors Bureaus (CVBs) in the travel and tourism industry.

TRAVEL AND TOURISM (cont.)

BMM.HS.23.3 Analyze different modes of transportation, types of tour operators, lodging providers, and travel facilitators.

- BMM.HS.23.3.a Compare and contrast different modes of transportation.
- BMM.HS.23.3.b Describe the pricing structure of various kinds of tours and tour packages.
- BMM.HS.23.3.c Differentiate among the types of lodging accommodations and guest amenities.
- BMM.HS.23.3.d Describe the decision-making process when designing a travel experience.
- BMM.HS.23.3.e Explain the role of travel facilitators in the travel experience.

BMM.HS.23.4 Evaluate marketing and sales information for travel and tourism management.

- BMM.HS.23.4.a Utilize information from market segmentation (e.g., demographics, geographics, psychographics, etc.) to guide product and service decisions.
- BMM.HS.23.4.b Analyze each of the 4 P's of the marketing mix and how they impact decisions in the travel and tourism industry.
- BMM.HS.23.4.c Assess joint marketing efforts in the travel and tourism industry.
- BMM.HS.23.4.d Identify the features and benefits of travel and tourism products and services.
- BMM.HS.23.4.e Examine types of marketing promotions in travel and tourism.

BMM.HS.23.5 Evaluate the current trends in the travel and tourism industry.

- BMM.HS.23.5.a Investigate current trends in travel and tourism.
- BMM.HS.23.5.b Analyze the social, cultural, economic, and environmental impacts of the travel and tourism industry.
- BMM.HS.23.5.c Analyze the impact of technological developments in the travel and tourism industry.
- BMM.HS.23.5.d Examine career opportunities available in travel and tourism.

ENTREPRENEURSHIP

COURSE DESCRIPTION

Entrepreneurship is a course with emphasis on the evaluation of the business skills and commitment necessary to successfully operate an entrepreneurial venture and review the challenges and rewards of entrepreneurship. The role of entrepreneurial businesses in the United States and the impact on the national and global economy will be explored.

STANDARDS AND INDICATORS:

BMM.HS.13.1 Identify characteristics and skills of entrepreneurs.

BMM.HS.13.1.a	Analyze personal strengths, skills, and talents necessary to be an entrepreneur.
BMM.HS.13.1.b	Identify responsible behavior, attitude, and leadership ability.
BMM.HS.13.1.c	Demonstrate problem-solving skills.
BMM.HS.13.1.d	Describe the history and development of successful and non-successful entrepreneurial ventures.
BMM.HS.13.1.e	Explore career opportunities in entrepreneurship.

BMM.HS.13.2 Evaluate business ownership as related to entrepreneurship.

BMM.HS.13.2.a	Identify and compare advantages and disadvantages of various forms of business ownership.
BMM.HS.13.2.b	Explain the legal and ethical issues affecting businesses.
BMM.HS.13.2.c	Analyze the advantages and disadvantages of methods of entering an entrepreneurial venture.

ENTREPRENEURSHIP (cont.)

BMM.HS.13.3 Analyze the management, financial, marketing, and legal skills necessary to successfully operate and grow an entrepreneurial venture.

BMM.HS.13.3.a	Describe the importance of strategic management to a small entrepreneurial business.
BMM.HS.13.3.b	Develop vision, mission, goals, objectives, and policies for an entrepreneurial venture.
BMM.HS.13.3.c	Explain the importance of effective financial management in developing, growing, and sustaining an entrepreneurial venture.
BMM.HS.13.3.d	Develop a marketing plan and strategies to position the product and/or service in the target market.
BMM.HS.13.3.e	Identify the legal documents and financial records for business operations.
BMM.HS.13.3.f	Evaluate the venture idea utilizing the components of a business plan.

BMM.HS.13.4 Analyze the role of entrepreneurship in the global economy.

BMM.HS.13.4.a	Identify entrepreneurial venture opportunities in international trade.
BMM.HS.13.4.b	Analyze global issues and trends for entrepreneurial ventures.
BMM.HS.13.4.c	Determine the impact of cultural and social requirements on international trade.

EVENT MANAGEMENT WITH WORK-BASED LEARNING

Course Description

This course focuses on the evolving hospitality industry building on concepts from the introductory and intermediate courses. Topics covered include many facets of event planning such as: career opportunities, step-by-step planning, food/beverage operations, and marketing strategies. Through this capstone course, knowledge and skills will be applied within a structured work-based learning experience. The focus of the experience will be to plan and carry out events that may take place as part of class projects or within a business setting.

Standards and Indicators:

BMM.HS.14.1 Describe the foundational knowledge pertaining to event planning and management.

BMM.HS.14.1.a	Determine why events and meetings take place (e.g., celebrations, fundraising, milestones, etc).
BMM.HS.14.1.b	Compare and contrast where events and meetings take place (e.g., resorts, hotels, backyards, fairgrounds, educational institutions, etc).
BMM.HS.14.1.c	Identify different types of events and meetings (e.g., special/social and educational/business).
BMM.HS.14.1.d	Describe legal issues affecting the event management industry.
BMM.HS.14.1.e	Summarize the use of technology as a means of planning, facilitating, and promoting an event (e.g., event-specific software, mobile apps, registration, live streaming, etc).

BMM.HS.14.2 Evaluate career development and employability skills required for event management.

BMM.HS.14.2.a	Summarize career opportunities and growth potential in event planning and man agement (e.g., corporate or private event planner, independent contractor, vendor, hotel staff, etc).
BMM.HS.14.2.b	Identify education and training requirements for careers in event and entertainment management.
BMM.HS.14.2.c	Demonstrate skills needed in the workplace (e.g., effective communication, successful problem solving, effective customer service skills, etc.).
BMM.HS.14.2.d	Investigate current trends in the event and entertainment industry.

EVENT MANAGEMENT WITH WORK-BASED LEARNING (cont.)

BMM.HS.14.3 Analyze the overall design of event planning and management.

- BMM.HS.14.3.a Determine the vision, goals, and objectives of an event.
- BMM.HS.14.3.b Appraise client needs, wants, and expectations.
- BMM.HS.14.3.c Analyze the factors that determine a budget/financial strategy for an event.
- BMM.HS.14.3.d Determine event logistics (e.g., food and beverage, accommodations, site selection, staffing, theme, safety/security, etc.).
- BMM.HS.14.3.e Identify key components of an event timeline/itinerary.

BMM.HS.14.4 Analyze food and beverage operations in event management.

- BMM.HS.14.4.a Examine food and beverage operations in various contexts.
- BMM.HS.14.4.b Describe the equipment and supplies used in food and beverage operations.
- BMM.HS.14.4.c Explain the importance of proper sanitation in food and beverage operations.
- BMM.HS.14.4.d Compare costs, pricing, market demands, and marketing strategies to manage profitability in food and beverage operations.

BMM.HS.14.5 Analyze effective marketing strategies for the event.

- BMM.HS.14.5.a Describe the importance of each of the 4 P's of the marketing mix for an event.
- BMM.HS.14.5.b Identify promotional strategies for attracting targeted audiences (e.g., advertising, public relations, personal selling, etc.).
- BMM.HS.14.5.c Analyze strategies used to determine and adjust prices in order to maximize return and maintain value.
- BMM.HS.14.5.d Implement channel activities to minimize costs and to determine distribution strategies.

BMM.HS.14.6 Apply event management skills in a work environment.

- BMM.HS.14.6.a Implement continual appraisal of performance and identify strengths and weaknesses
- BMM.HS.14.6.b Evaluate the work-based learning experience.
- BMM.HS.14.6.c Apply emotional intelligence to foster self-understanding and enhance relationships.
- BMM.HS.14.6.d Apply event management concepts and principles to plan and carry out an event.

NEBRASKA CAREER AND TECHNICAL EDUCATION



CTE®
Learning that works for Nebraska

NEBRASKA DEPARTMENT OF EDUCATION

COMMUNICATION AND INFORMATION SYSTEMS

PROGRAM OF STUDY STANDARDS

2023-2024

COMMUNICATION ARTS

INFORMATION TECHNOLOGY

NEBRASKA CAREER AND TECHNICAL EDUCATION STATE MODEL PROGRAMS OF STUDY

CAREER FIELD OVERVIEW

The Communication and Information Systems Career Field Area provides opportunities for students to deepen their understanding of topics in areas such as computer science, information technology, e-commerce, advertising, public relations, commercial photography, journalism, graphic design, broadcasting, scriptwriting, radio/TV production, business technology applications, web design, interactive media, and networking.

PROGRAMS OF STUDY

Programs of Study are the primary delivery model for Career and Technical Education (CTE) in Nebraska. They include a sequence of courses which progresses in specificity and rigor and are updated regularly to align with Nebraska's workforce needs and economic development priorities. This document includes the programs of study and course-based standards for the Communication and Information Systems career field. These state model programs of study were developed to:

- Assist secondary schools in creating meaningful sequences of courses that adequately prepare individuals for seamless transitions to postsecondary education and careers eliminating duplication of coursework;
- Assist students in identifying appropriate courses for high school and postsecondary education that lead to their chosen career;
- Encourage collaboration between secondary and postsecondary education through curricular alignment;
- Offer opportunities for high-quality workplace experiences aligned to students' career interests;
- Promote the advancement of early postsecondary opportunities (including dual-credit courses) for all students; and
- Support postsecondary education options for students to further prepare them for successful transitions to their future careers.

Nebraska's programs of study are organized around Nebraska's CTE Model, which provides a way for students to explore the diversity of career options available to them.

State Model Programs of Study are coordinated, nonduplicative sequences of academic and technical content at the secondary and postsecondary levels that incorporate challenging State academic standards, address both academic and technical knowledge and skills, including Nebraska's Career Readiness Skills, are aligned with the needs of industries in Nebraska's economy, progress in specificity, have multiple entry and exit points that incorporate credentialing, and culminate in the attainment of a recognized postsecondary credential.

NEBRASKA CAREER AND TECHNICAL EDUCATION MODEL

1 CORE ACADEMICS AND CAREER READINESS

At the center of the NCE Model is the expectation for all students to develop a solid academic core. The next ring identifies specific career readiness standards and practices that prepare students for success in postsecondary education as well as entrepreneurship/employment.

2 CAREER FIELDS

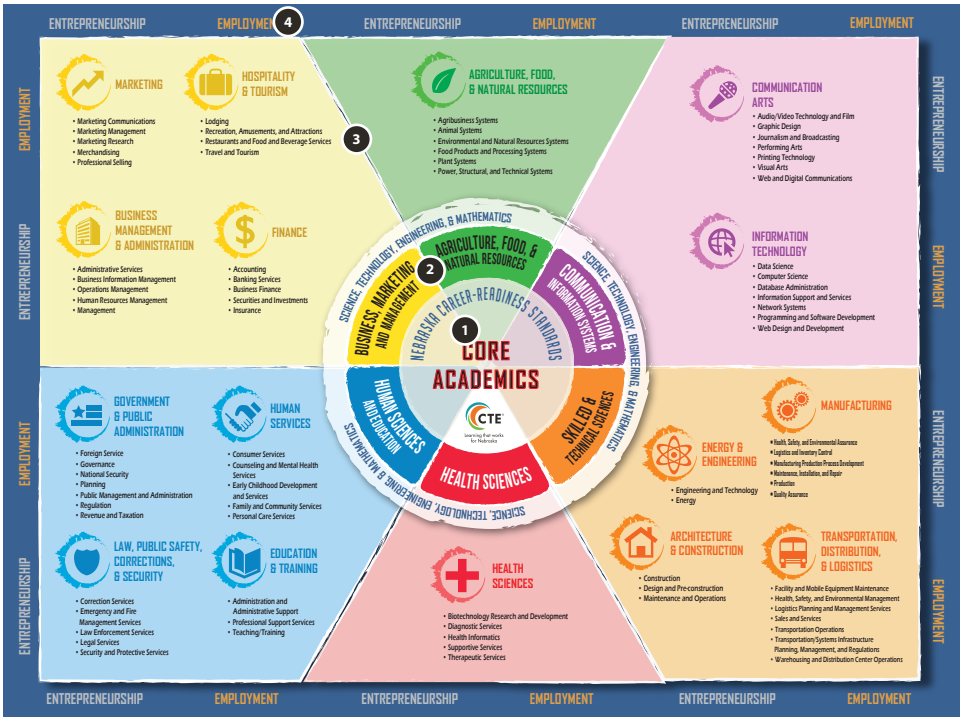
The six career fields represent broad sectors of the job market on which students may choose to focus.

3 CAREER CLUSTERS

Each career field is composed of career clusters radiating out from it. The clusters are more specific segments of the labor market. Each cluster is a grouping of careers that focus on similar subjects or similar skills. A basic understanding and exploration of each of the clusters will provide students with a solid foundation for career decision-making to conceptualize the entire world of work.

4 EMPLOYABILITY AND ENTREPRENEURSHIP

Career education provides the opportunity to gain the knowledge and skills for both employment and entrepreneurship. The reality for Nebraska and the United States is that entrepreneurship will help ensure economic growth and vitality. By infusing entrepreneurship competencies, career education is helping create the next generation of America's innovators and entrepreneurs.



The model is a visual map of "career fields" and "career clusters/pathways" and organizes the 16 National Career Clusters into six broad sectors of entrepreneurship and employment:

- Agriculture, Food and Natural Resources
- Business, Marketing and Management
- Communication and Information Systems
- Health Sciences
- Human Sciences and Education
- Skilled and Technical Sciences

These fields break down into more specific Career Clusters, Pathways and Occupational Specialties. The model provides a way for:

- Students to explore the diversity of career options available to them.
- Students to begin to prepare for their career with plans for secondary and post-secondary education.
- Schools to organize curriculum into Programs of Study that prepare students for opportunities in Nebraska's economy.

COURSE SEQUENCING

The courses within the State Model Program of Study are intended to be offered sequentially, to allow learners to build upon foundational knowledge and skills learned in introductory and intermediate courses and applied in more advanced capstone coursework. Non-duplicative sequences of courses ensure students transition to postsecondary education without duplication of classes and content. CTE enrollment data is collected at the course level. Students who participate and concentrate in CTE generally have more positive outcomes such as higher graduation rates along with postsecondary success.

Introductory Courses

Introductory courses set the foundation for a program of study by introducing students to broad foundational knowledge relative to an occupational area and career field.

Intermediate Courses

Intermediate courses build on the foundational knowledge of Introductory courses to further develop the academic, technical, and career readiness skills within a particular career field and occupational area.

Capstone Courses

Capstone courses are occupationally specific and further develop the necessary and required academic, technical, and career readiness skills needed for seamless transitions to postsecondary education and employment. Capstone courses often provide opportunities for students to earn postsecondary credit.

Levels of Participation

CTE Participant

A student who has earned one or more credits in any career and technical education program area.

CTE Concentrator

A secondary student who, in grades 9 through 12, has earned credit in at least two courses in a single career cluster program at the intermediate or capstone level.

COURSE-BASED STANDARDS

Individual CTE courses, which make up the sequence of courses for Programs of Study, include content area standards and indicators to provide a framework for quality teaching and learning. While not required by state law, districts are encouraged to adopt these State Model Programs of Study and their related course-based standards. CTE State Model Programs of Study and course-based standards are revised on a five-year cycle to remain responsive to the rapid advances and needs of business and industry, help students explore a variety of postsecondary options and corresponding entrance requirements to help identify their next steps, and to align to changes in postsecondary programs.

Standards

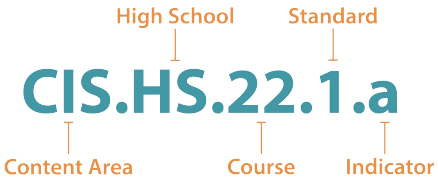
At the highest level of generality, content area standards include a set of broad, overarching content-based statements that describe the basic cognitive, affective, or psychomotor expectations of students. They reflect long-term goals for learning.

Indicators

Under each standard are indicators, which further describe what a student must know and be able to do to meet the standard. Indicators are performance-based statements that provide educators with a clear understanding of the expected level of student learning and guidance. Indicators provide guidance for an assessment of student learning.

Coding

In addition to a common structure, a consistent number system is used for CTE program of study standards, which is as follows:



EXPANDED LEARNING OPPORTUNITIES

Expanded learning opportunities build on, support, and enhance learning within and outside of regular school programming. They are a critical component of Nebraska's educational landscape and should be intentionally supported to further develop students' college and career readiness. To signal aligned expanded learning opportunities, each Program of Study identifies additional areas where students may desire to personalize their program and take additional coursework or work-based learning that aligns with their interests. These expanded learning opportunities are not considered part of a Program of Study nor are they required, but rather a meaningful opportunity for students to continue to learn after completing the Program of Study sequence of courses within the context of their career interests. Along with aligned coursework, two prominent expanded learning opportunities include participating in Work-Based Learning or a Career and Technical Student Organization.

Work-Based Learning

Work-Based Learning (WBL) connects learners with employers to prepare them for success in an ever-changing workplace. WBL is a planned program of meaningful experiences related to the career interests of learners that enables them to acquire knowledge and skills in a real or simulated work setting. It requires strong partnerships between schools, colleges, and local employers. WBL is learning through work, not simply learning about work. Expanding high-quality WBL opportunities for students is one of Nebraska's CTE strategic priorities and is a program quality accountability indicator. Nebraska CTE affirms WBL as a critical component of career development. Throughout the State Model Programs of Study, courses where WBL is embedded into the class is noted in the course title (e.g., "Information Technology Work-Based Learning Experience"). It is also signaled as an expanded learning opportunity across all programs of study.

Career And Technical Student Organizations

Career and Technical Student Organizations (CTSOs) are an extension of classroom instruction—applying classroom learning to real-world experiences. CTSOs provide opportunities for all students to develop career readiness skills through activities, competitions, and community service. Nebraska recognizes seven CTSOs aligned with the state's Programs of Study and career field areas. These include:

NEBRASKA FBLA·ΦBA

COMMUNICATION AND INFORMATION SYSTEMS

FFA

AGRICULTURE, FOOD, AND NATURAL RESOURCES

NEBRASKA DECA

NEBRASKA FBLA·ΦBA

BUSINESS, MARKETING, AND MANAGEMENT

hosa future health professionals NEBRASKA

HEALTH SCIENCES

EDUCATORS RISING NEBRASKA

FCCLA NEBRASKA STATE ASSOCIATION

HUMAN SCIENCES AND EDUCATION

SkillsUSA NEBRASKA

SKILLED AND TECHNICAL SCIENCES

CAREER READINESS STANDARDS

Embedded into the State Model Programs of Study and courses are the Nebraska Career Readiness standards. These standards rest on important "practices and proficiencies" with long-standing importance in career education. These standards and related practices are not limited to formal CTE programs nor to the middle school or high school level. Rather, these standards and practices should be used over and over again with increasing complexity and relevance by students as they progress through their educational pathway. The standards themselves do not dictate curriculum, pedagogy or delivery of content. Schools and colleges may handle the teaching and assessing of these standards in many different ways.

THE CAREER READY INDIVIDUAL...



1. Applies appropriate academic and technical skills



2. Communicates effectively and appropriately



3. Contributes to employer and community success



4. Makes sense of problems and perseveres in solving them



5. Uses critical thinking



6. Demonstrates innovation and creativity



7. Models ethical leadership and effective management



8. Works productively in teams and demonstrates cultural competency



9. Utilizes technology



10. Manages personal career development



11. Attends to personal and financial well-being

COMMUNICATION AND INFORMATION SYSTEMS

PROGRAMS OF STUDY



COMMUNICATION ARTS CLUSTER

Program of Study Name	Introductory Course	Intermediate Course	Capstone Course	Expanded Learning Opportunity
BROADCAST JOURNALISM (Page10–24)	270602 - Digital Media	270609 - Video Production	270610 - Media Production, OR 270604 - Foundations of Web Design	320704 - Communication Arts Work-Based Learning Experience
DIGITAL DESIGN (Page 25–38)	270602 - Digital Media	270611 - Digital Design	270613 - Advanced Digital Design, OR 270604 - Foundations of Web Design	320704 - Communication Arts Work-Based Learning Experience



INFORMATION TECHNOLOGY CLUSTER

Program of Study Name	Introductory Course	Intermediate Course	Capstone Course	Expanded Learning Opportunity
BUSINESS TECHNOLOGY (Page 39–53)	270501 - IT Applications 1, AND 270502 - IT Applications 2	270611 - Digital Design	270604 - Foundations of Web Design, OR 030600 - Business Communication (BMM)	320713 - Information Technology Work-Based Learning Experience, OR 320704 - Communication Arts Work-Based Learning Experience
CISCO NETWORKING	270505 - CISCO I: Introduction to Networks	270506 - CISCO II: Routing & Switching Essentials	270507 - CISCO III: Scaling Networks	320713 - Information Technology Work-Based Learning Experience
COMPUTER SCIENCE (Page 54–69)	270704 - Foundations of Computing, OR 270504 - IT Fundamentals	270703 - Computer Science Principles, OR 270702 - AP Computer Science Principles, OR 270708 - PLTW Computer Science Principles	270701 - Computer Science A, OR 270712 - IB Comp Science, OR 270700 - AP Computer Science A, OR 270705 - Software Development, OR 270709 - PLTW Computer Science A	320713 - Information Technology Work-Based Learning Experience



INFORMATION TECHNOLOGY CLUSTER **(CONTINUED)**

Program of Study Name	Introductory Course	Intermediate Course	Capstone Course	Expanded Learning Opportunity
DATA ANALYTICS AND MANAGEMENT (Page 70–78)	270502 - IT Applications 2	Data Literacy & Visualization	Introduction to Data Science	320713 - Information Technology Work-Based Learning Experience
IT OPERATIONS MANAGEMENT (Page 79–92)	270504 - IT Fundamentals, OR 270502 - IT Applications 2	270707 - Cybersecurity, OR 270711 - PLTW Cybersecurity	270601 - Networking	320713 - Information Technology Work-Based Learning Experience
WEB DEVELOPMENT (Page 93–105)	270504 - IT Fundamentals, OR 270502 - IT Applications 2	270706 - Web Design & Development	270604 - Foundations of Web Design	320713 - Information Technology Work-Based Learning Experience, OR 320704 - Communication Arts Work-Based Learning Experience

DIGITAL MEDIA

COURSE DESCRIPTION

Students will learn and apply copyright laws while using industry standard digital tools to create, design, and produce digital media including sound, video, motion graphics, and print design following rules of composition and basic design principles.

STANDARDS AND INDICATORS:

CIS.HS.7.1 Evaluate and comply with copyright laws.

CIS.HS.7.1.a	Define terms such as infringement and fair use, royalty free and copyright free, and public domain.
CIS.HS.7.1.b	Locate sources of royalty-free music, images, graphics, and video.
CIS.HS.7.1c	Define copyright as it applies to their own creative work.
CIS.HS.7.1.d	Select audio, video, still images, and art that are royalty free and/or abide by the licensing agreement under Creative Commons usage.
CIS.HS.7.1.e	Analyze the different types of copyright licenses and their uses. (e.g., Creative Commons, Public Domain…)

CIS.HS.7.2 Demonstrate composition techniques.

CIS.HS.7.2.a	Demonstrate rules of composition (e.g., rule of thirds, point-of-view, framing).
CIS.HS.7.2.b	Demonstrate a variety of photographic/video shots using a digital camera or video camera (e.g., establishing, close up, mid-shot, wide, over the shoulder).
CIS.HS.7.2.c	Demonstrate elements of typographic design in print media (e.g., font selection, size, leading, tracking and kerning, measure, whitespace, hierarchy, and scale).
CIS.HS.7.2.d	Demonstrate basic design principles such as consistency, dominance, palette, eye line, readability, alignment, and color theory.

DIGITAL MEDIA (cont.)

CIS.HS.7.3 Create and edit digital photographic images.

CIS.HS.7.3.a	Select appropriate hardware and software.
CIS.HS.7.3.b	Capture still photographic images.
CIS.HS.7.3.c	Edit still photos (e.g., cropping, color correction, layers, and levels).
CIS.HS.7.3.d	Export photos in a usable format.
CIS.HS.7.3.e	Name and store native and exported files in a manageable file structure (i.e., Drive, Cloud, and external hard drives).
CIS.HS.7.3.f	Navigate, organize, and customize the application workspace.

CIS.HS.7.4 Create and edit digital audio.

CIS.HS.7.3.a	Select appropriate hardware and software.
CIS.HS.7.3.b	Capture an audio recording.
CIS.HS.7.3.c	Edit digital audio (e.g., trim, delete, and add effects).
CIS.HS.7.3.d	Export audio in a usable format.
CIS.HS.7.3.e	Name and store native and exported files in a manageable file structure (i.e., Drive, Cloud, and external hard drives).
CIS.HS.7.3.f	Navigate, organize, and customize the application workspace.

DIGITAL MEDIA (cont.)

CIS.HS.7.5 Create and edit digital video.

CIS.HS.7.5.a	Select appropriate hardware and software.
CIS.HS.7.5.b	Capture video footage.
CIS.HS.7.5.c	Edit digital video (e.g., trim, delete, and add effects).
CIS.HS.7.5.d	Export video in a usable format.
CIS.HS.7.5.e	Name and store native and exported files in a manageable file structure (i.e., Drive, Cloud, and external hard drives).
CIS.HS.7.5.f	Navigate, organize, and customize the application workspace.

CIS.HS.7.6 Create and edit motion graphics objects for animation.

CIS.HS.7.6.a	Select appropriate hardware and software
CIS.HS.7.6.b	Add motion to objects.
CIS.HS.7.6.c	Edit motion graphics (e.g., trim, delete, add effects, etc.).
CIS.HS.7.6.d	Export motion graphics in a usable format.
CIS.HS.7.6.e	Name and store native and exported files in a manageable file structure (i.e., Drive, Cloud, and external hard drives).
CIS.HS.7.6.f	Navigate, organize, and customize the application workspace.

DIGITAL MEDIA (cont.)

CIS.HS.7.7 Create and edit digital print design.

CIS.HS.7.7.a	Select appropriate hardware and software.
CIS.HS.7.7.b	Apply elements of typographic design in print media (e.g., font selection, size, leading, tracking and kerning, measure, whitespace, hierarchy, and scale).
CIS.HS.7.7.c	Apply basic design principles such as consistency, dominance, palette, eye line, readability, and alignment.
CIS.HS.7.7.d	Name and store native and exported files in a manageable file structure (i.e., Drive, Cloud, and external hard drives).
CIS.HS.7.7.e	Navigate, organize, and customize the application workspace.

VIDEO PRODUCTION

COURSE DESCRIPTION

Students will expand upon the basics of video production to create projects that will involve a sequence requiring pre-production, production, and post production. The emphasis of video production is to tell stories through interviewing, scripting, and a more professional application of lighting, filming, recording, and editing.

STANDARDS AND INDICATORS:

CIS.HS.17.1 Use video equipment to create media production projects.

CIS.HS.17.1.a	Identify and use various types of cameras (e.g., DSLR's, camcorders, drones, etc) to best capture the scene.
CIS.HS.17.1.b	Identify and use various types of camera features (e.g., white balance, iso, fps).
CIS.HS.17.1.c	Demonstrate the functions and uses of camera mounting devices (e.g., monopods, tripods, steadicam, gimbals, etc.).
CIS.HS.17.1.d	Demonstrate different shot compositions (e.g., establishing shot, medium shot, close up, long shot, etc.).
CIS.HS.17.1.e	Demonstrate compositional techniques with a camera (e.g., rule of thirds, framing, balance, background/foreground, headroom, lead room, etc.).
CIS.HS.17.1.f	Demonstrate proper use, maintenance, and care of all equipment and tools.

CIS.HS.17.2 Use audio equipment to create media production projects.

CIS.HS.17.2.a	Identify and use various types of microphones (e.g., lavaliere, directional, omnidirectional, shotgun, podcast, etc) to best capture voice, natural sound, ambient sound, background music, and secondary sounds for mood and effect.
CIS.HS.17.2.b	Explain the function of industry standard audio equipment and accessories (e.g., microphones, XLR, 2 Ring (TRS) vs. 3 Ring (TRRS) for headphones, mixing board, cabling, etc.).
CIS.HS.17.2.c	Identify and then troubleshoot sources of interference and poor sound quality.
CIS.HS.17.2.d	Demonstrate proper use, maintenance, and care of all equipment and tools.

VIDEO PRODUCTION (cont.)

CIS.HS.17.3 Use lighting to create media production projects.

CIS.HS.17.3.a Utilize various light sources for effect (e.g., natural light, back light, reflectors, portable lights, box lights, lamps etc.).

CIS.HS.17.3.b Explain and demonstrate the use of lighting techniques in creating composition, visual continuity, and mood.

CIS.HS.17.3.c Demonstrate proper use, maintenance, and care of all equipment and tools.

CIS.HS.17.4 Complete pre-production tasks.

CIS.HS.17.4.a Propose a project to include purpose, target audience, delivery method, selection of cast and crew, best equipment for the job, logistics, and schedule.

CIS.HS.17.4.b Scout and secure locations for the best lighting, sound, availability, and proper setting for the purpose of the project.

CIS.HS.17.4.c Create a properly formatted storyboard and shot list for each scene (sketch subjects, draw background, motion/movement, shot numbers, etc.).

CIS.HS.17.5 Develop all parts of the storytelling process.

CIS.HS.17.5.a Write questions for interviews.

CIS.HS.17.5.b Write a voice over script.

CIS.HS.17.5.c Research information as part of the story.

VIDEO PRODUCTION (cont.)

CIS.HS.17.6 Perform production tasks.

CIS.HS.17.6.a	Perform the duties of director to create vision as laid forth in pre-production (e.g., disseminate commands and information to cast and crew and execute creative vision).
CIS.HS.17.6.b	Perform the duties of various production roles (i.e., camera operator, sound operator, grip, gaffer, on-air talent, etc.).
CIS.HS.17.6.c	Employ basic lighting techniques for the project (i.e., three-point, natural, artificial, reflectors, etc.).
CIS.HS.17.6.d	Employ appropriate audio recording method for the project.
CIS.HS.17.6.e	Reflect, revise, and refine pre-production decisions as needed.
CIS.HS.17.6.f	Apply different shot compositions when filming (e.g., establishing shot, medium shot, close up, long shot, etc.).

CIS.HS.17.7 Perform post-production tasks.

CIS.HS.17.7.a	Import and organize media to create an efficient workflow (i.e., assemble, review, share, etc.).
CIS.HS.17.7.b	Demonstrate how to perform editing techniques using chosen software (e.g., cuts, trims, color correction, cropping, audio leveling, key framing, chroma key, transitions, compositing, continuity, and fades).
CIS.HS.17.7.c	Determine effect use and placement of titles, text, fonts, colors, graphics, and lower thirds.
CIS.HS.17.7.d	Implement legal and appropriate audio into a project.
CIS.HS.17.7.e	Evaluate video for proper timing and pacing techniques appropriate to the project.
CIS.HS.17.7.f	Differentiate between still image, audio, and digital video extensions and how they function in the project.
CIS.HS.17.7.g	Create, compress, and convert digital video files, still images, and audio files in various formats (e.g., MPEG, WMV, MOV, MP3, MP4, VLC, JPEG, AIFF, AVCHD, etc.).

VIDEO PRODUCTION (cont.)

CIS.HS.17. 8 Describe working in the media production industry.

CIS.HS.17.8.a Describe best practices employed in the design industry.

CIS.HS.17.8.b Examine careers in the media production field.

CIS.HS.17.8.c Identify job market trends in the media production field.

CIS.HS.17.8.d Identify the benefits of industry certification and higher education in the field.

CIS.HS.17.9 Evaluate and comply with copyright laws.

CIS.HS.17.9.a Determine the type of copyright, permissions, and licensing required to use specific content.

CIS.HS.17.9.b Analyze the different types of copyright licenses and their uses. (e.g., Creative Commons, Public Domain).

CIS.HS.17.9.c Identify legal and ethical considerations for using third-party content, such as copyright, permissions, and licensing.

CIS.HS.17.9.d Understand copyright as it applies to one's own creative work.

MEDIA PRODUCTION

COURSE DESCRIPTION

Students will expand their skills in the creation of media productions such as a news broadcast, video story package, live streaming, radio show, podcast, PSAs, digital signage, short films, documentaries, and other media projects. These skills will prepare students for entry-level positions in the media production field.

STANDARDS AND INDICATORS:

CIS.HS.14.1 Analyze working in the media production field.

CIS.HS.14.1.a Analyze careers in the media production field.

CIS.HS.14.1.b Analyze job market trends in the media production field.

CIS.HS.14.1.c Analyze the benefits of industry certification and higher education in the field.

CIS.HS.14.1.d Investigate careers in media production.

CIS.HS.14.2 Identify and describe the roles and responsibilities for the cast and crew.

CIS.HS.14.2.a Describe the hierarchy of the production leadership crew (e.g., Executive Producer, Producer, or Director).

CIS.HS.14.2.b Identify the roles and duties of the production crew (i.e., actor, on-camera reporter, writer, announcer, play-by-play announcer, color commentary announcer, camera operator, sound board, etc.)

MEDIA PRODUCTION (cont.)

CIS.HS.14.3 Simulate working in the media production field through the creation of client-based media projects.

CIS.HS.14.3.a Compare and contrast the various roles involved in media production.

CIS.HS.14.3.b Interpret the client's purpose, audience, and audience needs for preparing media to ensure the content is relevant.

CIS.HS.14.3.c Prepare a production schedule (e.g., creating and using a work plan, establishing milestones and deliverables).

CIS.HS.14.3.d Describe the importance of branding as it applies to client-based media production projects.

CIS.HS.14.3.e Communicate in person and through written communication with peers and clients about production plans and processes.

CIS.HS.14.3.f Distribute a final product to the target audience using appropriate outlets.

CIS.HS.14.3.g Evaluate effectiveness, analytics, and feedback from the media production.

CIS.HS.14.4 Research, report, and synthesize information from interviews as part of the storytelling process.

CIS.HS.14.4.a Identify the components of a compelling video story.

CIS.HS.14.4.b Write open-ended questions for interviews.

CIS.HS.14.4.c Conduct interviews with subjects.

CIS.HS.14.4.d Incorporate information from research and interviews to write a voice over script appropriate to the project.

MEDIA PRODUCTION (cont.)

CIS.HS.14.5 Demonstrate technical skills for broadcast, video, Internet, audio, and/or mobile production.

CIS.HS.14.5.a Demonstrate proficiency using equipment and software during recording and post-production applications.

CIS.HS.14.5.b Research and evaluate trends in new equipment, software, and techniques.

CIS.HS.14.6 Evaluate and comply with copyright laws.

CIS.HS.14.6.a Determine the type of copyright, permissions, and licensing required to use specific content.

CIS.HS.14.6.b Analyze the different types of copyright licenses and their uses. (e.g., Creative Commons, Public Domain).

CIS.HS.14.6.c Identify legal and ethical considerations for using third-party content, such as copyright, permissions, and licensing.

CIS.HS.14.6.d Apply copyright as it pertains to one's own creative work.

CIS.HS.14.7 Create a digital portfolio which demonstrates competency in the Media Production field.

CIS.HS.14.7.a Examine professional digital portfolios as models.

CIS.HS.14.7.b Evaluate all elements of the portfolio for compliance with copyright.

CIS.HS.14.7.c Curate works for the portfolio that demonstrates media production skills.

CIS.HS.14.7.d Design portfolio so that it demonstrates principles of good design.

CIS.HS.14.7.e Choose language to ensure copyright protections of the student work.

CIS.HS.14.7.f Explain the importance of branding as it applies to their portfolio of creative work.

FOUNDATIONS OF WEB DESIGN

COURSE DESCRIPTION

Students will demonstrate knowledge of web and mobile app design to create an effective website or app that captures and keeps visitors' interests. Students will demonstrate project management skills, while also enhancing creativity, problem solving, and critical thinking. Students will explore career opportunities in an information technology career field.

STANDARDS AND INDICATORS:

CIS.HS.9.1 Explain and apply appropriate web design language and terminology.

- CIS.HS.9.1.a Describe the principles and goals of website design.
- CIS.HS.9.1.b Describe the principles and goals of responsive design.
- CIS.HS.9.1.c Describe binary code.
- CIS.HS.9.1.d Define common industry terminology.

CIS.HS.9.2 Plan a website and/or app for a specific purpose.

- CIS.HS.9.2.a Develop a storyboard, mock-up, and wireframes for a website and/or app.
- CIS.HS.9.2.b Explain the design process in regards to audience, layout, time, and budget.
- CIS.HS.9.2.c Identify the target market audience's needs.
- CIS.HS.9.2.d Evaluate clients' needs based on current trends.
- CIS.HS.9.2.e Plan for responsive design.

FOUNDATIONS OF WEB DESIGN (cont.)

CIS.HS.9.3 Analyze elements and principles of design to communicate ideas consistent with project goals.

CIS.HS.9.3.a	Apply appropriate font and font family concepts.
CIS.HS.9.3.b	Demonstrate knowledge of design decisions in regards to shapes, lines, colors.
CIS.HS.9.3.c	Demonstrate knowledge of design decisions in regards to white space, margins, and layout of graphic and text.
CIS.HS.9.3.d	Incorporate text layout techniques such as kerning, leading, and alignment.
CIS.HS.9.3.e	Incorporate audio, visual, and graphic elements.
CIS.HS.9.3.f	Develop a focused concept, clear methods of conveyance, and unified theme that solves the given problem.
CIS.HS.9.3.g	Identify accessibility and standard compliance measures in order to communicate with a broad audience.
CIS.HS.9.3.h	Explain design decisions in regards to themes.
CIS.HS.9.3.i	Evaluate the impact of design decisions on the theme of a design.
CIS.HS.9.3.j	Explain design and project goals using a storyboard, mock-up, and wireframes.

CIS.HS.9.4 Analyze legal and ethical responsibilities.

CIS.HS.9.4.a	Apply copyright laws as appropriate in website and app creation.
CIS.HS.9.4.b	Discuss security issues that are related to the utilization of the computer and/or Internet.
CIS.HS.9.4.c	Describe situations where web pages and/or apps may be used unethically.
CIS.HS.9.4.d	Describe licensing agreements.
CIS.HS.9 4.e	Discuss the importance of creative commons.

FOUNDATIONS OF WEB DESIGN (cont.)

CIS.HS.9.5 Create and test websites and/or apps designed for cross browser and mobile compatibility.

CIS.HS.9.5.a	Utilize standards-compliant elements in code that delivers essential content and functionality if older browsers are not capable of displaying content.
CIS.HS.9.5.b	Create websites and/or apps that utilize responsive design to allow for a variety of screen sizes and geometries to view the content in a meaningful and logical fashion.
CIS.HS.9.5.c	Test an application on devices of varying geometries and operating system versions to ensure maximum compatibility.

CIS.HS.9.6 Implement quality assurance processes to deliver effective digital communication.

CIS.HS.9.6.a	Evaluate the website and/or app functionality.
CIS.HS.9.6.b	Test a website and/or app in a variety of environments.
CIS.HS.9.6.c	Evaluate site effectiveness through user search and accessibility to meet all audience needs.
CIS.HS.9.6.d	Investigate web hosts.
CIS.HS.9.6.e	Troubleshoot and maintain a website and/or app.
CIS.HS.9.6.f	Evaluate cross-browser compatibility.
CIS.HS.9.6.g	Identify the process of securing a domain name.

FOUNDATIONS OF WEB DESIGN (cont.)

CIS.HS.9.7 Critique a website and/or app in accordance with web design principles.

CIS.HS.9.7.a Assess download time.

CIS.HS.9.7.b Assess readability of the website and/or app.

CIS.HS.9.7.c Assess ease of navigation for both website and/or app.

CIS.HS.9.7.d Assess the design theme of a website and/or app.

CIS.HS.9.7.e Assess consistency of the theme across the entire website and/or app.

CIS.HS.9.7.f Assess the functionality of links.

CIS.HS.9.8 Identify opportunities in an information technology career field including but not limited to entrepreneurial opportunities, responsibilities, education, and certification.

CIS.HS.9.8.a Identify information technologies used in various industries.

CIS.HS.9.8.b Discuss the impact of technology on all career fields.

CIS.HS.9.8.c Identify common tasks in career fields.

CIS.HS.9.8.d Discuss career opportunities in information technology career fields.

CIS.HS.9.8.e Describe the impact of technological change and the importance of lifelong learning in this career field.

DIGITAL MEDIA

COURSE DESCRIPTION

Students will learn and apply copyright laws while using industry standard digital tools to create, design, and produce digital media including sound, video, motion graphics, and print design following rules of composition and basic design principles.

STANDARDS AND INDICATORS:

CIS.HS.7.1 Evaluate and comply with copyright laws.

CIS.HS.7.1.a	Define terms such as infringement and fair use, royalty free and copyright free, and public domain.
CIS.HS.7.1.b	Locate sources of royalty-free music, images, graphics, and video.
CIS.HS.7.1.c	Define copyright as it applies to their own creative work.
CIS.HS.7.1.d	Select audio, video, still images, and art that are royalty free and/or abide by the licensing agreement under Creative Commons usage.
CIS.HS.7.1.e	Analyze the different types of copyright licenses and their uses. (e.g., Creative Commons, Public Domain…)

CIS.HS.7.2 Demonstrate composition techniques.

CIS.HS.7.2.a	Demonstrate rules of composition (e.g., rule of thirds, point-of-view, framing).
CIS.HS.7.2.b	Demonstrate a variety of photographic/video shots using a digital camera or video camera (e.g., establishing, close up, mid-shot, wide, over the shoulder).
CIS.HS.7.2.c	Demonstrate elements of typographic design in print media (e.g., font selection, size, leading, tracking and kerning, measure, whitespace, hierarchy, and scale).
CIS.HS.7.2.d	Demonstrate basic design principles such as consistency, dominance, palette, eye line, readability, alignment, and color theory.

DIGITAL MEDIA (cont.)

CIS.HS.7.3 Create and edit digital photographic images.

CIS.HS.7.3.a	Select appropriate hardware and software.
CIS.HS.7.3.b	Capture still photographic images.
CIS.HS.7.3.c	Edit still photos (e.g., cropping, color correction, layers, and levels).
CIS.HS.7.3.d	Export photos in a usable format.
CIS.HS.7.3.e	Name and store native and exported files in a manageable file structure (i.e., Drive, Cloud, and external hard drives).
CIS.HS.7.3.f	Navigate, organize, and customize the application workspace.

CIS.HS.7.4 Create and edit digital audio.

CIS.HS.7.4.a	Select appropriate hardware and software.
CIS.HS.7.4.b	Capture an audio recording.
CIS.HS.7.4.c	Edit digital audio (e.g., trim, delete, and add effects).
CIS.HS.7.4.d	Export audio in a usable format.
CIS.HS.7.4.e	Name and store native and exported files in a manageable file structure (i.e., Drive, Cloud, and external hard drives).
CIS.HS.7.4.f	Navigate, organize, and customize the application workspace.

DIGITAL MEDIA (cont.)

CIS.HS.7.5 Create and edit digital video.

CIS.HS.7.5.a	Select appropriate hardware and software.
CIS.HS.7.5.b	Capture video footage.
CIS.HS.7.5.c	Edit digital video (e.g., trim, delete, and add effects).
CIS.HS.7.5.d	Export video in a usable format.
CIS.HS.7.5.e	Name and store native and exported files in a manageable file structure (i.e., Drive, Cloud, and external hard drives).
CIS.HS.7.5.f	Navigate, organize, and customize the application workspace.

CIS.HS.7.6 Create and edit motion graphics objects for animation.

CIS.HS.7.6.a	Select appropriate hardware and software
CIS.HS.7.6.b	Add motion to objects.
CIS.HS.7.6.c	Edit motion graphics (e.g., trim, delete, add effects, etc.).
CIS.HS.7.6.d	Export motion graphics in a usable format.
CIS.HS.7.6.e	Name and store native and exported files in a manageable file structure (i.e., Drive, Cloud, and external hard drives).
CIS.HS.7.6.f	Navigate, organize, and customize the application workspace.

DIGITAL MEDIA (cont.)

CIS.HS.7.7 Create and edit digital print design.

CIS.HS.7.7.a	Select appropriate hardware and software.
CIS.HS.7.7.b	Apply elements of typographic design in print media (e.g., font selection, size, leading, tracking and kerning, measure, whitespace, hierarchy, and scale).
CIS.HS.7.7.c	Apply basic design principles such as consistency, dominance, palette, eye line, readability, and alignment.
CIS.HS.7.7.d	Name and store native and exported files in a manageable file structure (i.e., Drive, Cloud, and external hard drives).
CIS.HS.7.7.e	Navigate, organize, and customize the application workspace.

DIGITAL DESIGN

COURSE DESCRIPTION

Students will focus on developing skills to plan, design, and create digital design projects using elements of composition, digital photography, and digital print design.

STANDARDS AND INDICATORS:

CIS.HS.6.1 Utilize composition techniques.

CIS.HS.6.1.a	Demonstrate rules of composition (e.g., rule of thirds, point-of-view, framing).
CIS.HS.6.1.b	Demonstrate a variety of photographic shots using a digital camera.
CIS.HS.6.1.c	Demonstrate elements of typographic design in print media (e.g., font selection, size, leading, tracking and kerning, measure, whitespace, hierarchy and scale).
CIS.HS.6.1.d	Demonstrate basic design principles such as consistency, dominance, palette, eye line, readability, alignment, and color theory.
CIS.HS.6.1.e	Differentiate between bitmap, raster, and vector images.

CIS.HS.6.2 Create and edit digital photographic images.

CIS.HS.6.2.a	Select appropriate hardware and software.
CIS.HS.6.2.b	Capture still photographic images.
CIS.HS.6.2.c	Edit still photos (e.g., cropping, color correction, layers, and levels).
CIS.HS.6.2.d	Apply multiple camera modes.
CIS.HS.6.2.e	Apply light and color principles to projects.
CIS.HS.6.2.f	Apply image stabilization.
CIS.HS.6.2.g	Apply exposure, shutter speed, and aperture.
CIS.HS.6.2.h	Export photos in a usable format.
CIS.HS.6.2.i	Name and store native and exported files in a manageable file structure (i.e.: Drive, Cloud, or external hard drive).

DIGITAL DESIGN (cont.)

CIS.HS.6.3 Create and edit digital print design.

CIS.HS.6.3.a	Select appropriate hardware and software.
CIS.HS.6.3.b	Apply elements of typographic design in print media (e.g., font selection, size, leading, tracking and kerning, measure, whitespace, hierarchy and scale).
CIS.HS.6.3.c	Apply basic design principles such as consistency, dominance, palette, eye line, readability, and alignment.
CIS.HS.6.3.d	Demonstrate knowledge of page layout (e.g.,negative space, alignment, symmetrical, and asymmetrical).
CIS.HS.6.3.e	Use layers to manage design elements and modify layer visibility using opacity and masks.
CIS.HS.6.3.f	Make, manage, and manipulate selections.
CIS.HS.6.3.g	Name and store native and exported files in a manageable file structure (ie: Drive, Cloud, or external hard drive).
CIS.HS.6.3.h	Explain the difference between modes of a print document: CMYK, RGB, grayscale, bitmap.

CIS.HS.6.4 Create and edit motion graphics objects for animation.

CIS.HS.6.4.a	Select appropriate hardware and software.
CIS.HS.6.4.b	Add motion to objects as a project or to enhance a project.
CIS.HS.6.4.c	Edit motion graphics (e.g., trim, delete, add effects, etc.).
CIS.HS.6.4.d	Export a motion graphic in a usable format.
CIS.HS.6.4.e	Name and store native and exported files in a manageable file structure i.e., Drive, Cloud, or external hard drive).

DIGITAL DESIGN (cont.)

CIS.HS.6.5 Describe working in the digital design field.

CIS.HS.6.5.a	Identify the purpose, audience, and audience needs for preparing images.
CIS.HS.6.5.b	Determine whether content is relevant to the purpose, audience, and audience needs.
CIS.HS.6.5.c	Demonstrate knowledge of basic design principles and understand best practices employed in the digital design field.
CIS.HS.6.5.d	Examine careers in the digital design field.
CIS.HS.6.5.e	Identify job market trends in the digital design field.
CIS.HS.6.5.f	Identify the benefits of industry certification and higher education in the field.

CIS.HS.6.6 Evaluate and comply with copyright laws.

CIS.HS.6.6.a	Determine the type of copyright, permissions, and licensing required to use specific content.
CIS.HS.6.6.b	Analyze the different types of copyright licenses and their uses. (e.g., Creative Commons, or Public Domain).
CIS.HS.6.6.c	Identify legal and ethical considerations for using third-party content, such as copyright, permissions, and licensing.
CIS.HS.6.6.d	Understand copyright as it applies to their own creative work.

ADVANCED DIGITAL DESIGN

COURSE DESCRIPTION

Students will focus on utilizing advanced skills to plan, design, and create a design portfolio to showcase elements of composition, digital photography, or digital print design. These skills will prepare students for entry-level positions in the digital design field.

STANDARDS AND INDICATORS:

CIS.HS.1.1 Design client-based or personal projects utilizing composition techniques.

- CIS.HS.1.1.a Compose photographic, digital print design, or animation projects utilizing design and composition rules.
- CIS.HS.1.1.b Select appropriate hardware and software based on the final product needed by client.
- CIS.HS.1.1.c Demonstrate rules of composition.
- CIS.HS.1.1.d Construct a project and justify chosen design principles.
- CIS.HS.1.1.e Name and store native and exported files in a manageable file structure (i.e., Drive, Cloud, external hard drive).

CIS.HS.1.2 Design graphics and text that clearly express the personal perspective of intended audiences.

- CIS.HS.1.2.a Identify purpose, audience, and audience needs for preparing images.

  Determine whether content is relevant to the purpose, audience, and audience needs.
- CIS.HS.1.2.b Prepare a production schedule (e.g., creating and using a work plan, establishing milestones and deliverables).
- CIS.HS.1.2.c Assess and utilize design principles and best practices employed in the design field.

ADVANCED DIGITAL DESIGN (cont.)

CIS.HS.1.3 Simulate working in the digital design field through creation of client-based design projects.

CIS.HS.1.3.a Describe the client's purpose and audience when preparing projects to ensure the content is relevant to the client's needs.

CIS.HS.1.3.b Prepare a production schedule (e.g., creating and using a work plan, establishing milestones and deliverables).

CIS.HS.1.3.c Assess and utilize design principles and best practices employed in the design field.

CIS.HS.1.3.d Describe the importance of branding as it applies to client-based design projects.

CIS.HS.1.3.e Communicate effectively in person and through written communication with peers and clients about design plans and processes.

CIS.HS.1.4 Analyze working in the digital design field.

CIS.HS.1.4.a Analyze careers in the digital design field.

CIS.HS.1.4.b Analyze job market trends in the digital design field.

CIS.HS.1.4.c Analyze the benefits of industry certification and higher education in the field.

CIS.HS.1.4.d Investigate careers in digital design through pursuit of a job shadowing or internship experience.

ADVANCED DIGITAL DESIGN (cont.)

CIS.HS.1.5 Evaluate and comply with copyright laws.

CIS.HS.1.5.a	Determine the type of copyright, permissions, and licensing required to use specific content.
CIS.HS.1.5.b	Analyze the different types of copyright licenses and their uses. (e.g., Creative Commons, Public Domain).
CIS.HS.1.5.c	Identify legal and ethical considerations for using third-party content, such as copyright, permissions, and licensing.
CIS.HS.1.5.d	Apply copyright as it pertains to their own creative work.

CIS.HS.1.6 Create a digital portfolio which demonstrates competency in the digital design field.

CIS.HS.1.6.a	Examine professional digital portfolios as models.
CIS.HS.1.6.b	Evaluate all elements of the portfolio for compliance with copyright.
CIS.HS.1.6.c	Curate works for the portfolio that demonstrate mastery of design.
CIS.HS.1.6.d	Design portfolio itself so that it demonstrates mastery of design.
CIS.HS.1.6.e	Choose language to ensure copyright protections of the student work.
CIS.HS.1.6.f	Describe the importance of branding as it applies to their portfolio of creative work.

FOUNDATIONS OF WEB DESIGN

COURSE DESCRIPTION

Students will demonstrate knowledge of web and mobile app design to create an effective website or app that captures and keeps visitors' interests. Students will demonstrate project management skills, while also enhancing creativity, problem solving, and critical thinking. Students will explore career opportunities in an information technology career field.

STANDARDS AND INDICATORS:

CIS.HS.9.1 Explain and apply appropriate web design language and terminology.

- CIS.HS.9.1.a Describe the principles and goals of website design.
- CIS.HS.9.1.b Describe the principles and goals of responsive design.
- CIS.HS.9.1.c Describe binary code.
- CIS.HS.9.1.d Define common industry terminology.

CIS.HS.9.2 Plan a website and/or app for a specific purpose.

- CIS.HS.9.2.a Develop a storyboard, mock-up, and wireframes for a website and/or app.
- CIS.HS.9.2.b Explain the design process in regards to audience, layout, time, and budget.
- CIS.HS.9.2.c Identify the target market audience's needs.
- CIS.HS.9.2.d Evaluate clients' needs based on current trends.
- CIS.HS.9.2.e Plan for responsive design.

FOUNDATIONS OF WEB DESIGN (cont.)

CIS.HS.9.3 Analyze elements and principles of design to communicate ideas consistent with project goals.

CIS.HS.9.3.a	Apply appropriate font and font family concepts.
CIS.HS.9.3.b	Demonstrate knowledge of design decisions in regards to shapes, lines, colors.
CIS.HS.9.3.c	Demonstrate knowledge of design decisions in regards to white space, margins, and layout of graphic and text.
CIS.HS.9.3.d	Incorporate text layout techniques such as kerning, leading, and alignment.
CIS.HS.9.3.e	Incorporate audio, visual, and graphic elements.
CIS.HS.9.3.f	Develop a focused concept, clear methods of conveyance, and unified theme that solves the given problem.
CIS.HS.9.3.g	Identify accessibility and standard compliance measures in order to communicate with a broad audience.
CIS.HS.9.3.h	Explain design decisions in regards to themes.
CIS.HS.9.3.i	Evaluate the impact of design decisions on the theme of a design.
CIS.HS.9.3.j	Explain design and project goals using a storyboard, mock-up, and wireframes.

CIS.HS.9.4 Analyze legal and ethical responsibilities.

CIS.HS.9.4.a	Apply copyright laws as appropriate in website and app creation.
CIS.HS.9.4.b	Discuss security issues that are related to the utilization of the computer and/or Internet.
CIS.HS.9.4.c	Describe situations where web pages and/or apps may be used unethically.
CIS.HS.9.4.d	Describe licensing agreements.
CIS.HS.9.4.e	Discuss the importance of creative commons.

FOUNDATIONS OF WEB DESIGN (cont.)

CIS.HS.9.5 Create and test websites and/or apps designed for cross browser and mobile compatibility.

CIS.HS.9.5.a	Utilize standards-compliant elements in code that delivers essential content and functionality if older browsers are not capable of displaying content.
CIS.HS.9.5.b	Create websites and/or apps that utilize responsive design to allow for a variety of screen sizes and geometries to view the content in a meaningful and logical fashion.
CIS.HS.9.5.c	Test an application on devices of varying geometries and operating system versions to ensure maximum compatibility.

CIS.HS.9.6 Implement quality assurance processes to deliver effective digital communication.

CIS.HS.9.6.a	Evaluate the website and/or app functionality.
CIS.HS.9.6.b	Test a website and/or app in a variety of environments.
CIS.HS.9.6.c	Evaluate site effectiveness through user search and accessibility to meet all audience needs.
CIS.HS.9.6.d	Investigate web hosts.
CIS.HS.9.6.e	Troubleshoot and maintain a website and/or app.
CIS.HS.9.6.f	Evaluate cross-browser compatibility.
CIS.HS.9.6.g	Identify the process of securing a domain name.

FOUNDATIONS OF WEB DESIGN (cont.)

CIS.HS.9.7 Critique a website and/or app in accordance with web design principles.

- CIS.HS.9.7.a Assess download time.
- CIS.HS.9.7.b Assess readability of the website and/or app.
- CIS.HS.9.7.c Assess ease of navigation for both website and/or app.
- CIS.HS.9.7.d Assess the design theme of a website and/or app.
- CIS.HS.9.7.e Assess consistency of the theme across the entire website and/or app.
- CIS.HS.9.7.f Assess the functionality of links.

CIS.HS.9.8 Identify opportunities in an information technology career field including but not limited to entrepreneurial opportunities, responsibilities, education, and certification.

- CIS.HS.9.8.a Identify information technologies used in various industries.
- CIS.HS.9.8.b Discuss the impact of technology on all career fields.
- CIS.HS.9.8.c Identify common tasks in career fields.
- CIS.HS.9.8.d Discuss career opportunities in information technology career fields.
- CIS.HS.9.8.e Describe the impact of technological change and the importance of lifelong learning in this career field.

INFORMATION TECHNOLOGY APPLICATIONS I

COURSE DESCRIPTION

Students will explore emerging technologies as it applies to success in high school, college, and career. The focus will be on the importance of digital citizenship, professional communication practices, advanced document processing, professional presentations, and intermediate spreadsheet and database applications used personally and professionally.

STANDARDS AND INDICATORS:

CIS.HS.10.1 Model positive digital citizenship by applying industry-accepted ethical practices and behaviors.

- CIS.HS.10.1.a Examine and practice cultural, social, ethical, and legal issues associated with information technology.
- CIS.HS.10.1.b Formulate a critical stance by questioning the validity, accuracy, and appropriateness of information.
- CIS.HS.10.1.c Demonstrate a variety of strategies for effective and efficient searches.
- CIS.HS.10.1.d Evaluate safety and security measures for protecting information and developing digital footprints.

CIS.HS.10.2 Use document processing applications to prepare business communications.

- CIS.HS.10.2.a Create, edit, and customize documents using advanced techniques.
- CIS.HS.10.2.b Prepare and troubleshoot merged documents (e.g., envelopes, mailings, labels).
- CIS.HS.10.2.c Apply digital design strategies to design professional documents (e.g., graphic design, layout, typography, font face, font style).

INFORMATION TECHNOLOGY APPLICATIONS I (cont.)

CIS.HS.10.3 Develop and demonstrate effective communication skills and practices.

CIS.HS.10.3.a Prepare and develop presentations that can be used in a current workplace.

CIS.HS.10.3.b Compose electronic communication to communicate within a workplace.

CIS.HS.10.3.c Customize a presentation using advanced features for a specific audience.

CIS.HS.10.4 Organize and manipulate data using spreadsheet applications.

CIS.HS.10.4.a Enter and modify worksheet data and structure, format data, and problem solve in a worksheet.

CIS.HS.10.4.b Sort and manipulate data using formulas and functions.

CIS.HS.10.4.c Create visual representations of data (e.g., charts, pivot tables, sparklines, and conditional formatting)

CIS.HS.10.5 Identify database management concepts to manage, evaluate, and organize information.

CIS.HS.10.5.a Compare and contrast methods for storing, organizing, and retrieving data.

CIS.HS.10.5.b Sort and manipulate data using formulas and functions and create charts.

CIS.HS.10.5.c Create and format a database.

CIS.HS.10.5.d Create database objects (e.g., tables, forms, queries).

CIS.HS.10.5.e Modify or enter records, create reports, and/or sort data.

INFORMATION TECHNOLOGY APPLICATIONS I (cont.)

CIS.HS.10.6 Identify opportunities in an information technology career field including but not limited to entrepreneurial opportunities, responsibilities, education, and certification.

CIS.HS.10.6.a Identify information technologies used in various industries.

CIS.HS.10.6.b Discuss the impact of technology on all career fields.

CIS.HS.10.6.c Identify common information technology tasks in career fields.

CIS.HS.10.6.d Discuss career opportunities in information technology career fields.

CIS.HS.10.6.e Describe the impact of technological change and the importance of lifelong learning in this career field.

CIS.HS.10.7 Describe emerging and evolving trends in information technology.

CIS.HS.10.7.a Investigate emerging trends in technology and their impact on business and industry.

CIS.HS.10.7.b Interact with new and emerging technologies.

CIS.HS.10.7.c Identify emerging technologies to create and evaluate forms of communication.

INFORMATION TECHNOLOGY APPLICATIONS II

COURSE DESCRIPTION

This course will focus on skill development in data science using word processing, spreadsheets, databases, and integration of applications utilizing advanced features. Students taking both Information Technology Applications I and II may be eligible for dual credit at a participating postsecondary institution. Skills, standards, and coursework align with industry certifications.

STANDARDS AND INDICATORS:

CIS.HS.11.1 Organize, aggregate, and manipulate data using advanced word processing features.

CIS.HS.11.1.a	Integrate other program files into word processing documents (insert, embed, and link).
CIS HS.11.1.b	Create and format tables using advanced features (formulas, styles).
CIS HS.11.1.c	Use advanced merge features to integrate spreadsheet and database information into the word processing document as fields and records.
CIS.HS.11.1.d	Create and manage styles.
CIS.HS.11.1.e	Plan, record, run, and edit Macros.

CIS.HS.11.2 Organize, aggregate, and manipulate data using advanced spreadsheet features.

CIS.HS.11.2.a	Create worksheet structures using formulas and advanced features. (e.g., logical statements, vLookup, financial, statistical functions, and named ranges).
CIS.HS.11.2.b	Interpret data through statistical analysis (e.g., sorting, filtering, forecasting, and pivot tables).
CIS.HS.11.2.c	Import, export, and share worksheet data.
CIS.HS.11.2.d	Customize formatting methods, including conditional formatting and other advanced formatting methods.

INFORMATION TECHNOLOGY APPLICATIONS II (cont.)

CIS.HS.11.3 Synthesize relational database concepts to design, manage, evaluate, and organize information.

CIS.HS.11.3.a Design tables specifying properties for data entry and relationships.

CIS.HS.11.3b Construct multi-table queries to retrieve, organize, and aggregate data to draw conclusions.

CIS.HS.11.3.c Design forms and subforms for efficient and effective data entry or retrieval.

CIS.HS.11.3.d Design reports and subreports utilizing tables, graphs, sparklines, and pivot tables for displaying meaningful data.

CIS.HS.11.3.e Analyze relational data using Structure Query Language (SQL).

CIS.HS.11.4 Consider the relationship between different programs to utilize data in one program to the next to create new documents.

CIS.HS.11.4.a Utilize spreadsheets, presentation, and database information in word processing documents.

CIS.HS.11.4.b Utilize word processing, presentation, and database information in a spreadsheet.

CIS.HS.11.4.c Utilize word processing, spreadsheet, and database information in a presentation.

CIS.HS.11.4.d Utilize word processing and spreadsheet information in a database.

CIS.HS.11.5 Describe the importance of ethical data collection and applicable conclusions.

CIS.HS.11.5.a Analyze the privacy practices of data collection and use.

CIS.HS.11.5.b Analyze the security practices of data collection and use.

INFORMATION TECHNOLOGY APPLICATIONS II (cont.)

CIS.HS.11.6 Demonstrate critical thinking skills to integrate information technology tools to access, manage, and create new information.

CIS.HS.11.6.a Gather, evaluate, use, and disseminate information from multiple technology sources.

CIS.HS.11.6.b Create purposeful, digitally designed products (e.g., brochure, presentation, website, portfolio).

CIS.HS.11.7 Identify opportunities in an information technology career field including but not limited to entrepreneurial opportunities, responsibilities, education, and certification.

CIS.HS.11.7.a Identify information technologies used in various industries.

CIS.HS.11.7.b Discuss the impact of technology on all career fields.

CIS.HS 11.7.c Identify common tasks in career fields.

CIS.HS 11.7.d Discuss career opportunities in information technology career fields.

CIS.HS.11.7.e Describe the impact of technological change and the importance of lifelong learning in this career field.

CIS.HS.11.7.f Identify the benefits of industry certification and higher education Programs.

CIS.HS.11.7.g Identify the necessary skills to succeed in fields using data science.

DIGITAL DESIGN

COURSE DESCRIPTION

Students will focus on developing skills to plan, design, and create digital design projects using elements of composition, digital photography, and digital print design.

STANDARDS AND INDICATORS:

CIS.HS.6.1 Utilize composition techniques.

CIS.HS.6.1.a	Demonstrate rules of composition (e.g., rule of thirds, point-of-view, framing).
CIS.HS.6.1.b	Demonstrate a variety of photographic shots using a digital camera.
CIS.HS.6.1.c	Demonstrate elements of typographic design in print media (e.g., font selection, size, leading, tracking and kerning, measure, whitespace, hierarchy and scale).
CIS.HS.6.1.d	Demonstrate basic design principles such as consistency, dominance, palette, eye line, readability, alignment, and color theory.
CIS.HS.6.1.e	Differentiate between bitmap, raster, and vector images.

CIS.HS.6.2 Create and edit digital photographic images.

CIS.HS.6.2.a	Select appropriate hardware and software.
CIS.HS.6.2.b	Capture still photographic images.
CIS.HS.6.2.c	Edit still photos (e.g., cropping, color correction, layers, and levels).
CIS.HS.6.2.d	Apply multiple camera modes.
CIS.HS.6.2.e	Apply light and color principles to projects.
CIS.HS.6.2.f	Apply image stabilization.
CIS.HS.6.2.g	Apply exposure, shutter speed, and aperture.
CIS.HS.6.2.h	Export photos in a usable format.
CIS.HS.6.2.i	Name and store native and exported files in a manageable file structure (i.e.: Drive, Cloud, or external hard drive).

DIGITAL DESIGN (cont.)

CIS.HS.6.3 Create and edit digital print design.

CIS.HS.6.3.a	Select appropriate hardware and software.
CIS.HS.6.3.b	Apply elements of typographic design in print media (e.g., font selection, size, leading, tracking and kerning, measure, whitespace, hierarchy and scale).
CIS.HS.6.3.c	Apply basic design principles such as consistency, dominance, palette, eye line, readability, and alignment.
CIS.HS.6.3.d	Demonstrate knowledge of page layout (e.g.,negative space, alignment, symmetrical, and asymmetrical).
CIS.HS.6.3.e	Use layers to manage design elements and modify layer visibility using opacity and masks.
CIS.HS.6.3.f	Make, manage, and manipulate selections.
CIS.HS.6.3.g	Name and store native and exported files in a manageable file structure (ie: Drive, Cloud, or external hard drive).
CIS.HS.6.3.h	Explain the difference between modes of a print document: CMYK, RGB, grayscale, bitmap.

CIS.HS.6.4 Create and edit motion graphics objects for animation.

CIS.HS.6.4.a	Select appropriate hardware and software.
CIS.HS.6.4.b	Add motion to objects as a project or to enhance a project.
CIS.HS.6.4.c	Edit motion graphics (e.g., trim, delete, add effects, etc.).
CIS.HS.6.4.d	Export a motion graphic in a usable format.
CIS.HS.6.4.e	Name and store native and exported files in a manageable file structure i.e., Drive, Cloud, or external hard drive).

DIGITAL DESIGN (cont.)

CIS.HS.6.5 Describe working in the digital design field.

CIS.HS.6.5.a	Identify the purpose, audience, and audience needs for preparing images.
CIS.HS.6.5.b	Determine whether content is relevant to the purpose, audience, and audience needs.
CIS.HS.6.5.c	Demonstrate knowledge of basic design principles and understand best practices employed in the digital design field.
CIS.HS.6.5.d	Examine careers in the digital design field.
CIS.HS.6.5.e	Identify job market trends in the digital design field.
CIS.HS.6.5.f	Identify the benefits of industry certification and higher education in the field.

CIS.HS.6.6 Evaluate and comply with copyright laws.

CIS.HS.6.6.a	Determine the type of copyright, permissions, and licensing required to use specific content.
CIS.HS.6.6.b	Analyze the different types of copyright licenses and their uses. (e.g., Creative Commons, or Public Domain).
CIS.HS.6.6.c	Identify legal and ethical considerations for using third-party content, such as copyright, permissions, and licensing.
CIS.HS.6.6.d	Understand copyright as it applies to their own creative work.

FOUNDATIONS OF WEB DESIGN

COURSE DESCRIPTION

Students will demonstrate knowledge of web and mobile app design to create an effective website or app that captures and keeps visitors' interests. Students will demonstrate project management skills, while also enhancing creativity, problem solving, and critical thinking. Students will explore career opportunities in an information technology career field.

STANDARDS AND INDICATORS:

CIS.HS.9.1 Explain and apply appropriate web design language and terminology.

- CIS.HS.9.1.a Describe the principles and goals of website design.
- CIS.HS.9.1.b Describe the principles and goals of responsive design.
- CIS.HS.9.1.c Describe binary code.
- CIS.HS.9.1.d Define common industry terminology.

CIS.HS.9.2 Plan a website and/or app for a specific purpose.

- CIS.HS.9.2.a Develop a storyboard, mock-up, and wireframes for a website and/or app.
- CIS.HS.9.2.b Explain the design process in regards to audience, layout, time, and budget.
- CIS.HS.9.2.c Identify the target market audience's needs.
- CIS.HS.9.2.d Evaluate clients' needs based on current trends.
- CIS.HS.9.2.e Plan for responsive design.

FOUNDATIONS OF WEB DESIGN (cont.)

CIS.HS.9.3 Analyze elements and principles of design to communicate ideas consistent with project goals.

CIS.HS.9.3.a	Apply appropriate font and font family concepts.
CIS.HS.9.3.b	Demonstrate knowledge of design decisions in regards to shapes, lines, colors.
CIS.HS.9.3.c	Demonstrate knowledge of design decisions in regards to white space, margins, and layout of graphic and text.
CIS.HS.9.3.d	Incorporate text layout techniques such as kerning, leading, and alignment.
CIS.HS.9.3.e	Incorporate audio, visual, and graphic elements.
CIS.HS.9.3.f	Develop a focused concept, clear methods of conveyance, and unified theme that solves the given problem.
CIS.HS.9.3.g	Identify accessibility and standard compliance measures in order to communicate with a broad audience.
CIS.HS.9.3.h	Explain design decisions in regards to themes.
CIS.HS.9.3.i	Evaluate the impact of design decisions on the theme of a design.
CIS.HS.9.3.j	Explain design and project goals using a storyboard, mock-up, and wireframes.

CIS.HS.9.4 Analyze legal and ethical responsibilities.

CIS.HS.9.4.a	Apply copyright laws as appropriate in website and app creation.
CIS.HS.9.4.b	Discuss security issues that are related to the utilization of the computer and/or Internet.
CIS.HS.9.4.c	Describe situations where web pages and/or apps may be used unethically.
CIS.HS.9.4.d	Describe licensing agreements.
CIS.HS.9.4.e	Discuss the importance of creative commons.

FOUNDATIONS OF WEB DESIGN (cont.)

CIS.HS.9.5 Create and test websites and/or apps designed for cross browser and mobile compatibility.

CIS.HS.9.5.a Utilize standards-compliant elements in code that delivers essential content and functionality if older browsers are not capable of displaying content.

CIS.HS.9.5.b Create websites and/or apps that utilize responsive design to allow for a variety of screen sizes and geometries to view the content in a meaningful and logical fashion.

CIS.HS.9.5.c Test an application on devices of varying geometries and operating system versions to ensure maximum compatibility.

CIS.HS.9.6 Implement quality assurance processes to deliver effective digital communication.

CIS.HS.9.6.a Evaluate the website and/or app functionality.

CIS.HS.9.6.b Test a website and/or app in a variety of environments.

CIS.HS.9.6.c Evaluate site effectiveness through user search and accessibility to meet all audience needs.

CIS.HS.9.6.d Investigate web hosts.

CIS.HS.9.6.e Troubleshoot and maintain a website and/or app.

CIS.HS.9.6.f Evaluate cross-browser compatibility.

CIS.HS.9.6.g Identify the process of securing a domain name.

FOUNDATIONS OF WEB DESIGN (cont.)

CIS.HS.9.7 Critique a website and/or app in accordance with web design principles.

CIS.HS.9.7.a	Assess download time.
CIS.HS.9.7.b	Assess readability of the website and/or app.
CIS.HS.9.7.c	Assess ease of navigation for both website and/or app.
CIS.HS.9.7.d	Assess the design theme of a website and/or app.
CIS.HS.9.7.e	Assess consistency of the theme across the entire website and/or app.
CIS.HS.9.7.f	Assess the functionality of links.

CIS.HS.9.8 Identify opportunities in an information technology career field including but not limited to entrepreneurial opportunities, responsibilities, education, and certification.

CIS.HS.9.8.a	Identify information technologies used in various industries.
CIS.HS.9.8.b	Discuss the impact of technology on all career fields.
CIS.HS.9.8.c	Identify common tasks in career fields.
CIS.HS.9.8.d	Discuss career opportunities in information technology career fields.
CIS.HS.9.8.e	Describe the impact of technological change and the importance of lifelong learning in this career field.

BUSINESS COMMUNICATION

COURSE DESCRIPTION

Students will develop an understanding and appreciation for effective communication in business situations and environments. Emphasis is placed on all phases of communication: speaking, listening, thinking, responding, reading, writing, communicating non-verbally, and utilizing technology for communication.

STANDARDS AND INDICATORS:

BMM.HS.8.1 Demonstrate reading skills in a variety of business-related activities.

- BMM.HS.8.1.a Demonstrate reading comprehension by restating or summarizing information.
- BMM.HS.8.1.b Interpret and evaluate information from print and digital text features to support comprehension.
- BMM.HS.8.1.c Interpret and evaluate information from professional resources and related documents (e.g., manuals, company policies, annual reports, reference materials).

BMM.HS.8.2 Utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, questioning, summarizing) for multiple situations and modalities (e.g., small/large group, presentation, one-to-one, digital).

- BMM.HS.8.2.a Integrate professional etiquette, techniques, and social protocols when communicating.
- BMM.HS.8.2.b Follow multi step directions.
- BMM.HS.8.2.c Identify barriers to listening.
- BMM.HS.8.2.d Assess and respond to non-verbal communication as an active listener.

BUSINESS COMMUNICATION (cont.)

BMM.HS.8.3 Create internal and external business correspondence to convey and obtain information effectively.

BMM.HS.8.3.a Assess the nature of effective written communications.

BMM.HS.8.3.b Utilize appropriate formats for professional writing.

BMM.HS.8.3.c Compose, edit, and revise a variety of written work consistent with professional standards.

BMM.HS.8.4 Apply skills and strategies for the delivery of effective oral communication.

BMM.HS.8.4.a Assess the nature of effective verbal communications.

BMM.HS.8.4.b Match verbal and nonverbal messages (e.g., expression, tone, body language, gestures).

BMM.HS.8.4.c Demonstrate effective oral communication skills.

BMM.HS.8.4.d Demonstrate preparation and organization of thoughts before speaking (outline, notes).

BMM.HS.8.5 Demonstrate technology and employability skills to enhance communication.

BMM.HS.8.5.a Apply the critical-thinking and career readiness skills needed to function in multiple roles in business and communities.

BMM.HS.8.5.b Analyze legal and ethical issues in organizations and society.

BMM.HS.8.5.c Demonstrate the proper etiquette used in a professional setting (e.g., professional language, device usage, and privacy) and use of technology tools, such as voice mail, video conferencing, social media, messaging, and mobile devices.

BMM.HS.8.5.d Examine perspectives and opinions of diverse employees and how these factors impact communication.

BMM.HS.8.5.e Identify appropriate spoken and written actions when applying for and leaving a job.

FOUNDATIONS OF COMPUTING

COURSE DESCRIPTION

Foundations of Computing is designed for students who have never programmed before and serves as a starting point for Computer Science. Students will explore the impact of computing on society. Beyond learning the fundamentals of programming, students build computational-thinking skills by applying computer science to collaboration tools, modeling and simulation, and data analysis.

STANDARDS AND INDICATORS:

CIS.HS.8.1 Summarize computational problems.

CIS.HS.8.1.a	Identify component parts or subproblems of a simple problem.
CIS.HS.8.1.b	Identify subproblems that make up a larger computational problem.
CIS.HS.8.1.c	Explain how solutions to multiple subproblems work together to solve a larger problem.
CIS.HS.8.1.d	Define the term algorithm and explain its relationship to computational solutions.

CIS.HS.8.2 Develop and use abstractions in computational artifacts.

CIS.HS.8.2.a	Define abstraction in terms of computer science and provide an example of how abstraction is used to manage complexity.
CIS.HS.8.2.b	Represent equivalent data using different encoding schemes (e.g., binary, unicode, Morse code, student-created codes).
CIS.HS.8.2.c	Use abstraction to manage complexity or avoid duplication of effort.
CIS.HS.8.2.d	Use and extend existing procedures within a program based on their documentation.
CIS.HS.8.2.e	Identify repetitive elements of program code and develop functionally equivalent versions that reduce redundant code or hide the complexity of a task.

FOUNDATIONS OF COMPUTING (cont.)

CIS.HS.8.3 Create computational artifacts.

CIS.HS.8.3.a Create variables to store data in a program.

CIS.HS.8.3.b Use and update data stored in variables.

CIS.HS.8.3.c Develop programs that use sequences of statements, loops, and conditional statements.

CIS.HS.8.3.d Design and develop computational artifacts that address personally- or socially relevant concerns.

CIS.HS.8.4 Use data to understand and model real-world situations.

CIS.HS.8.4.a Filter or transform data using a computational tool.

CIS.HS.8.4.b Explain the results of a data-driven investigation and a reproducible process for computing the results.

CIS.HS.8.4.c Use and modify a computer simulation to understand a real-world system.

CIS.HS.8.4.d Adjust inputs to an existing simulation to gain additional insights.

CIS.HS.8.5 Test and iteratively refine computational solutions.

CIS.HS.8.5.a Describe an iterative design process used in creating computational artifacts.

CIS.HS.8.5.b Apply an iterative design process to solve problems, both independently and collaboratively.

CIS.HS.8.5.c Locate and diagnose errors in program code.

CIS.HS.8.5.d Correct errors in program code.

IT FUNDAMENTALS

COURSE DESCRIPTION

IT Fundamentals develops the students' abilities to analyze, evaluate, strategize, and reflect upon technologies such as computer hardware, computer software, web technologies, databases, networking, security, and software development. Students will also be introduced to ever-changing information technology careers along with developing positive and ethical behaviors/practices.

STANDARDS AND INDICATORS:

CIS.HS.12.1 Identify and describe the basic components of information technology.

CIS.HS.12.1.a	Identify and distinguish the differences between input and output devices.
CIS.HS.12.1.b	Identify and explain how various components meet the needs of the user.
CIS.HS.12.1.c	Identify and analyze emerging technologies.
CIS.HS.12.1.d	Identify storage options.
CIS.HS.12.1.e	Identify the process to configure permissions for files and folders.
CIS.HS.12.1.f	Explain multiple methods of moving digital files.

CIS.HS.12.2 Identify and analyze hardware components.

CIS.HS.12.2.a	Identify the correct hardware to connect with external components.
CIS.HS.12.2.b	Determine and evaluate recommended hardware devices to solve specific problems.
CIS.HS.12.2.c	Troubleshoot basic computer hardware problems.
CIS.HS.12.2.d	Find and analyze resources to answer basic troubleshooting questions.
CIS.HS.12.2.e	Develop criteria for purchasing or upgrading computer system hardware.
CIS.HS.12.2.f	Identify and analyze proper input technologies for various tasks.

IT FUNDAMENTALS (cont.)

CIS.HS.12.3 Identify and analyze software components.

CIS.HS.12.3.a	Identify and analyze software appropriate for specific tasks.
CIS.HS.12.3.b	Research and analyze software installation and upgrade options.
CIS.HS.12.3.c	Troubleshoot potential problems with software installation (i.e. bloatware).
CIS.HS.12.3.d	Compare and contrast the functions, features, and limitations of different operating systems and utilities (i.e.,open source and mobile proprietary operating systems).

CIS.HS.12.4 Explain web technologies.

CIS.HS.12.4.a	Identify the components (e.g., wires, cables, routers, etc.) that make up the Internet.
CIS.HS.12.4.b	Describe the types of Internet connections.
CIS.HS.12.4.c	Explain Transmission Control Protocol/Internet Protocol (TCP/IP).
CIS.HS.12.4.d	Identify and compare different types of web technologies: blogs, wikis, podcasts, RSS feeds, etc.
CIS.HS.12.4.e	Explain browser cache and the process of clearing it.

CIS.HS.12.5 Design, administer, and deploy networks.

CIS.HS.12.5.a	Define basic networking terminology.
CIS.HS.12.5.b	Describe the characteristics and uses of networks, network devices, and components.
CIS.HS.12.5.c	Identify the purpose of networks and their functionality.
CIS.HS.12.5.d	Identify tools, diagnostic procedures, and troubleshooting techniques for networks.
CIS.HS.12.5.e	Describe the process of configuring, optimizing, and upgrading of networks.
CIS.HS.12.5.f	Explore and use cloud computing.
CIS.HS.12.5.g	Research and analyze basic network security solutions.
CIS.HS.12.5.h	Design a theoretical network environment and create protocols on deploying and maintaining the network.

IT FUNDAMENTALS (cont.)

CIS.HS.12.6 Apply database management strategies.

CIS.HS.12.6.a	Design and create database tables and relationships.
CIS.HS.12.6.b	Create database columns and specify properties.
CIS.HS.12.6.c	Name tables and fields in conformance with naming conventions.
CIS.HS.12.6.d	Insert, update, and delete records in a database.
CIS.HS.12.6.e	Import data into databases and transfer data between databases.
CIS.HS.12.6.f	Organize and store database files in a structured environment for users.
CIS.HS.12.6.g	Control user access to data and log access to the database by user and type of transaction.
CIS.HS.12.6.h	Backup, verify, and recover data in a database.
CIS.HS.12.6.i	Generate and print forms, reports, and results of queries (i.e., calculated fields, functions).

CIS.HS.12.7 Design, develop, test, and implement programs.

CIS.HS.12.7.a	Identify and define programming terminology.
CIS.HS.12.7.b	Explain the importance of life-long learning as a programmer.
CIS.HS.12.7.c	Analyze the strengths and weaknesses of different languages for solving a specific problem.
CIS.HS.12.7.d	Write code that uses logical operators (e.g., and, or, not, loops).
CIS.HS.12.7.e	Write code that uses conditional control structures (e.g., if, if-then-else).
CIS.HS.12.7.f	Test and debug code.
CIS.HS.12.7.g	Identify and analyze protocols to maintain the integrity of programs.

IT FUNDAMENTALS (cont.)

CIS.HS.12.8 Assess protocols for security and risk management.

CIS.HS.12.8.a	Identify the goals, objectives, and purposes of cybersecurity first principles.
CIS.HS.12.8.b	Identify different types of security threats and vulnerabilities.
CIS.HS.12.8.c	Identify and analyze policies procedures for security, privacy, and risk management.
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CIS.HS.12.8.d	Explain intellectual property laws (e.g., copyright, trademark).
CIS.HS.12.8.e	Identify and analyze confidentiality concerns.
CIS.HS.12.8.f	Discuss risk loss and prevention methods.
CIS.HS.12.8.g	Analyze and evaluate passwords.
CIS.HS.12.8.h	Identify personal risks and create personal protocols to differentiate between home and work.

CIS.HS.12.9 Identify opportunities in an information technology career field.

CIS.HS.12.9.a	Identify information technologies used in various industries.
CIS.HS.12.9.b	Discuss the impact of technology on all career fields.
CIS.HS.12.9.c	Identify common tasks within the information technology career fields in occupations.
CIS.HS.12.9.d	Discuss career opportunities in information technology career fields.
CIS.HS.12.9.e	Describe the impact of technological change and the importance of lifelong learning in this career field.

COMPUTER SCIENCE PRINCIPLES

COURSE DESCRIPTION

Computer Science Principles introduces students to the foundations of computer science with a focus on how computing powers the world. Along with the fundamentals of computing, students will learn to analyze data, create technology that has a practical impact (addresses a real-world problem or need), and gain a broader understanding of how computer science impacts people and society.

STANDARDS AND INDICATORS:

CIS.HS.2.1 Identify and develop computational problems and solutions.

CIS.HS.2.1.a	Utilize user-centered research and a development process to create innovative software solutions.
CIS.HS.2.1.b	Describe the identified algorithms using foundational principles of sequence, iteration, and selection with "non-code" techniques (e.g., pseudo code, flow charts, and sequence diagrams).
CIS.HS.2.1.c	Analyze the difference between algorithms that run in a reasonable amount of time, those that do not run in a reasonable amount of time, and those that are not solvable with a computer.
CIS.HS.2.1.d	Identify patterns between previously-solved computational problems and new problem scenarios.
CIS.HS.2.1.e	Describe linear and binary search techniques and explain their appropriateness for a given data set.
CIS.HS.2.1.f	Design a solution to a computational problem as a team.
CIS.HS.2.1.g	Explain how collaboration impacts the development of a solution.

COMPUTER SCIENCE PRINCIPLES (cont.)

CIS.HS.2.2 Construct abstractions in computational artifacts.

CIS.HS.2.2.a	Define how the term abstraction is used within the field of computer science.
CIS.HS.2.2.b	Deconstruct a complex problem into distinct functional parts using predefined constructs of a programming language (e.g., functions, procedures, and methods).
CIS.HS.2.2.c	Develop procedures or functions that use parameters to generalize behaviors in a program.
CIS.HS.2.2.d	Create an abstraction of data in order to manage problem complexity (e.g., using a list instead of multiple discrete variables).
CIS.HS.2.2.e	Investigate the advantages of a given data abstraction over others to manage complexity and/or readability in a program.
CIS.HS.2.2.f	Explain how modeling and simulation can be used to explore natural phenomena.

CIS.HS.2.3 Create computational artifacts.

CIS.HS.2.3.a	Create programs that demonstrate concepts of sequence, selection, and iteration.
CIS.HS.2.3.b	Develop programs with nested loops and/or nested conditionals.
CIS.HS.2.3.c	Implement interactive programs that process user input and/or respond to events in the system.
CIS.HS.2.3.d	Develop programs that use lists or other collection types to hold or manage data.
CIS.HS.2.3.e	Integrate grade-level-appropriate mathematical techniques, concepts, and processes in the creation of computing artifacts.
CIS.HS.2.3.f	Analyze and interpret documentation for functions and use them as part of a computational artifact.

COMPUTER SCIENCE PRINCIPLES (cont.)

CIS.HS.2.4 Use data to understand and model real-world situations.

CIS.HS.2.4.a	Explain how abstractions on binary numbers are used to represent and store various kinds of data in computer systems (e.g., hexadecimal color codes, Unicode characters, audio, and videos).
CIS.HS.2.4.b	Convert numbers between binary, decimal, and hexadecimal.
CIS.HS.2.4.c	Analyze the tradeoffs among various representations of a type of digital information (e.g., lossy versus lossless compression, encrypted vs. unencrypted, various image representations).
CIS.HS.2.4.d	Describe techniques for extracting information from data and identify common challenges with data processing.
CIS.HS.2.4.e	Use a computational tool to collect, transform, and analyze data to gain new insights and knowledge from the data.

CIS.HS.2.5 Evaluate and interpret representations of algorithms.

CIS.HS.2.5.a	Predict the output/effect of a code segment or program.
CIS.HS.2.5.b	Explain how a code segment or program functions both verbally and in writing.
CIS.HS.2.5.c	Identify and correct errors in algorithms and programs, including error discovery through testing.
CIS.HS.2.5.d	Reason about diagrammatic representations of algorithms and logic expressions, including flow charts.

COMPUTER SCIENCE PRINCIPLES (cont.)

CIS.HS.2.6 Explain how networks and computing systems work to transfer data.

CIS.HS.2.6.a	Define basic components of computer networks.
CIS.HS.2.6.b	Explain how data is sent through the Internet via packets.
CIS.HS.2.6.c	Describe properties of redundancy and fault tolerance in systems/networks like the Internet.
CIS.HS.2.6.d	Differentiate between sequential, parallel, and distributed computing approaches.

CIS.HS.2.7 Analyze the social impacts of technology and describe ethical IT practices.

CIS.HS.2.7.a	Interpret potential beneficial and harmful effects of computing innovations.
CIS.HS.2.7.b	Explain multiple causes for the digital divide and its impacts on society.
CIS.HS.2.7.c	Describe how algorithms may result in both intentional and unintentional bias.
CIS.HS.2.7.d	Investigate how computing innovations can have legal and ethical implications.
CIS.HS.2.7.e	Identify safe computing practices and how they address common vulnerabilities.

COMPUTER SCIENCE A

COURSE DESCRIPTION

"Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design".

-College Board, 2020, Page 7

STANDARDS AND INDICATORS:

CIS.HS.3.1 Define a computational problems and solve it.

CIS.HS.3.1.a	Define examples of computationally solvable problems and difficult-to-solve problems.
CIS.HS.3.1.b	Decompose a large-scale computational problem by identifying generalizable patterns.
CIS.HS.3.1.c	Determine code that would be used to complete code segments.
CIS.HS.3.1.d	Determine the efficiency of a program.

CIS.HS.3.2 Interpret existing code written with the Advanced Placement language subset.

CIS.HS.3.2.a	Determine the result or output of code execution, including code with and without method or function calls.
CIS.HS.3.2.b	Evaluate logical expressions to determine their resulting values.
CIS.HS.3.2.c	Predict the output of code that uses collections and multidimensional collections of data.
CIS.HS.3.2.d	Trace code involving hierarchies of classes to demonstrate how inheritance influences program behavior.
CIS.HS.3.2.e	Interpret documentation and/or a program description in order to write code that satisfies all conditions and requirements described.
CIS.HS.3.2.f	Explain common errors that will occur in given erroneous examples (e.g. null pointers, bounds exceptions, arithmetic errors, logic errors, stack overflows).
CIS.HS.3.2.g	Define recursion and diagram the behavior of a recursive function.

COMPUTER SCIENCE A (cont.)

CIS.HS.3.3 Write and implement program code with the AP language subset.

CIS.HS.3.3.a	Develop programs involving statements, logical expressions, conditionals, and iteration to satisfy design specifications.
CIS.HS.3.3.b	Process user input using an appropriate technique to solve a problem.
CIS.HS.3.3.c	Represent nested iterative and branching logical processes by using appropriate control structures.
CIS.HS.3.3.d	Write programs that organize and manipulate data in collections and multidimensional collections in order to solve a problem.
CIS.HS.3.3.e	Resolve errors in code using compiler and run-time error messages.

CIS.HS.3.4 Model real-world situations using data.

CIS.HS.3.4.a	Select appropriate data types for variables based on the needs of the problem.
CIS.HS.3.4.b	Convert extracted data to the appropriate data type for computation or storage (e.g., type casting, parsing, etc.).
CIS.HS.3.2.c	Manage numeric data types in calculations to account for floating point error and loss of precision.
CIS.HS.3.4.d	Extract relevant information from a string of text using parsing techniques within a program.
CIS.HS.3.4.e	Apply data sorting and searching algorithms in different contexts.
CIS.HS.3.4.f	Write a program that uses data analysis techniques to identify significant patterns in complex systems.
CIS.HS.3.4.g	Justify which collection type is appropriate for a given problem.

COMPUTER SCIENCE A (cont.)

CIS.HS.3.5 Develop and use abstractions in programs to promote code modularity

CIS.HS.3.5.a	Create programs using standard language-specific libraries including those explicitly identified in the Advanced Placement language subset.
CIS.HS.3.5.b	Evaluate procedural abstractions in terms of properties like efficiency, correctness, and readability.
CIS.HS.3.5.c	Define basic object-oriented concepts of encapsulation and information hiding and explain how they promote modularity.
CIS.HS.3.5.d	Implement object-oriented computer programs containing multiple student-designed classes.
CIS.HS.3.5.e	Explain is-a and has-a relationships between different data types and give examples of where each could be used within a program.
CIS.HS.3.5.f	Devise an algorithm that models a real-world phenomenon and implement it in code.

SOFTWARE DEVELOPMENT

COURSE DESCRIPTION

Software Development is intended as a integrative course in computer science and engineering programs of study. It is a research, design, and development course in which students work in groups to design, develop, and deploy an original solution to a valid, open-ended technical problem by applying a software lifecycle process. The course applies and concurrently develops secondary-level knowledge and skills in mathematics, science, technology, and other related areas.

STANDARDS AND INDICATORS:

CIS.HS.16.1 Define computational problems and solutions.

- CIS.HS.16.1.a Employ user-centered research techniques to investigate the needs of one or more stakeholder groups.
- CIS.HS.16.1.b Identify and design multiple potential computational solutions to a given problem.

CIS.HS.16.2 Develop abstractions in computational artifacts.

- CIS.HS.16.2.a Design and evaluate the components of computational solution to an identified problem.
- CIS.HS.16.2.b Use functional decomposition techniques to develop the framework for a computational solution.
- CIS.HS.16.2.c Critique similar solutions or existing components of a solution to problems that have the potential for reuse in a new solution.

CIS.HS.16.3 Create computational artifacts as part of a team.

- CIS.HS.16.3.a Apply knowledge of computational tools and programming language(s) to select components needed to implement a solution for a user audience.
- CIS.HS.16.3.b Integrate computational components into a solution to the identified problem.
- CIS.HS.16.3.c Use version control systems, integrated development environments (IDEs), and collaborative tools and practices (code documentation) in a group software project.
- CIS.HS.16.3.d Define the components and structure of a standard software lifecycle process (e.g., waterfall, spiral, agile).
- CIS.HS.16.3.e Demonstrate software lifecycle processes while participating on software project teams.

SOFTWARE DEVELOPMENT (cont.)

CIS.HS.16.4 Test computational solutions.

CIS.HS.16.4.a Develop a series of test cases to verify that a program performs according to its design specifications.

CIS.HS.16.4.b Evaluate programs using debugging techniques and test cases to ensure correctness of code.

CIS.HS.16.4.c Determine appropriate data collection techniques and use them to evaluate the usability, functionality, and user experience of a computational solution with stakeholders.

CIS.HS.16.4.d Use evidence and prioritize additional features and defects that should be addressed in subsequent development cycles.

CIS.HS.16.5 Apply social and ethical impacts of computing.

CIS.HS.16.5.a Identify potential threats or unintended consequences of the current iteration of a software solution.

CIS.HS.16.5.b Justify how the current version of a solution guards against external threats, bias, malicious uses, or unintended consequences.

CIS.HS.16.5.c Compare and contrast various software licensing schemes (e.g., open source, freeware, commercial).

CIS.HS.16.5.d Evaluate licenses that limit or restrict use of computational artifacts when reusing code or using resources such as libraries.

CIS.HS.16.5.e Justify an appropriate software licensing scheme for a particular computational artifact.

CIS.HS.16.5.f Demonstrate ethical attribution and adherence to applicable intellectual property licensing while using third party resources in a software solution.

SOFTWARE DEVELOPMENT (cont.)

CIS.HS.16.6 Communicate about computational artifacts and computational understandings.

CIS.HS.16.6.a	Develop and deploy a communication plan to communicate project progress with external stakeholders.
CIS.HS.16.6.b	Provide justifications for design decisions and the effect they will have on the final product.
CIS.HS.16.6.c	Present periodic updates on the development process to classmates and other stakeholders.
CIS.HS.16.6.d	Evaluate key qualities of a program through a process such as a code review.
CIS.HS.16.6.e	Communicate the final outcomes of the software solution, development process, intended use, and future development plans using an appropriate modality (e.g., portfolios, presentations).

INFORMATION TECHNOLOGY APPLICATIONS II

COURSE DESCRIPTION

This course will focus on skill development in data science using word processing, spreadsheets, databases, and integration of applications utilizing advanced features. Students taking both Information Technology Applications I and II may be eligible for dual credit at a participating postsecondary institution. Skills, standards, and coursework align with industry certifications.

STANDARDS AND INDICATORS:

CIS.HS.11.1 Organize, aggregate, and manipulate data using advanced word processing features.

CIS.HS.11.1.a	Integrate other program files into word processing documents (insert, embed, and link).
CIS HS.11.1.b	Create and format tables using advanced features (formulas, styles).
CIS HS.11.1.c	Use advanced merge features to integrate spreadsheet and database information into the word processing document as fields and records.
CIS.HS.11.1.d	Create and manage styles.
CIS.HS.11.1.e	Plan, record, run, and edit Macros.

CIS.HS.11.2 Organize, aggregate, and manipulate data using advanced spreadsheet features.

CIS.HS.11.2.a	Create worksheet structures using formulas and advanced features. (e.g., logical statements, vLookup, financial, statistical functions, and named ranges).
CIS.HS.11.2.b	Interpret data through statistical analysis (e.g., sorting, filtering, forecasting, and pivot tables).
CIS.HS.11.2.c	Import, export, and share worksheet data.
CIS.HS.11.2.d	Customize formatting methods, including conditional formatting and other advanced formatting methods.

INFORMATION TECHNOLOGY APPLICATIONS II (cont.)

CIS.HS.11.3 Synthesize relational database concepts to design, manage, evaluate, and organize information.

CIS.HS.11.3.a Design tables specifying properties for data entry and relationships.

CIS.HS.11.3b Construct multi-table queries to retrieve, organize, and aggregate data to draw conclusions.

CIS.HS.11.3.c Design forms and subforms for efficient and effective data entry or retrieval.

CIS.HS.11.3.d Design reports and subreports utilizing tables, graphs, sparklines, and pivot tables for displaying meaningful data.

CIS.HS.11.3.e Analyze relational data using Structure Query Language (SQL).

CIS.HS.11.4 Consider the relationship between different programs to utilize data in one program to the next to create new documents.

CIS.HS.11.4.a Utilize spreadsheets, presentation, and database information in word processing documents.

CIS.HS.11.4.b Utilize word processing, presentation, and database information in a spreadsheet.

CIS.HS.11.4.c Utilize word processing, spreadsheet, and database information in a presentation.

CIS.HS.11.4.d Utilize word processing and spreadsheet information in a database.

CIS.HS.11.5 Describe the importance of ethical data collection and applicable conclusions.

CIS.HS.11.5.a Analyze the privacy practices of data collection and use.

CIS.HS.11.5.b Analyze the security practices of data collection and use.

INFORMATION TECHNOLOGY APPLICATIONS II (cont.)

CIS.HS.11.6 Demonstrate critical thinking skills to integrate information technology tools to access, manage, and create new information.

CIS.HS.11.6.a Gather, evaluate, use, and disseminate information from multiple technology sources.

CIS.HS.11.6.b Create purposeful, digitally designed products (e.g., brochure, presentation, website, portfolio).

CIS.HS.11.7 Identify opportunities in an information technology career field including but not limited to entrepreneurial opportunities, responsibilities, education, and certification.

CIS.HS.11.7.a Identify information technologies used in various industries.

CIS.HS.11.7.b Discuss the impact of technology on all career fields.

CIS.HS 11.7.c Identify common tasks in career fields.

CIS.HS 11.7.d Discuss career opportunities in information technology career fields.

CIS.HS.11.7.e Describe the impact of technological change and the importance of lifelong learning in this career field.

CIS.HS.11.7.f Identify the benefits of industry certification and higher education programs.

CIS.HS.11.7.g Identify the necessary skills to succeed in fields using data science.

DATA LITERACY AND VISUALIZATION

COURSE DESCRIPTION

This course provides an introduction to data literacy and visualization. The course focuses on practical applications of data analysis to give students concrete and applicable skills. Students will learn how to ask and answer questions with data and communicate the results to various audiences. The course also emphasizes the ethical implications of data collection and use.

STANDARDS AND INDICATORS:

CIS.HS.5.1 Collect and describe data.

CIS.HS.5.1.a	List and give examples of data types/formats (e.g., ordinal, ratio/interval, categorical, text, images).
CIS.HS.5.1.b	Recognize and define diverse sources of data.
CIS.HS.5.1.c	Identify ethical issues with data collection.
CIS.HS.5.1.d	Summarize a data set including properties of the data.
CIS.HS.5.1.e	Recognize outliers in data.
CIS.HS.5.1.f	Demonstrate appropriate course of action to handle outliers in data.
CIS.HS.5.1.g	Identify issues of representation in data and data collection, including sampling bias within broader populations.
CIS.HS.5.1.h	Describe distributions and Identify common shapes of data plots (e.g., normal curve, poisson).

DATA LITERACY AND VISUALIZATION (cont.)

CIS.HS.5.2 Analyze data

CIS.HS.5.2.a	Transform raw data from one form to another (e.g., numeric data to categorical).
CIS.HS.5.2.b	Explain and compute appropriate summary data statistics for the data.
CIS.HS.5.2.c	Use computational tools to explore relationships between variables using basic inferential statistics (e.g., correlation, t-tests, chi square).
CIS.HS.5.2.d	Identify the appropriate analysis to answer a question using data.
CIS.HS.5.2.e	Merge related data sets.

CIS.HS.5.3 Interpret data to provide greater understanding of information.

CIS.HS.5.3.a	Use results of data analysis to answer questions.
CIS.HS.5.3.b	Explain the results of a statistical analysis in light of the context of the data.
CIS.HS.5.3.c	Form and justify conclusions derived from data analysis.
CIS.HS.5.3.d	Identify threats to the interpretation of data analysis (e.g., validity, reliability, overgeneralization).

CIS.HS.5.4 Communicate data and results of analysis

CIS.HS.5.4.a	Recognize and define the elements of effective data display.
CIS.HS.5.4.b	Analyze multiple methods of representing data and justify how a representation effectively communicates a result to an intended audience.
CIS.HS.5.4.c	Use software tools to create effective visualizations of data (e.g., heat maps, scatter plots, radial graphs, etc.).
CIS.HS.5.4.d	Communicate results of data analysis to stakeholders and other audiences.
CIS.HS.5.4.e	Identify misconceptions that may arise from alternate visualizations/ representations of data.

DATA LITERACY AND VISUALIZATION (cont.)

CIS. HS 5.5 Describe how data can be used to create value for organizations and individuals.

CIS.HS.5.5.a	Identify questions that can be asked from a data set and, given a question, identify what data is needed to answer the question.
CIS.HS.5.5.b	Explain the implications of data analysis in making strategic decisions.
CIS.HS.5.5.c	Identify ethical issues with how data is collected and stored.
CIS.HS.5.5.d	Describe the difference between data privacy and data security, and how to protect both.
CIS.HS.5.5.e	Explain how data transparency can lead to replicability and identify potential concerns regarding sharing data.
CIS.HS.5.5.f	Identify how organizations collect data and meta-data and the implications for individual privacy and for organizational value.

INTRODUCTION TO DATA SCIENCE

COURSE DESCRIPTION

This course introduces data science concepts and skills at the intersection of data analysis, computer and information sciences, and mathematics. Students will work with large, real-world datasets, deploy statistical modeling techniques to make predictions based on that data, and communicate the results of their analyses. The course also critically considers the societal applications, implications, and ethics of data science.

STANDARDS AND INDICATORS:

CIS.HS.13.1 Acquire, Store, and Clean Data.

CIS.HS.13.1.a	Implement diverse methods of collecting data and recognize the implications of each method.
CIS.HS.13.1.b	Identify reliable sources of public data and use the data from them.
CIS.HS.13.1.c	Apply appropriate data cleaning techniques to handle messy data (e.g., missing values, errors, heterogeneous values, outliers, etc.).
CIS.HS.13.1.d	Determine potential ethical implications of various sources and forms of data acquisition (e.g,. Segmentation and demographic-based targeting).
CIS.HS.13.1.e	Organize data using a software tool for later retrieval and/or analysis (e.g., relational databases).
CIS.HS.13.1.f	Manipulate data to facilitate analysis (e.g., subset, reshape, classify).

INTRODUCTION TO DATA SCIENCE (cont.)

CIS.HS.13.2 Create models and draw statistical inferences from data.

CIS.HS.13.2.a	Transform raw data into actionable results (e.g., scoring and ranking).
CIS.HS.13.2.b	Use computational tools to understand and model the relationships between multiple variables.
CIS.HS.13.2.c	Use data to predict future observations.
CIS.HS.13.2.d	Analyze large and/or unstructured data.
CIS.HS.13.2.e	Explain the basic mechanics of clustering algorithms and supervised/unsupervised learning from data.

CIS.HS.13.3 Evaluate the results of data analysis.

CIS.HS.13.3.a	Generate and test hypotheses.
CIS.HS.13.3.b	Evaluate the outcomes of data predictions.
CIS.HS.13.3.c	Draw and justify conclusions using inferential analysis of data.
CIS.HS.13.3.d	Make recommendations for future action based on the results of data analysis.
CIS.HS.13.3.e	Identify flaws or limitations in the results of data analysis and their implications.

CIS.HS.13.4 Represent and communicate data and results of analysis.

CIS.HS.13.4.a	Use computational tools to generate effective data visualizations, including spatial data.
CIS.HS.13.4.b	Derive meaning from and summarize interactive visualizations of data.
CIS.HS.13.4.c	Justify the efficacy of different visualizations for communicating data.
CIS.HS.13.4.d	Analyze statistical representations to identify patterns and develop insight about data.
CIS.HS.13.4.e	Communicate results of data analysis to various audiences.
CIS.HS.13.4.f	Create and interpret visualizations of real-world processes as captured by data.

INTRODUCTION TO DATA SCIENCE (cont.)

CIS.HS.13.5 Explain the ethics and societal implications of data.

CIS.HS.13.5.a	Explain ways in which data use and analysis can benefit or threaten organizations and society.
CIS.HS.13.5.b	Describe applications and implications of artificial intelligence and automated decision making in society.
CIS.HS.13.5.c	Identify ethical and legal issues in data collection, handling, use, and retention (e.g., the CIA Triad, human subjects data, HIPAA, etc.).
CIS.HS.13.5.d	Assess tradeoffs between individual privacy and organizational/societal value arising from large-scale data collection and analysis.
CIS.HS.13.5.e	Discuss the implications of algorithmic bias and automated inequality on society.

IT FUNDAMENTALS

COURSE DESCRIPTION

IT Fundamentals develops the students' abilities to analyze, evaluate, strategize, and reflect upon technologies such as computer hardware, computer software, web technologies, databases, networking, security, and software development. Students will also be introduced to ever-changing information technology careers along with developing positive and ethical behaviors/practices.

STANDARDS AND INDICATORS:

CIS.HS.12.1 Identify and describe the basic components of information technology.

CIS.HS.12.1.a	Identify and distinguish the differences between input and output devices.
CIS.HS.12.1.b	Identify and explain how various components meet the needs of the user.
CIS.HS.12.1.c	Identify and analyze emerging technologies.
CIS.HS.12.1.d	Identify storage options.
CIS.HS.12.1.e	Identify the process to configure permissions for files and folders.
CIS.HS.12.1.f	Explain multiple methods of moving digital files.

CIS.HS.12.2 Identify and analyze hardware components.

CIS.HS.12.2.a	Identify the correct hardware to connect with external components.
CIS.HS.12.2.b	Determine and evaluate recommended hardware devices to solve specific problems.
CIS.HS.12.2.c	Troubleshoot basic computer hardware problems.
CIS.HS.12.2.d	Find and analyze resources to answer basic troubleshooting questions.
CIS.HS.12.2.e	Develop criteria for purchasing or upgrading computer system hardware.
CIS.HS.12.2.f	Identify and analyze proper input technologies for various tasks.

IT FUNDAMENTALS (cont.)

CIS.HS.12.3 Identify and analyze software components.

CIS.HS.12.3.a	Identify and analyze software appropriate for specific tasks.
CIS.HS.12.3.b	Research and analyze software installation and upgrade options.
CIS.HS.12.3.c	Troubleshoot potential problems with software installation (i.e. bloatware).
CIS.HS.12.3.d	Compare and contrast the functions, features, and limitations of different operating systems and utilities (i.e.,open source and mobile proprietary operating systems).

CIS.HS.12.4 Explain web technologies.

CIS.HS.12.4.a	Identify the components (e.g., wires, cables, routers, etc.) that make up the Internet.
CIS.HS.12.4.b	Describe the types of Internet connections.
CIS.HS.12.4.c	Explain Transmission Control Protocol/Internet Protocol (TCP/IP).
CIS.HS.12.4.d	Identify and compare different types of web technologies: blogs, wikis, podcasts, RSS feeds, etc.
CIS.HS.12.4.e	Explain browser cache and the process of clearing it.

CIS.HS.12.5 Design, administer, and deploy networks.

CIS.HS.12.5.a	Define basic networking terminology.
CIS.HS.12.5.b	Describe the characteristics and uses of networks, network devices, and components.
CIS.HS.12.5.c	Identify the purpose of networks and their functionality.
CIS.HS.12.5.d	Identify tools, diagnostic procedures, and troubleshooting techniques for networks.
CIS.HS.12.5.e	Describe the process of configuring, optimizing, and upgrading of networks.
CIS.HS.12.5.f	Explore and use cloud computing.
CIS.HS.12.5.g	Research and analyze basic network security solutions.
CIS.HS.12.5.h	Design a theoretical network environment and create protocols on deploying and maintaining the network.

IT FUNDAMENTALS (cont.)

CIS.HS.12.6 Apply database management strategies.

CIS.HS.12.6.a	Design and create database tables and relationships.
CIS.HS.12.6.b	Create database columns and specify properties.
CIS.HS.12.6.c	Name tables and fields in conformance with naming conventions.
CIS.HS.12.6.d	Insert, update, and delete records in a database.
CIS.HS.12.6.e	Import data into databases and transfer data between databases.
CIS.HS.12.6.f	Organize and store database files in a structured environment for users.
CIS.HS.12.6.g	Control user access to data and log access to the database by user and type of transaction.
CIS.HS.12.6.h	Backup, verify, and recover data in a database.
CIS.HS.12.6.i	Generate and print forms, reports, and results of queries (i.e., calculated fields, functions).

CIS.HS.12.7 Design, develop, test, and implement programs.

CIS.HS.12.7.a	Identify and define programming terminology.
CIS.HS.12.7.b	Explain the importance of life-long learning as a programmer.
CIS.HS.12.7.c	Analyze the strengths and weaknesses of different languages for solving a specific problem.
CIS.HS.12.7.d	Write code that uses logical operators (e.g., and, or, not, loops).
CIS.HS.12.7.e	Write code that uses conditional control structures (e.g., if, if-then-else).
CIS.HS.12.7.f	Test and debug code.
CIS.HS.12.7.g	Identify and analyze protocols to maintain the integrity of programs.

IT FUNDAMENTALS (cont.)

CIS.HS.12.8 Assess protocols for security and risk management.

CIS.HS.12.8.a	Identify the goals, objectives, and purposes of cybersecurity first principles.
CIS.HS.12.8.b	Identify different types of security threats and vulnerabilities.
CIS.HS.12.8.c	Identify and analyze policies procedures for security, privacy, and risk management.
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CIS.HS.12.8.d	Explain intellectual property laws (e.g., copyright, trademark).
CIS.HS.12.8.e	Identify and analyze confidentiality concerns.
CIS.HS.12.8.f	Discuss risk loss and prevention methods.
CIS.HS.12.8.g	Analyze and evaluate passwords.
CIS.HS.12.8.h	Identify personal risks and create personal protocols to differentiate between home and work.

CIS.HS.12.9 Identify opportunities in an information technology career field.

CIS.HS.12.9.a	Identify information technologies used in various industries.
CIS.HS.12.9.b	Discuss the impact of technology on all career fields.
CIS.HS.12.9.c	Identify common tasks within the information technology career fields in occupations.
CIS.HS.12.9.d	Discuss career opportunities in information technology career fields.
CIS.HS.12.9.e	Describe the impact of technological change and the importance of lifelong learning in this career field.

INFORMATION TECHNOLOGY APPLICATIONS II

COURSE DESCRIPTION

This course will focus on skill development in data science using word processing, spreadsheets, databases, and integration of applications utilizing advanced features. Students taking both Information Technology Applications I and II may be eligible for dual credit at a participating postsecondary institution. Skills, standards, and coursework align with industry certifications.

STANDARDS AND INDICATORS:

CIS.HS.11.1 Organize, aggregate, and manipulate data using advanced word processing features.

CIS.HS.11.1.a	Integrate other program files into word processing documents (insert, embed, and link).
CIS HS.11.1.b	Create and format tables using advanced features (formulas, styles).
CIS HS.11.1.c	Use advanced merge features to integrate spreadsheet and database information into the word processing document as fields and records.
CIS.HS.11.1.d	Create and manage styles.
CIS.HS.11.1.e	Plan, record, run, and edit Macros.

CIS.HS.11.2 Organize, aggregate, and manipulate data using advanced spreadsheet features.

CIS.HS.11.2.a	Create worksheet structures using formulas and advanced features. (e.g., logical statements, vLookup, financial, statistical functions, and named ranges).
CIS.HS.11.2.b	Interpret data through statistical analysis (e.g., sorting, filtering, forecasting, and pivot tables).
CIS.HS.11.2.c	Import, export, and share worksheet data.
CIS.HS.11.2.d	Customize formatting methods, including conditional formatting and other advanced formatting methods.

INFORMATION TECHNOLOGY APPLICATIONS II (cont.)

CIS.HS.11.3 Synthesize relational database concepts to design, manage, evaluate, and organize information.

CIS.HS.11.3.a Design tables specifying properties for data entry and relationships.

CIS.HS.11.3b Construct multi-table queries to retrieve, organize, and aggregate data to draw conclusions.

CIS.HS.11.3.c Design forms and subforms for efficient and effective data entry or retrieval.

CIS.HS.11.3.d Design reports and subreports utilizing tables, graphs, sparklines, and pivot tables for displaying meaningful data.

CIS.HS.11.3.e Analyze relational data using Structure Query Language (SQL).

CIS.HS.11.4 Consider the relationship between different programs to utilize data in one program to the next to create new documents.

CIS.HS.11.4.a Utilize spreadsheets, presentation, and database information in word processing documents.

CIS.HS.11.4.b Utilize word processing, presentation, and database information in a spreadsheet.

CIS.HS.11.4.c Utilize word processing, spreadsheet, and database information in a presentation.

CIS.HS.11.4.d Utilize word processing and spreadsheet information in a database.

CIS.HS.11.5 Describe the importance of ethical data collection and applicable conclusions.

CIS.HS.11.5.a Analyze the privacy practices of data collection and use.

CIS.HS.11.5.b Analyze the security practices of data collection and use.

INFORMATION TECHNOLOGY APPLICATIONS II (cont.)

CIS.HS.11.6 Demonstrate critical thinking skills to integrate information technology tools to access, manage, and create new information.

CIS.HS.11.6.a Gather, evaluate, use, and disseminate information from multiple technology sources.

CIS.HS.11.6.b Create purposeful, digitally designed products (e.g., brochure, presentation, website, portfolio).

CIS.HS.11.7 Identify opportunities in an information technology career field including but not limited to entrepreneurial opportunities, responsibilities, education, and certification.

CIS.HS.11.7.a Identify information technologies used in various industries.

CIS.HS.11.7.b Discuss the impact of technology on all career fields.

CIS.HS 11.7.c Identify common tasks in career fields.

CIS.HS 11.7.d Discuss career opportunities in information technology career fields.

CIS.HS.11.7.e Describe the impact of technological change and the importance of lifelong learning in this career field.

CIS.HS.11.7.f Identify the benefits of industry certification and higher education Programs.

CIS.HS.11.7.g Identify the necessary skills to succeed in fields using data science.

CYBERSECURITY

COURSE DESCRIPTION

This is a survey course that explores fundamental knowledge and skills in the field of cybersecurity. Topics explored include cryptography, software and network vulnerabilities, governance, global impacts, and career fields in information assurance.

STANDARDS AND INDICATORS:

CIS.HS.4.1 Analyze classic and modern approaches to cryptography and cryptanalysis.

CIS.HS.4.1.a Describe the historical evolution of cryptography, encryption, and ciphers.

CIS.HS.4.1.b Explain the use of and mechanics behind public key encryption.

CIS.HS.4.1.c Demonstrate how common cipher algorithms operate on sample data.

CIS.HS.4.1.d Compare and contrast modern cryptographic techniques used to protect information in industry and government.

CIS.HS.4.1.e Describe vulnerabilities of common cipher algorithms and demonstrate cryptanalysis techniques to decrypt messages based on these vulnerabilities.

CIS.HS.4.2 Analyze the core components of network systems, including the internet, relative to network security concerns.

CIS.HS.4.2.a Differentiate between layers in the Open Systems Interconnection (OSI) model and explain how they work together to transmit data in networks.

CIS.HS.4.2.b Analyze potential indicators and metrics associated with common network attacks (e.g., rogue wireless access points, man-in-the-middle, DNS poisoning, DDos, Malicious code execution, etc.).

CIS.HS.4.2.c Propose a secure network architecture in response to a hypothetical scenario or set of design constraints (e.g. network segmentation, load balancing, network system access control, port security, wireless protocol configuration, etc.).

CIS.HS.4.2.d Summarize virtualization and cloud computing concepts and describe how Internet of Things devices work.

CIS.HS.4.2.e Use network reconnaissance and discovery tools to identify the properties and vulnerabilities of a network.

CYBERSECURITY (cont.)

CIS.HS.4.3 Explain the role of software in cybersecurity, including techniques to protect local host computers.

CIS.HS.4.3.a Explain the role of patching and software updates in reducing risk and compare the advantages and disadvantages of different patching strategies.

CIS.HS.4.3.b Propose and justify operating system configuration settings and policies to minimize security risks.

CIS.HS.4.3.c Analyze the tension between security and usability in software systems and describe how to minimize the impact of security policies on user experience.

CIS.HS.4.3.d Describe how scripting or other forms of automation are used to facilitate cyber attacks.

CIS.HS.4.3.e Identify abnormal indicators of software or computer performance that suggest the presence of a system attack or exploit.

CIS.HS.4.4 Identify and analyze applicable laws and policies, including principles of governance, risk, and compliance.

CIS.HS.4.4.a Analyze how social and cultural norms are mutually shaped by security policies and how this impacts both individuals and organizations.

CIS.HS.4.4.b Compare and contrast federal, state, local, and international cyber laws and regulations for individuals and businesses.

CIS.HS.4.4.c Illustrate examples of how local government decisions can impact global cybersecurity considerations.

CIS.HS.4.4.d Summarize risk management processes and concepts. (e.g., the NIST Cybersecurity Framework concepts identify, protect, detect, respond, recover).

CIS.HS.4.4.e Analyze the security policy of an enterprise environment and recommend appropriate security solutions.

CYBERSECURITY (cont.)

CIS.HS.4.5 Distinguish between data security concerns and practices.

CIS.HS.4.5.a Explain various interactions between confidentiality, integrity, and availability (i.e., "the CIA triad") for data in use, at rest, and in motion.

CIS.HS.4.5.b Explain the extent of individuals' digital footprints and discuss the potential implications thereof.

CIS.HS.4.5.c Determine and evaluate levels of access for various data classifications (e.g. confidential, private, public, sensitive, critical, proprietary).

CIS.HS.4.5.d Compare the advantages and tradeoffs of multiple authentication strategies.

CIS.HS.4.6 Identify threats, vulnerabilities and attacks that may be present in computing systems and assess their potential impacts on society.

CIS.HS.4.6.a Identify and differentiate between the different threat actors, vectors, and intelligence sources.

CIS.HS.4.6.b Identify and differentiate between the types of malware, web-based, and network attacks.

CIS.HS.4.6.c Categorize types of attacks and remedies based on their underlying similarities and differences.

CIS.HS.4.6.d Analyze system vulnerabilities, exploits, and payloads on a network (e.g. from MITRE ATT&CK® Framework), and describe potential countermeasures.

CIS.HS.4.6.e Explain how social engineering can be used to compromise individuals and organizations.

CIS.HS.4.7 Distinguish between data security concerns and practices.

CIS.HS.4.7.a Identify the role and responsibilities of cybersecurity professionals in diverse industries.

CIS.HS.4.7.b Map education and certification requirements to different cybersecurity careers.

CIS.HS.4.7.c Describe the impact of technological change and the importance of lifelong learning in a cybersecurity career.

CIS.HS.4.7.d Recognize the role of cybersecurity awareness in a multitude of careers.

NETWORKING

COURSE DESCRIPTION

This course is a study of the networking fundamentals in regards to managing home and corporate network systems and protocols. Students will design, plan, implement, and support computer networks. Students will also enhance problem solving, critical thinking, and analytical skills throughout this course.

STANDARDS AND INDICATORS:

CIS.HS.15.1 Explain network terminology and components.

- CIS.HS.15.1.a Define and analyze the abilities and features of a client.
- CIS.HS.15.1.b Define and analyze abilities and features of a server.
- CIS.HS.15.1.c Identify client and server functions.
- CIS.HS.15.1.d Describe how the Internet communicates through internet protocols and packets.
- CIS.HS.15.1.e Describe how routers work and how data routing helps to make the internet fault tolerant.

CIS.HS.15.2 Establish routines and procedures appropriate for network management.

- CIS.HS.15.2.a. Identify hierarchies in networking file management systems.
- CIS.HS.15.2.b Describe permission issues related to file management systems.
- CIS.HS.15.2.c Use command prompt tools to access network information.
- CIS.HS.15.2.d Use the internet control message protocol to ping devices on a network.
- CIS.HS.15.2.e Exercise backup and system restoration.
- CIS.HS.15.2.f Configure a network to perform a specific function.
- CIS.HS.15.2.g Implement simple security administration.
- CIS.HS.15.2.h Perform user and group administration on a system.
- CIS.HS.15.2.i Create a virtual network environment.

NETWORKING (cont.)

CIS.HS.15.3 Apply and adapt network media and topologies to maintain a functional network.

CIS.HS.15.3.a	Describe basic network classifications, topologies, and network operating systems.
CIS.HS.15.3.b	Identify the characteristics and uses of network components (e.g., hub, switches, routers, firewall).
CIS.HS.15.3.c	Identify the characteristics of LAN transmission methods, standards, and protocols.
CIS.HS.15.3.d	Explain the difference between basic point-to-point (PTP) and point-to-multipoint (PTM) network topologies.
CIS.HS.15.3.e	Demonstrate (or map) the relationship between IP and DNS.
CIS.HS.15.3.f	Use the Developer Tools in an Internet browser to explore HTTP requests, status codes, and HTTP exchanges conducted over TCP/IP.
CIS.HS.15.3.g	Identify the basic capabilities of server operating systems.
CIS.HS.15.3.h	Identify the basic characteristics of WAN technologies.
CIS.HS.15.3.i	Identify the seven layers of the OSI model and their functions.
CIS.HS.15.3.j	Select the appropriate NIC and network configuration settings when given a network configuration.

CIS.HS.15.4 Distinguish the components and functions of network devices.

CIS.HS.15.4.a	Differentiate between major hardware components and their functions.
CIS.HS.15.4.b	Identify types of computer storage devices.
CIS.HS.15.4.c	Identify practices for hardware life cycle management.
CIS.HS.15.4.d	Analyze the cost/benefits of different networking system configurations and components.

NETWORKING (cont.)

CIS.HS.15.4 Distinguish the components and functions of network devices.

CIS.HS.15.4.a	Differentiate between major hardware components and their functions.
CIS.HS.15.4.b	Identify types of computer storage devices.
CIS.HS.15.4.c	Identify practices for hardware life cycle management.
CIS.HS.15.4.d	Analyze the cost/benefits of different networking system configurations and components.

CIS.HS.15.5 Plan, configure, and troubleshoot a network.

CIS.HS.15.5.a	Run computer diagnostics.
CIS.HS.15.5.b	Identify troubleshooting issues involving the boot process for a computer.
CIS.HS.15.5.c	Identify common symptoms and resolutions for hardware problems.
CIS.HS.15.5.d	Identify common symptoms and resolutions for software problems.
CIS.HS.15.5.e	Diagnose and resolve operating system problems with appropriate tools.

CIS.HS.15.6 Identify concepts of networking tools to manage and implement networks.

CIS.HS.15.6.a	Identify and describe the appropriate tools used by a technician.
CIS.HS.15.6.b	Describe the purpose of configuration management documentation.
CIS.HS.15.6.c	Predict the impact of a particular security implementation on network functionality when given a wiring task.
CIS.HS.15.6.d	Explain different methods and rationales of network performance optimization.
CIS.HS.15.6.e	Use the appropriate network monitoring resource to analyze traffic.

NETWORKING (cont.)

CIS.HS.15.7 Integrate security in the design and management of networks.

CIS.HS.15.7.a	Categorize different types of network security appliances and methods.
CIS.HS.15.7.b	Explain common threats, vulnerabilities, and mitigation techniques.
CIS.HS.15.7.c	Identify security protocols and describe their purpose and function.
CIS.HS.15.7.d	Define the function of remote access protocols and services.
CIS.HS.15.7.e	Explain the methods of network access security.
CIS.HS.15.7.f	Explain methods of user authentication.
CIS.HS.15.7.g	Identify the purpose, benefits, and characteristics of using a proxy.
CIS.HS.15.7.h	Implement appropriate wireless security measures.
CIS.HS.15.7.i	Install and configure a basic firewall.

CIS.HS.15.8 Identify opportunities in an information technology career field including but not limited to entrepreneurial opportunities, responsibilities, education, and certification.

CIS.HS.15.8.a	Identify information technologies used in various industries.
CIS.HS.15.8.b	Discuss the impact of technology on all career fields.
CIS.HS.15.8.c	Identify common tasks in career fields.
CIS.HS.15.8.d	Discuss career opportunities in information technology career fields.
CIS.HS.15.8.e	Describe the impact of technological change and the importance of lifelong learning in this career field.

IT FUNDAMENTALS

COURSE DESCRIPTION

IT Fundamentals develops the students' abilities to analyze, evaluate, strategize, and reflect upon technologies such as computer hardware, computer software, web technologies, databases, networking, security, and software development. Students will also be introduced to ever-changing information technology careers along with developing positive and ethical behaviors/practices.

STANDARDS AND INDICATORS:

CIS.HS.12.1 Identify and describe the basic components of information technology.

CIS.HS.12.1.a	Identify and distinguish the differences between input and output devices.
CIS.HS.12.1.b	Identify and explain how various components meet the needs of the user.
CIS.HS.12.1.c	Identify and analyze emerging technologies.
CIS.HS.12.1.d	Identify storage options.
CIS.HS.12.1.e	Identify the process to configure permissions for files and folders.
CIS.HS.12.1.f	Explain multiple methods of moving digital files.

CIS.HS.12.2 Identify and analyze hardware components.

CIS.HS.12.2.a	Identify the correct hardware to connect with external components.
CIS.HS.12.2.b	Determine and evaluate recommended hardware devices to solve specific problems.
CIS.HS.12.2.c	Troubleshoot basic computer hardware problems.
CIS.HS.12.2.d	Find and analyze resources to answer basic troubleshooting questions.
CIS.HS.12.2.e	Develop criteria for purchasing or upgrading computer system hardware.
CIS.HS.12.2.f	Identify and analyze proper input technologies for various tasks.

IT FUNDAMENTALS (cont.)

CIS.HS.12.3 Identify and analyze software components.

CIS.HS.12.3.a	Identify and analyze software appropriate for specific tasks.
CIS.HS.12.3.b	Research and analyze software installation and upgrade options.
CIS.HS.12.3.c	Troubleshoot potential problems with software installation (i.e. bloatware).
CIS.HS.12.3.d	Compare and contrast the functions, features, and limitations of different operating systems and utilities (i.e.,open source and mobile proprietary operating systems).

CIS.HS.12.4 Explain web technologies.

CIS.HS.12.4.a	Identify the components (e.g., wires, cables, routers, etc.) that make up the Internet.
CIS.HS.12.4.b	Describe the types of Internet connections.
CIS.HS.12.4.c	Explain Transmission Control Protocol/Internet Protocol (TCP/IP).
CIS.HS.12.4.d	Identify and compare different types of web technologies: blogs, wikis, podcasts, RSS feeds, etc.
CIS.HS.12.4.e	Explain browser cache and the process of clearing it.

CIS.HS.12.5 Design, administer, and deploy networks.

CIS.HS.12.5.a	Define basic networking terminology.
CIS.HS.12.5.b	Describe the characteristics and uses of networks, network devices, and components.
CIS.HS.12.5.c	Identify the purpose of networks and their functionality.
CIS.HS.12.5.d	Identify tools, diagnostic procedures, and troubleshooting techniques for networks.
CIS.HS.12.5.e	Describe the process of configuring, optimizing, and upgrading of networks.
CIS.HS.12.5.f	Explore and use cloud computing.
CIS.HS.12.5.g	Research and analyze basic network security solutions.
CIS.HS.12.5.h	Design a theoretical network environment and create protocols on deploying and maintaining the network.

IT FUNDAMENTALS (cont.)

CIS.HS.12.6 Apply database management strategies.

CIS.HS.12.6.a	Design and create database tables and relationships.
CIS.HS.12.6.b	Create database columns and specify properties.
CIS.HS.12.6.c	Name tables and fields in conformance with naming conventions.
CIS.HS.12.6.d	Insert, update, and delete records in a database.
CIS.HS.12.6.e	Import data into databases and transfer data between databases.
CIS.HS.12.6.f	Organize and store database files in a structured environment for users.
CIS.HS.12.6.g	Control user access to data and log access to the database by user and type of transaction.
CIS.HS.12.6.h	Backup, verify, and recover data in a database.
CIS.HS.12.6.i	Generate and print forms, reports, and results of queries (i.e., calculated fields, functions).

CIS.HS.12.7 Design, develop, test, and implement programs.

CIS.HS.12.7.a	Identify and define programming terminology.
CIS.HS.12.7.b	Explain the importance of life-long learning as a programmer.
CIS.HS.12.7.c	Analyze the strengths and weaknesses of different languages for solving a specific problem.
CIS.HS.12.7.d	Write code that uses logical operators (e.g., and, or, not, loops).
CIS.HS.12.7.e	Write code that uses conditional control structures (e.g., if, if-then-else).
CIS.HS.12.7.f	Test and debug code.
CIS.HS.12.7.g	Identify and analyze protocols to maintain the integrity of programs.

IT FUNDAMENTALS (cont.)

CIS.HS.12.8 Assess protocols for security and risk management.

CIS.HS.12.8.a	Identify the goals, objectives, and purposes of cybersecurity first principles.
CIS.HS.12.8.b	Identify different types of security threats and vulnerabilities.
CIS.HS.12.8.c	Identify and analyze policies procedures for security, privacy, and risk management.
CIS.HS.12.8.d	Explain intellectual property laws (e.g., copyright, trademark).
CIS.HS.12.8.e	Identify and analyze confidentiality concerns.
CIS.HS.12.8.f	Discuss risk loss and prevention methods.
CIS.HS.12.8.g	Analyze and evaluate passwords.
CIS.HS.12.8.h	Identify personal risks and create personal protocols to differentiate between home and work.

CIS.HS.12.9 Identify opportunities in an information technology career field.

CIS.HS.12.9.a	Identify information technologies used in various industries.
CIS.HS.12.9.b	Discuss the impact of technology on all career fields.
CIS.HS.12.9.c	Identify common tasks within the information technology career fields in occupations.
CIS.HS.12.9.d	Discuss career opportunities in information technology career fields.
CIS.HS.12.9.e	Describe the impact of technological change and the importance of lifelong learning in this career field.

INFORMATION TECHNOLOGY APPLICATIONS II

COURSE DESCRIPTION

This course will focus on skill development in data science using word processing, spreadsheets, databases, and integration of applications utilizing advanced features. Students taking both Information Technology Applications I and II may be eligible for dual credit at a participating postsecondary institution. Skills, standards, and coursework align with industry certifications.

STANDARDS AND INDICATORS:

CIS.HS.11.1 Organize, aggregate, and manipulate data using advanced word processing features.

CIS.HS.11.1.a	Integrate other program files into word processing documents (insert, embed, and link).
CIS HS.11.1.b	Create and format tables using advanced features (formulas, styles).
CIS HS.11.1.c	Use advanced merge features to integrate spreadsheet and database information into the word processing document as fields and records.
CIS.HS.11.1.d	Create and manage styles.
CIS.HS.11.1.e	Plan, record, run, and edit Macros.

CIS.HS.11.2 Organize, aggregate, and manipulate data using advanced spreadsheet features.

CIS.HS.11.2.a	Create worksheet structures using formulas and advanced features. (e.g., logical statements, vLookup, financial, statistical functions, and named ranges).
CIS.HS.11.2.b	Interpret data through statistical analysis (e.g., sorting, filtering, forecasting, and pivot tables).
CIS.HS.11.2.c	Import, export, and share worksheet data.
CIS.HS.11.2.d	Customize formatting methods, including conditional formatting and other advanced formatting methods.

INFORMATION TECHNOLOGY APPLICATIONS II (cont.)

CIS.HS.11.3 Synthesize relational database concepts to design, manage, evaluate, and organize information.

CIS.HS.11.3.a Design tables specifying properties for data entry and relationships.

CIS.HS.11.3b Construct multi-table queries to retrieve, organize, and aggregate data to draw conclusions.

CIS.HS.11.3.c Design forms and subforms for efficient and effective data entry or retrieval.

CIS.HS.11.3.d Design reports and subreports utilizing tables, graphs, sparklines, and pivot tables for displaying meaningful data.

CIS.HS.11.3.e Analyze relational data using Structure Query Language (SQL).

CIS.HS.11.4 Consider the relationship between different programs to utilize data in one program to the next to create new documents.

CIS.HS.11.4.a Utilize spreadsheets, presentation, and database information in word processing documents.

CIS.HS.11.4.b Utilize word processing, presentation, and database information in a spreadsheet.

CIS.HS.11.4.c Utilize word processing, spreadsheet, and database information in a presentation.

CIS.HS.11.4.d Utilize word processing and spreadsheet information in a database.

CIS.HS.11.5 Describe the importance of ethical data collection and applicable conclusions.

CIS.HS.11.5.a Analyze the privacy practices of data collection and use.

CIS.HS.11.5.b Analyze the security practices of data collection and use.

INFORMATION TECHNOLOGY APPLICATIONS II (cont.)

CIS.HS.11.6 Demonstrate critical thinking skills to integrate information technology tools to access, manage, and create new information.

CIS.HS.11.6.a Gather, evaluate, use, and disseminate information from multiple technology sources.

CIS.HS.11.6.b Create purposeful, digitally designed products (e.g., brochure, presentation, website, portfolio).

CIS.HS.11.7 Identify opportunities in an information technology career field including but not limited to entrepreneurial opportunities, responsibilities, education, and certification.

CIS.HS.11.7.a Identify information technologies used in various industries.

CIS.HS.11.7.b Discuss the impact of technology on all career fields.

CIS.HS 11.7.c Identify common tasks in career fields.

CIS.HS 11.7.d Discuss career opportunities in information technology career fields.

CIS.HS.11.7.e Describe the impact of technological change and the importance of lifelong learning in this career field.

CIS.HS.11.7.f Identify the benefits of industry certification and higher education Programs.

CIS.HS.11.7.g Identify the necessary skills to succeed in fields using data science.

WEB DESIGN AND DEVELOPMENT

COURSE DESCRIPTION

Students will demonstrate advanced knowledge of web/app design and languages by creating a content-rich and visually-pleasing website/app that captures and keeps visitors' interests. Focus will be given to effective page layout, image creation and manipulation, interactivity, content creation, and project management. This course may be available for dual credit at a postsecondary institution.

STANDARDS AND INDICATORS:

CIS.HS.18.1 Use code that is clear, well-formatted, and appropriately documented.

CIS.HS.18..a	Identify alternative codes and discuss advantages and disadvantages that led to their decision.
CIS.HS.18.b	Review code to identify and fix errors.
CIS.HS.18.1.c	Determine if existing code opens a website up to vulnerabilities.

CIS.HS.18.2 Assess content for accessibility issues and discuss the issue and possible solutions.

CIS.HS.18.2.a	Analyze content flow and present alternative content with screen readers and other adaptive technologies.
CIS.HS.18.2.b	Consider mobile application functionality when network access is not available.

CIS.HS.18.3 Create a single functional web page based on a design mockup and user requirements.

CIS.HS.18.3.a	Explain client and target audience needs.
CIS.HS.18.3.b	Assess the needs of clients based on current trends.
CIS.HS.18.3.c	Demonstrate use of collaborative development tools.

WEB DESIGN AND DEVELOPMENT (cont.)

CIS.HS.18.4 Create a web program that will utilize multiple languages and servers and will run on multiple platforms.

CIS.HS.18.4.a Create a functional website with both front-end and back-end file management.

CIS.HS.18.4.b Employ a variety of web technologies to produce a final product that meets industry web development standards.

CIS.HS.18.5 Identify common tools used for workflows associated with content generation.

CIS.HS.18.5.a Identify one or more tools (i.e., proprietary, open source, or otherwise) that are capable of creating the required content (i.e., image, video, text).

CIS.HS.18.5.b Compare various tools designed for the same workflow.

CIS.HS.18.6 Create web pages/apps without the aid of a prefabricated template.

CIS.HS.18.6.a Illustrate industry standard development practices by coding web pages/apps.

CIS.HS.18.7 Identify information that may be private or subject to ethical consideration.

CIS.HS.18.7.a Identify issues with collected information such as usernames, passwords, location data, and preferences, and discuss the possible ramifications of misuse.

CIS.HS.18.7.b Identify the benefits of a minimal set of permissions when authoring a mobile app and possible consequences of over requesting permissions.

CIS.HS.18.8 Describe opportunities in an information technology career field including but not limited to entrepreneurial opportunities, responsibilities, education, and certification.

CIS.HS.18.8.a Identify information technologies used in various industries.

CIS.HS.18.8.b Discuss the impact of technology on all career fields.

CIS.HS.18.8.c Identify common tasks in career fields.

CIS.HS.18.8.d Discuss career opportunities in information technology career fields.

CIS.HS.18.8.e Describe the impact of technological change and the importance of lifelong learning in this career field.

FOUNDATIONS OF WEB DESIGN

COURSE DESCRIPTION

Students will demonstrate knowledge of web and mobile app design to create an effective website or app that captures and keeps visitors' interests. Students will demonstrate project management skills, while also enhancing creativity, problem solving, and critical thinking. Students will explore career opportunities in an information technology career field.

STANDARDS AND INDICATORS:

CIS.HS.9.1 Explain and apply appropriate web design language and terminology.

- CIS.HS.9.1.a Describe the principles and goals of website design.
- CIS.HS.9.1.b Describe the principles and goals of responsive design.
- CIS.HS.9.1.c Describe binary code.
- CIS.HS.9.1.d Define common industry terminology.

CIS.HS.9.2 Plan a website and/or app for a specific purpose.

- CIS.HS.9.2.a Develop a storyboard, mock-up, and wireframes for a website and/or app.
- CIS.HS.9.2.b Explain the design process in regards to audience, layout, time, and budget.
- CIS.HS.9.2.c Identify the target market audience's needs.
- CIS.HS.9.2.d Evaluate clients' needs based on current trends.
- CIS.HS.9.2.e Plan for responsive design.

FOUNDATIONS OF WEB DESIGN (cont.)

CIS.HS.9.3 Analyze elements and principles of design to communicate ideas consistent with project goals.

CIS.HS.9.3.a	Apply appropriate font and font family concepts.
CIS.HS.9.3.b	Demonstrate knowledge of design decisions in regards to shapes, lines, colors.
CIS.HS.9.3.c	Demonstrate knowledge of design decisions in regards to white space, margins, and layout of graphic and text.
CIS.HS.9.3.d	Incorporate text layout techniques such as kerning, leading, and alignment.
CIS.HS.9.3.e	Incorporate audio, visual, and graphic elements.
CIS.HS.9.3.f	Develop a focused concept, clear methods of conveyance, and unified theme that solves the given problem.
CIS.HS.9.3.g	Identify accessibility and standard compliance measures in order to communicate with a broad audience.
CIS.HS.9.3.h	Explain design decisions in regards to themes.
CIS.HS.9.3.i	Evaluate the impact of design decisions on the theme of a design.
CIS.HS.9.3.j	Explain design and project goals using a storyboard, mock-up, and wireframes.

CIS.HS.9.4 Analyze legal and ethical responsibilities.

CIS.HS.9.4.a	Apply copyright laws as appropriate in website and app creation.
CIS.HS.9.4.b	Discuss security issues that are related to the utilization of the computer and/or Internet.
CIS.HS.9.4.c	Describe situations where web pages and/or apps may be used unethically.
CIS.HS.9.4.d	Describe licensing agreements.
CIS.HS.9.4.e	Discuss the importance of creative commons.

FOUNDATIONS OF WEB DESIGN (cont.)

CIS.HS.9.5 Create and test websites and/or apps designed for cross browser and mobile compatibility.

CIS.HS.9.5.a	Utilize standards-compliant elements in code that delivers essential content and functionality if older browsers are not capable of displaying content.
CIS.HS.9.5.b	Create websites and/or apps that utilize responsive design to allow for a variety of screen sizes and geometries to view the content in a meaningful and logical fashion.
CIS.HS.9.5.c	Test an application on devices of varying geometries and operating system versions to ensure maximum compatibility.

CIS.HS.9.6 Implement quality assurance processes to deliver effective digital communication.

CIS.HS.9.6.a	Evaluate the website and/or app functionality.
CIS.HS.9.6.b	Test a website and/or app in a variety of environments.
CIS.HS.9.6.c	Evaluate site effectiveness through user search and accessibility to meet all audience needs.
CIS.HS.9.6.d	Investigate web hosts.
CIS.HS.9.6.e	Troubleshoot and maintain a website and/or app.
CIS.HS.9.6.f	Evaluate cross-browser compatibility.
CIS.HS.9.6.g	Identify the process of securing a domain name.

FOUNDATIONS OF WEB DESIGN (cont.)

CIS.HS.9.7 Critique a website and/or app in accordance with web design principles.

- CIS.HS.9.7.a Assess download time.
- CIS.HS.9.7.b Assess readability of the website and/or app.
- CIS.HS.9.7.c Assess ease of navigation for both website and/or app.
- CIS.HS.9.7.d Assess the design theme of a website and/or app.
- CIS.HS.9.7.e Assess consistency of the theme across the entire website and/or app.
- CIS.HS.9.7.f Assess the functionality of links.

CIS.HS.9.8 Identify opportunities in an information technology career field including but not limited to entrepreneurial opportunities, responsibilities, education, and certification.

- CIS.HS.9.8.a Identify information technologies used in various industries.
- CIS.HS.9.8.b Discuss the impact of technology on all career fields.
- CIS.HS.9.8.c Identify common tasks in career fields.
- CIS.HS.9.8.d Discuss career opportunities in information technology career fields.
- CIS.HS.9.8.e Describe the impact of technological change and the importance of lifelong learning in this career field.

NEBRASKA CAREER AND TECHNICAL EDUCATION



CTE®
Learning that works for Nebraska

NEBRASKA DEPARTMENT OF EDUCATION

HEALTH SCIENCES

PROGRAM OF STUDY STANDARDS

2023–2024

NEBRASKA CAREER AND TECHNICAL EDUCATION STATE MODEL PROGRAMS OF STUDY

CAREER FIELD OVERVIEW

The Health Sciences Career Field Area provides opportunities for students to deepen their understanding of topics in areas such as biotechnology research and development, behavioral health, diagnostic services, health informatics, supportive services, therapeutic services, and life span performance.

PROGRAMS OF STUDY

Programs of Study are the primary delivery model for Career and Technical Education (CTE) in Nebraska. They include a sequence of courses which progresses in specificity and rigor and are updated regularly to align with Nebraska's workforce needs and economic development priorities. This document includes the programs of study and course-based standards for the Health Sciences career field. These state model programs of study were developed to:

- Assist secondary schools in creating meaningful sequences of courses that adequately prepare individuals for seamless transitions to postsecondary education and careers eliminating duplication of coursework;
- Assist students in identifying appropriate courses for high school and postsecondary education that lead to their chosen career;
- Encourage collaboration between secondary and postsecondary education through curricular alignment;
- Offer opportunities for high-quality workplace experiences aligned to students' career interests;
- Promote the advancement of early postsecondary opportunities (including dual-credit courses) for all students; and
- Support postsecondary education options for students to further prepare them for successful transitions to their future careers.

Nebraska's programs of study are organized around Nebraska's CTE Model, which provides a way for students to explore the diversity of career options available to them.

NEBRASKA CAREER AND TECHNICAL EDUCATION MODEL

1 CORE ACADEMICS AND CAREER READINESS

At the center of the NCE Model is the expectation for all students to develop a solid academic core. The next ring identifies specific career readiness standards and practices that prepare students for success in postsecondary education as well as entrepreneurship/employment.

2 CAREER FIELDS

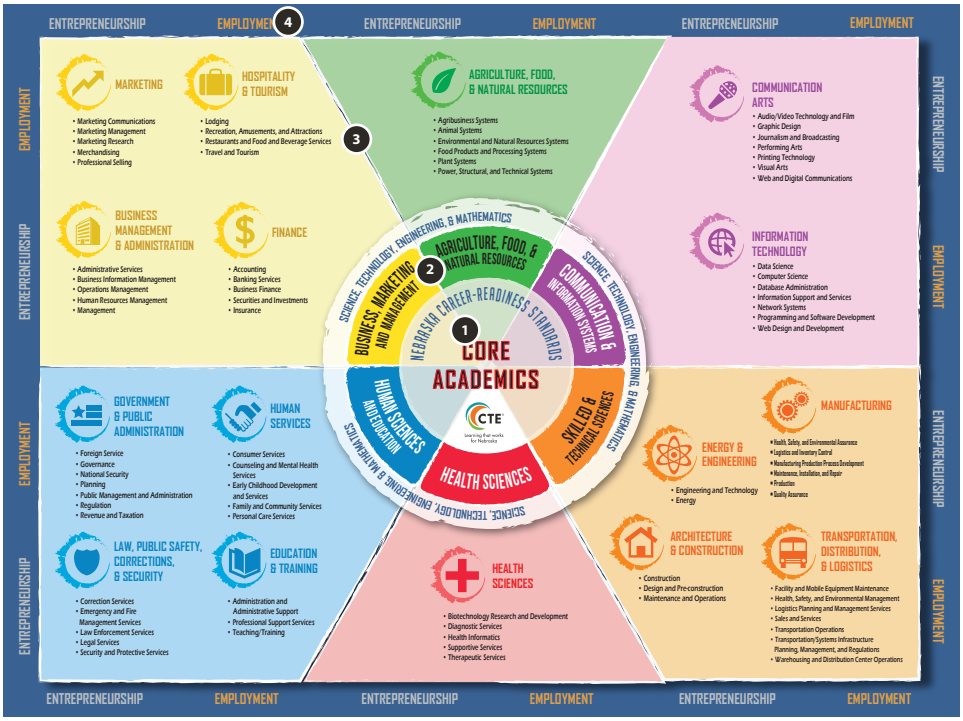
The six career fields represent broad sectors of the job market on which students may choose to focus.

3 CAREER CLUSTERS

Each career field is composed of career clusters radiating out from it. The clusters are more specific segments of the labor market. Each cluster is a grouping of careers that focus on similar subjects or similar skills. A basic understanding and exploration of each of the clusters will provide students with a solid foundation for career decision-making to conceptualize the entire world of work.

4 EMPLOYABILITY AND ENTREPRENEURSHIP

Career education provides the opportunity to gain the knowledge and skills for both employment and entrepreneurship. The reality for Nebraska and the United States is that entrepreneurship will help ensure economic growth and vitality. By infusing entrepreneurship competencies, career education is helping create the next generation of America's innovators and entrepreneurs.



The model is a visual map of "career fields" and "career clusters/pathways" and organizes the 16 National Career Clusters into six broad sectors of entrepreneurship and employment:

- Agriculture, Food and Natural Resources
- Business, Marketing and Management
- Communication and Information Systems
- Health Sciences
- Human Sciences and Education
- Skilled and Technical Sciences

These fields break down into more specific Career Clusters, Pathways and Occupational Specialties. The model provides a way for:

- Students to explore the diversity of career options available to them.
- Students to begin to prepare for their career with plans for secondary and post-secondary education.
- Schools to organize curriculum into Programs of Study that prepare students for opportunities in Nebraska's economy.

COURSE SEQUENCING

The courses within the State Model Program of Study are intended to be offered sequentially, to allow learners to build upon foundational knowledge and skills learned in introductory and intermediate courses and applied in more advanced capstone coursework. Non-duplicative sequences of courses ensure students transition to postsecondary education without duplication of classes and content. CTE enrollment data is collected at the course level. Students who participate and concentrate in CTE generally have more positive outcomes such as higher graduation rates along with postsecondary success.

Introductory Courses

Introductory courses set the foundation for a program of study by introducing students to broad foundational knowledge relative to an occupational area and career field.

Intermediate Courses

Intermediate courses build on the foundational knowledge of Introductory courses to further develop the academic, technical, and career readiness skills within a particular career field and occupational area.

Capstone Courses

Capstone courses are occupationally specific and further develop the necessary and required academic, technical, and career readiness skills needed for seamless transitions to postsecondary education and employment. Capstone courses often provide opportunities for students to earn postsecondary credit.

Levels of Participation

CTE Participant

A student who has earned one or more credits in any career and technical education program area.

CTE Concentrator

A secondary student who, in grades 9 through 12, has earned credit in at least two courses in a single career cluster program at the intermediate or capstone level.

State Model Programs of Study are coordinated, nonduplicative sequences of academic and technical content at the secondary and postsecondary levels that incorporate challenging State academic standards, address both academic and technical knowledge and skills, including Nebraska's Career Readiness Skills, are aligned with the needs of industries in Nebraska's economy, progress in specificity, have multiple entry and exit points that incorporate credentialing, and culminate in the attainment of a recognized postsecondary credential.

COURSE-BASED STANDARDS

Individual CTE courses, which make up the sequence of courses for Programs of Study, include content area standards and indicators to provide a framework for quality teaching and learning. While not required by state law, districts are encouraged to adopt these State Model Programs of Study and their related course-based standards. CTE State Model Programs of Study and course-based standards are revised on a five-year cycle to remain responsive to the rapid advances and needs of business and industry, help students explore a variety of postsecondary options and corresponding entrance requirements to help identify their next steps, and to align to changes in postsecondary programs.

Standards

At the highest level of generality, content area standards include a set of broad, overarching content-based statements that describe the basic cognitive, affective, or psychomotor expectations of students. They reflect long-term goals for learning.

Indicators

Under each standard are indicators, which further describe what a student must know and be able to do to meet the standard. Indicators are performance-based statements that provide educators with a clear understanding of the expected level of student learning and guidance. Indicators provide guidance for an assessment of student learning.

EXPANDED LEARNING OPPORTUNITIES

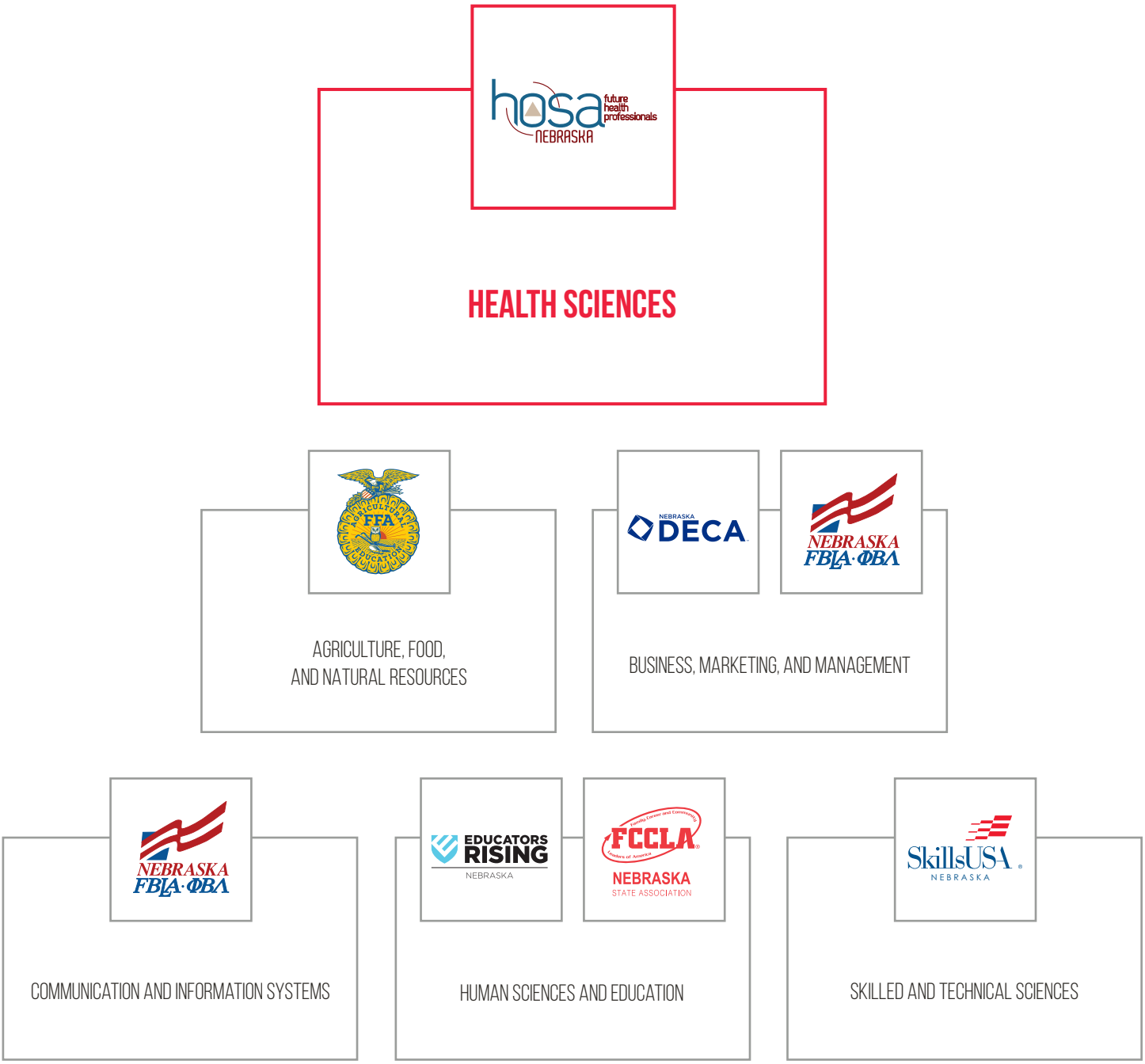
Expanded learning opportunities build on, support, and enhance learning within and outside of regular school programming. They are a critical component of Nebraska's educational landscape and should be intentionally supported to further develop students' college and career readiness. To signal aligned expanded learning opportunities, each Program of Study identifies additional areas where students may desire to personalize their program and take additional coursework or work-based learning that aligns with their interests. These expanded learning opportunities are not considered part of a Program of Study nor are they required, but rather a meaningful opportunity for students to continue to learn after completing the Program of Study sequence of courses within the context of their career interests. Along with aligned coursework, two prominent expanded learning opportunities include participating in Work-Based Learning or a Career and Technical Student Organization.

Work-Based Learning

Work-Based Learning (WBL) connects learners with employers to prepare them for success in an ever-changing workplace. WBL is a planned program of meaningful experiences related to the career interests of learners that enables them to acquire knowledge and skills in a real or simulated work setting. It requires strong partnerships between schools, colleges, and local employers. WBL is learning through work, not simply learning about work. Expanding high-quality WBL opportunities for students is one of Nebraska's CTE strategic priorities and is a program quality accountability indicator. Nebraska CTE affirms WBL as a critical component of career development. Throughout the State Model Programs of Study, courses where WBL is embedded into the class is noted in the course title (e.g., "Health Science Work-Based Learning Experience"). It is also signaled as an expanded learning opportunity across all programs of study.

Career And Technical Student Organizations

Career and Technical Student Organizations (CTSOs) are an extension of classroom instruction—applying classroom learning to real-world experiences. CTSOs provide opportunities for all students to develop career readiness skills through activities, competitions, and community service. Nebraska recognizes seven CTSOs aligned with the state's Programs of Study and career field areas. These include:



CAREER READINESS STANDARDS

Embedded into the State Model Programs of Study and courses are the Nebraska Career Readiness standards. These standards rest on important "practices and proficiencies" with long-standing importance in career education. These standards and related practices are not limited to formal CTE programs nor to the middle school or high school level. Rather, these standards and practices should be used over and over again with increasing complexity and relevance by students as they progress through their educational pathway. The standards themselves do not dictate curriculum, pedagogy or delivery of content. Schools and colleges may handle the teaching and assessing of these standards in many different ways.

THE CAREER READY INDIVIDUAL...



1. Applies appropriate academic and technical skills



2. Communicates effectively and appropriately



3. Contributes to employer and community success



4. Makes sense of problems and perseveres in solving them



5. Uses critical thinking



6. Demonstrates innovation and creativity



7. Models ethical leadership and effective management



8. Works productively in teams and demonstrates cultural competency



9. Utilizes technology



10. Manages personal career development



11. Attends to personal and financial well-being

HEALTH SCIENCES
PROGRAMS OF STUDY



Program of Study Name	Introductory Course	Intermediate Course	Capstone Course	Expanded Learning Opportunity
BEHAVIORAL HEALTH (Pages 9–18)	077300 - Health Science I	077801- Behavioral Health I	077802 - Behavioral Health II	090128 - Careers in Mental Health (HSE), OR 320710 - Health Science Work-Based Learning Experience
BIOTECHNOLOGY RESEARCH (Pages 19–25)	077300 - Health Science I, OR 077803 AND 077804 - PLTW Principles of Biomedical Science I & II	077600 - Medical Terminology, OR 130210 - Anatomy & Physiology, OR 077805 AND 077806 - PLTW Human Body Systems I & II	012004 - Agriculture Biotechnology (AFNR), OR 077304 - Exploring Laboratory Medicine with Work-Based Learning	320710 - Health Science Work-Based Learning Experience
HEALTH INFORMATICS (Pages 26–33)	077300 - Health Science I	077301 - Health Science II, OR 077600 - Medical Terminology	077800 - Health Info Tech, OR 077812 - Health Info Management and Ethics	320710 - Health Science Work-Based Learning Experience
HEALTH SCIENCE (Pages 34–47)	077300 - Health Science I, OR 077803 AND 077804 - PLTW Principles of Biomedical Science I & II	077301 - Health Science II, OR 130210 - Anatomy & Physiology, OR 077805 AND 077806 - PLTW Human Body Systems I & II, OR 077600 - Medical Terminology	077302 - Health Science III, OR 077400 - Nursing Assistant/ CNA Certification, OR 077401 - Medical Aide Certification, OR 077402 - Emergency Medical Technician Certification, OR 077807 AND 077808 - PLTW Medical Interventions I & II, OR 077444 - Pharmacy Technician, OR 077446 - Phlebotomy Technician	077900 - Allied Health & Medicine, OR 077303 - Personal and Community Medical Issues/ Public Health, OR 320710 - Health Science/ HS&E Work-Based Learning Experience 077809 PLTW Biomedial Innovation I, AND 077810 PLTW Biomedical Innovation II
LIFE SPAN PERFORMANCE (Pages 48–60)	077300 - Health Science 1	130210 - Anatomy & Physiology, OR 077600 - Medical Terminology, OR 090124 - Nutrition (HSE)	077500 - Introduction to Sports Medicine, OR 077601 - Exercise Science, OR 077701 - Performance Nutrition, OR 077702 - Lifespan Nutrition & Wellness (HSE)	320710 - Health Science Work-Based Learning Experience, OR 320712 - HS&E Work-Based Learning Experience

HEALTH SCIENCE I

COURSE DESCRIPTION

Health Sciences 1 is designed to give an overview of the therapeutic services, diagnostic services, support services, biotechnology research and development, and health informatics pathways. The course focuses on exploring health science pathways and careers, employability skills, ethical and legal responsibilities, safety practices and technical skills, and the history and current healthcare trends.

STANDARDS AND INDICATORS:

HS.HS.6.1 Explain the history, trends, and career pathways within the healthcare system.

HS.HS.6.1.a	Identify the history of health care.
HS.HS.6.1.b	Identify current trends in healthcare and how they impact healthcare and society.
HS.HS.6.1.c	Describe the various healthcare career pathways.
HS.HS.6.1.d	Describe healthcare careers.
HS.HS.6.1.e	Compare healthcare delivery systems and related agencies.

HS.HS.6.2 Describe legal and ethical standards of healthcare.

HS.HS.6.2.a	Identify aspects of legal considerations related to healthcare.
HS.HS.6.2.b	Describe ethical practices with respect to cultural, social, and ethnical differences within the healthcare environment.

HEALTH SCIENCES I (cont.)

HS.HS.6.3 Analyze career readiness skills to enhance employment opportunities and job satisfaction within the healthcare industry.

HS.HS.6.3.a	Identify personal traits and attitudes desirable in a member of a healthcare team.
HS.HS.6.3.b	Identify common barriers to communication between healthcare professionals and patients.
HS.HS.6.3.c	Summarize professional standards as they apply to various healthcare settings.
HS.HS.6.3.d	Explain the role of medical terminology in effective communication in health care.
HS.HS.6.3.e	Demonstrate characteristics of an effective team.
HS.HS.6.3.f	Demonstrate various forms of professional communication.
HS.HS.6.3.g	Analyze personal aptitudes and interests related to health careers.

HS.HS.6.4 Apply technical skills of healthcare professions.

HS.HS.6.4.a	Identify existing and potential safety hazards to clients, co-workers, self, and environment within the healthcare setting.
HS.HS.6.4.b	Describe proper body mechanics.
HS.HS.6.4.c	Demonstrate methods to control the spread of infection.
HS.HS.6.4.d	Demonstrate procedures for measuring and recording vital signs.
HS.HS.6.4.e	Apply skills to obtain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO), and first aid.

BEHAVIORAL HEALTH I

COURSE DESCRIPTION

This course establishes a foundation that is necessary to understand Behavioral Health and investigate the career field of Behavioral Health. Course emphasis is placed on teaching students to successfully investigate Behavioral Health, education preparation, workforce structure and acquire awareness and knowledge of this career area.

It is recommended that students complete Behavioral Health I before taking Behavioral Health II.

STANDARDS AND INDICATORS:

HS.HS.1.1 Evaluate the impact of Behavioral Health in American society and on current health and wellness trends.

HS.HS.1.1.a	Identify current behavioral health issues and how they impact society
HS.HS.1.1.b	Interpret the historical overview and development of behavioral health in the United States.
HS.HS.1.1.c	Explain the role of behavioral health in society: your school, local, state, national, and international.
HS.HS.1.1.d	Explain the rationale behind the need for behavioral health.
HS.HS.1.1.g	Describe the code of ethics among professionals providing behavioral health services.
HS.HS.1.1.e	Differentiate between illness and mental illness.
HS.HS.1.1.f	Differentiate between behavioral health and mental health.
HS.HS.1.1.h	Evaluate the appropriateness and accuracy of information sources (e.g., literature, research, electronic information).

BEHAVIORAL HEALTH I (cont.)

HS.HS.1.2. Interpret behavioral health-related medical terms.

HS.HS.1.2.a Identify behavioral health prefixes, word roots, and suffixes.

HS.HS.1.2.b Construct behavioral health terms.

HS.HS.1.2.c Explain the reasoning behind standardized terminology in behavioral health.

HS.HS.1.3 Describe professional preparation, roles, and responsibilities of behavioral health providers.

HS.HS.1.3.a Describe the education requirements of behavioral health providers: psychologists, psychiatrists, psychiatric physician assistants, psychiatric nurses, licensed mental health practitioners, licensed drug and alcohol counselors, direct care professionals, school psychologists, and non-clinical social workers.

HS.HS.1.3.b Describe the professional roles and responsibilities of behavioral health providers: psychologists, psychiatrists, psychiatric physician assistants, psychiatric nurses, counselors and licensed mental health practitioners, licensed drug and alcohol counselors, marriage and family counselors, direct care professionals, school psychologists, and social workers.

HS.HS.1.4 Describe behavioral health interprofessional collaboration.

HS.HS.1.4.a Explain the role of the United States Department of Health as it relates to the state of Nebraska governing board for behavioral health professionals.

HS.HS.1.4.b Describe behavioral health professional organizations and the role they serve for the behavioral health professional: American Psychological Association, National Council for Counselors, WHO's Mental Health Atlas, etc.

HS.HS.1.5 Describe behavioral health and its integration into primary care providers.

HS.HS.1.5.a Explain the advantages/disadvantages of integrated behavioral health in a primary care environment.

HS.HS.1.5.b Summarize the levels of integrated behavioral health such as Boys Town, CHI Health, State Correctional Facility, Nebraska Medicine, etc.

BEHAVIORAL HEALTH II

COURSE DESCRIPTION

This course establishes a foundation that is necessary to understand Behavioral Health and investigate the career field of Behavioral Health. Course emphasis is placed on students successfully gaining skills in the field of Behavioral Health: explaining behavioral health assessments and treatments, addressing one's own mental health, investigating behavioral health career data in Nebraska, and advocating for the needs of others.

It is recommended that students complete Behavioral Health I before taking Behavioral Health II.

STANDARDS AND INDICATORS:

HS.HS.2.1 Explain behavioral health assessments and treatments.

HS.HS.2.1.a	Explain how the Diagnostic and Statistical Manual of Mental Disorders (DSM) handbook is used in diagnosis and treatment in behavioral health.
HS.HS.2.1.b	Compare behavioral health assessment and treatment plans (e.g., ADHD, depression, anxiety).
HS.HS.2.1.c	Describe progression of services from group to individualized therapy.
HS.HS.2.1.d	Describe theories and interventions being used in mental and social health (cognitive behavioral therapy (CBT), dialectical behavior therapy (DBT), creative arts therapy (CAT), emotionally focused therapy (EFT), and solution-focused brief therapy (SFBT).
HS.HS.2.1.e	Describe informed consent and how it impacts behavioral health.
HS.HS.2.1.f	Describe an individual treatment plan and its use.

BEHAVIORAL HEALTH II (cont.)

HS.HS.2.2 Create a plan and related actions and activities to improve one's own mental health and general well-being.

HS.HS.2.2.a Summarize how personal values and experiences influence one's usage of behavioral health services.

HS.HS.2.2.b Describe strategies to develop and evaluate personal mindfulness awareness plans.

HS.HS.2.2.c Explain how social and behavioral interventions are used to improve behavioral and social health in schools and communities.

HS.HS.2.3 Describe behavioral health career outlook projections and preparation in Nebraska

HS.HS.2.3.a Describe a behavioral health career path.

HS.HS.2.3.b Explain a personal career interest area, employment outlook, salary scale, and Nebraska licensing requirements.

HS.HS.2.3.c Describe the challenges and opportunities for behavioral health careers in Nebraska.

HS.HS.2.3.d Interpret data on behavioral health services deficit areas in Nebraska.

HS.HS.2.3.e Describe the educational path to a career in behavioral health.

HS.HS.2.3.f Explain educational costs (e.g., scholarships, grants, federal loans, personal bank loans, and cost of interest and loan repayment).

BEHAVIORAL HEALTH II (cont.)

HS.HS.2.4 Demonstrate advocacy that supports the needs and rights of others.

HS.HS.2.4.a	Identify conferences, workshops, and retreats that educate and support behavioral health issues.
HS.HS.2.4.b	Explain advocacy and its application to behavioral health.
HS.HS.2.4.c	Describe efforts to reduce stigma of mental health through public education (e.g., Substance Abuse and Mental Health Services Administration).
HS.HS.2.4.d	Describe barriers to behavioral health provider access.
HS.HS.2.4.e	Demonstrate ways to advocate for friends and family members who need support for behavioral health issues.
HS.HS.2.4.f	Demonstrate ways to advocate for a positive, respectful school environment that supports pro-social behavior (e.g., handling teasing and bullying and reducing stigma associated with mental and behavioral health).

CAREERS IN MENTAL HEALTH

(from the Human Sciences and Education Standards)

COURSE DESCRIPTION

This introductory course explores a variety of careers in the counseling and mental health field building on concepts from Introduction to Family & Consumer Sciences. Topics covered include personal qualities, skills, and educational requirements needed to enter this career field. The importance of ethical behavior required by mental health professionals will also be addressed.

STANDARDS AND INDICATORS:

HSE.HS.4.1 Analyze non-therapeutic helper careers where counseling practices are applied.

HSE.HS.4.1.a	Describe the role and importance of helpers in society.
HSE.HS.4.1.b	Identify the six types of helpers (professional helpers, paraprofessional helpers, helping as a part of their work, volunteer helpers, peer helpers, and informal helpers).
HSE.HS.4.1.c	Explain how helping requires balancing both intellectual and emotional competence.

HSE.HS.4.2 Summarize professional character qualities required of a mental health professional.

HSE.HS.4.2.a	Explain the importance of being a lifelong learner within the mental health career field.
HSE.HS.4.2.b	Identify the importance of cultural literacy and equity as it applies to mental health services.
HSE.HS.4.2.c	Explain personal characteristics necessary to excel at providing mental health services.

CAREERS IN MENTAL HEALTH (cont.)

HS.HS.4.3 Analyze American views of mental health throughout history up until present times, and the impact these views have had on individual or family health and wellness.

HSE.HS.4.3.a Describe the historical development of the mental health field.

HSE.HS.4.3.b Explain the role of mental health in society (e.g., school, local, state, national).

HSE.HS.4.3.c Compare and contrast mental health and behavioral health.

HSE.HS.4.3.d Explain how the discovery of Adverse Childhood Experiences (ACEs) has impacted views regarding the importance of mental health topics.

HSE.HS.4.3.e Compare and contrast mental health and mental illness.

HSE.HS.4.3.f Analyze current mental health issues and trends and how they impact society.

HSE.HS.4.4 Distinguish between careers in the mental health field.

HSE.HS.4.4.a Identify employment trends within the mental health career field.

HSE.HS.4.4.b Describe the role mental health professionals have in society.

HSE.HS.4.4.c Compare and contrast the roles of a variety of mental health professionals (e.g., LMHPs, non-clinical social workers, educational counselors, school psychologists, research psychologists, clinical psychologists, psychiatrists).

HSE.HS.4.4.d Compare and contrast training and education requirements for various careers in the mental health field.

HSE.HS.4.5 Identify the process for becoming a certified mental health professional.

HSE.HS.4.5.a Explain the process and requirements for education and licensure of mental health professionals in Nebraska.

HSE.HS.4.5.b Identify procedures and fees associated with professional licensing of mental health professionals in the State of Nebraska.

HSE.HS.4.5.c Identify colleges and other post-secondary options for students interested in pursuing a career in the mental health field.

CAREERS IN MENTAL HEALTH (cont.)

HSE.HS.4.6 Appraise the importance of ethical behavior within the mental health professions.

HSE.HS.4.6.a	Identify the ethical obligations of those working in the mental health career field.
HSE.HS.4.6.b	Outline client rights and responsibilities in the therapeutic process.
HSE.HS.4.6.c	Describe the consequences of violating codes of ethics for mental health professionals.
HSE.HS.4.6.d	Analyze the penalties for violations by mental health professionals as it pertains to confidentiality and HIPAA.
HSE.HS.4.6.e	Examine the importance of ethical behavior when conducting psychological research on human subjects, including the Belmont Report and the role of Institutional Review Boards.
HSE.HS.4.6.f	Analyze the basic principles of ethical behavior (e.g., beneficence, nonmaleficence, justice, autonomy, and fidelity).

HSE.HS.4.7 Analyze the importance of mental health professionals taking care of their own mental health.

HSE.HS.4.7.a	Explain the essential need for mental health professionals to prioritize their own mental health.
HSE.HS.4.7.b	Describe optimal mental health and well-being.
HSE.HS.4.7.c	Implement strategies to practice self-care and develop personal mindfulness awareness plans.
HSE.HS.4.7.d	Summarize how personal values and experiences influence one's usage of mental and behavioral health services.
HS.HS.4.7.e	Identify basic intervention techniques to improve one's mental health.

HEALTH SCIENCE I

COURSE DESCRIPTION

Health Sciences 1 is designed to give an overview of the therapeutic services, diagnostic services, support services, biotechnology research and development, and health informatics pathways. The course focuses on exploring health science pathways and careers, employability skills, ethical and legal responsibilities, safety practices and technical skills, and the history and current healthcare trends.

STANDARDS AND INDICATORS:

HS.HS.6.1 Explain the history, trends, and career pathways within the healthcare system.

HS.HS.6.1.a Identify the history of health care.

HS.HS.6.1.b Identify current trends in healthcare and how they impact healthcare and society.

HS.HS.6.1.c Describe the various healthcare career pathways.

HS.HS.6.1.d Describe healthcare careers.

HS.HS.6.1.e Compare healthcare delivery systems and related agencies.

HS.HS.6.2 Describe legal and ethical standards of healthcare.

HS.HS.6.2.a Identify aspects of legal considerations related to healthcare.

HS.HS.6.2.b Describe ethical practices with respect to cultural, social, and ethnical differences within the healthcare environment.

HEALTH SCIENCES I (cont.)

HS.HS.6.3 Analyze career readiness skills to enhance employment opportunities and job satisfaction within the healthcare industry.

HS.HS.6.3.a Identify personal traits and attitudes desirable in a member of a healthcare team.

HS.HS.6.3.b Identify common barriers to communication between healthcare professionals and patients.

HS.HS.6.3.c Summarize professional standards as they apply to various healthcare settings.

HS.HS.6.3.d Explain the role of medical terminology in effective communication in health care.

HS.HS.6.3.e Demonstrate characteristics of an effective team.

HS.HS.6.3.f Demonstrate various forms of professional communication.

HS.HS.6.3.g Analyze personal aptitudes and interests related to health careers.

HS.HS.6.4 Apply technical skills of healthcare professions.

HS.HS.6.4.a Identify existing and potential safety hazards to clients, co-workers, self, and environment within the healthcare setting.

HS.HS.6.4.b Describe proper body mechanics.

HS.HS.6.4.c Demonstrate methods to control the spread of infection.

HS.HS.6.4.d Demonstrate procedures for measuring and recording vital signs.

HS.HS.6.4.e Apply skills to obtain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO), and first aid.

MEDICAL TERMINOLOGY

COURSE DESCRIPTION

This course is designed to help students learn medical language by analyzing its components. The primary focus is on developing both oral and written skills in the language used to communicate within health care professions. This course is a fundamental course for students who are pursuing a career in the healthcare profession. It is the basic language required for all areas of health science and is required for any health care profession beginning with entry level staff.

STANDARDS AND INDICATORS:

HS.HS.11.1 Apply medical terminology.

HS.HS.11.1.a Explain the construction of medical terms including singular and plural form as well as prefixes, suffixes, roots, and combinations.

HS.HS.11.1.b Extract medical information from realistic medical references/documents, hospital medical records, and case studies.

HS.HS.11.1.c Apply medical terminology to real-life scenarios.

HS.HS.11.1.d Apply medical terms relating to medical specialties or personnel, pathology, surgical, and diagnostic procedures.

HS.HS.11.2 Apply medical abbreviations.

HS.HS.11.2.a Identify acceptable and error-prone abbreviations and symbols.

HS.HS.11.2.b Determine time using the 24-hour clock.

HS.HS.11.2.c Apply identified medical abbreviations, symbols, numbers, and quantity measures.

HS.HS.11.3 Apply anatomical terms.

HS.HS.11.3.a Identify terms associated with the planes, cavities, and regions of the body.

HS.HS.11.3.b Describe standard anatomical position as a reference point for identifying areas of the body and organs.

HS.HS.11.3.c Apply directional terms.

MEDICAL TERMINOLOGY (cont.)

HS.HS.11.4 Interpret medical terms related to the anatomy and physiology of body systems.

HS.HS.11.4.a Describe the basic structural and functional organization of the human body and the systems of the body, including the integumentary, cardiovascular, musculoskeletal, immune, respiratory, digestive, urinary, reproductive, nervous, and endocrine systems.

HS.HS.11.4.b Describe the inter-relationship between body systems.

HS.HS.11.4.c Describe common diseases and disorders of each body system.

AGRICULTURE BIOTECHNOLOGY

(from the Agriculture, Food, and Natural Resources Standards)

COURSE DESCRIPTION

A course focusing on students examining the relationship between biotechnology and modern agriculture, food, and natural resource systems. Students identify purposes and methods of genetic modification of plants and animals and the impact of biotechnology on a global scale. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

STANDARDS AND INDICATORS:

AFNR.HS.2.1 Assess factors that have influenced the evolution of biotechnology in agriculture.

AFNR.HS.2.1.a	Research and summarize the evolution of biotechnology in agriculture.
AFNR.HS.2.1.b	Summarize current work in biotechnology and the added value to agriculture and society.
AFNR.HS.2.1.c	Compare and contrast the benefits and risks of biotechnology and conventional approaches to improving agriculture.

AFNR.HS.2.2 Evaluate the scope and implications of bioethics, law, and public perceptions of biotechnology in agriculture.

AFNR.HS.2.2.a	Compare and contrast global regulatory systems for biotechnology in agriculture.
AFNR.HS.2.2.b	Research and summarize the emergence, evolution, and implications of bioethics associated with biotechnology in agriculture.
AFNR.HS.2.2.c	Describe the significance and impacts of legal issues related to biotechnology in agriculture.
AFNR.HS.2.2.d	Investigate the impact of public perceptions on the application of biotechnology in different (AFNR) systems.

AGRICULTURE BIOTECHNOLOGY (cont.)

AFNR.HS.2.3 Apply appropriate laboratory skills to complete tasks in a biotechnology research and development environment (e.g., standard operating procedures, record keeping, aseptic technique, equipment maintenance).

AFNR.HS.2.3.a Maintain and interpret records documented in a laboratory to ensure data accuracy and integrity (e.g., avoid bias, record any conflicts of interest, avoid misinterpreted results).

AFNR.HS.2.3.b Categorize and identify laboratory equipment according to its purpose in scientific research.

AFNR.HS.2.3.c Apply standard operating procedures for the safe handling, management, and disposal of biological and chemical materials in a laboratory according to a standard operating procedures plan.

AFNR.HS.2.3.d Demonstrate or identify the steps necessary to perform simple genetic modification.

AFNR.HS.2.4 Apply concepts of biotechnology to solve problems in Agriculture, Food, and Natural Resources (AFNR) systems (e.g., bioengineering, food processing, waste management, horticulture, forestry, livestock, crops).

AFNR.HS.2.4.a Identify biotechnology principles, techniques, and processes to create transgenic species through genetic engineering.

AFNR.HS.2.4.b Explain biotechnology principles, techniques, and processes to enhance the production of food through the use of microorganisms and enzymes.

AFNR.HS.2.4.c Apply biotechnology principles, techniques, and processes to protect the environment and maximize use of natural resources (e.g., biomass, bioprospecting, industrial biotechnology).

AFNR.HS.2.4.d Apply biotechnology principles, techniques, and processes to enhance plant and animal care and production (e.g., selective breeding, pharmaceuticals, biodiversity).

AFNR.HS.2.4.e Apply biotechnology principles, techniques and processes to produce biofuels (e.g., fermentation, transesterification, methanogenesis).

AFNR.HS.2.4.f Apply biotechnology principles, techniques, and processes to improve waste management (e.g., genetically modified organisms, bioremediation).

EXPLORING LABORATORY MEDICINE WITH WORK-BASED LEARNING

COURSE DESCRIPTION

This course is a Work-Based Learning (WBL) experience, providing students with the art and science of the clinical lab setting and the global range of career opportunities available. Students will job shadow in the community to gain real life career experience. Examination of legal and ethical issues will be covered throughout the class. Participants will have hands-on practice with lab techniques, equipment, and record keeping relevant to medical, veterinary, dental, biotechnology, agricultural and food science, and multiple other professions.

STANDARDS AND INDICATORS:

HS.HS.4.1 Interpret the legal and ethical responsibilities of the clinical laboratory setting.

HS.HS.4.1.a Explain the legal responsibilities, limitations, and implications of clinical lab professionals.

HS.HS.4.1.b Interpret the ethical situations in the clinical laboratory setting.

HS.HS.4.2 Differentiate between clinical lab professions.

HS.HS.4.2.a. Describe the personal traits and characteristics desirable in a member of a clinical lab.

HS.HS.4.2.b. Compare clinical lab careers.

HS.HS.4.2.c. Demonstrate professional clinical laboratory competencies in an authentic clinical laboratory setting.

HS.HS.4.3 Apply industry-based practices for laboratory procedures to gather and analyze data.

HS.HS.4.3.a Connect personal and laboratory safety practices.

HS.HS.4.3.b Demonstrate professional procedures for recording and reporting of data.

HS.HS.4.3.c Demonstrate the proper use of handling, preparing, and using mixtures, solutions, specimens, and laboratory supplies and equipment according to protocol.

HS.HS.4.3.d Analyze results of data collected during the clinical lab experience.

HEALTH SCIENCE I

COURSE DESCRIPTION

Health Sciences 1 is designed to give an overview of the therapeutic services, diagnostic services, support services, biotechnology research and development, and health informatics pathways. The course focuses on exploring health science pathways and careers, employability skills, ethical and legal responsibilities, safety practices and technical skills, and the history and current healthcare trends.

STANDARDS AND INDICATORS:

HS.HS.6.1 Explain the history, trends, and career pathways within the healthcare system.

HS.HS.6.1.a Identify the history of health care.

HS.HS.6.1.b Identify current trends in healthcare and how they impact healthcare and society.

HS.HS.6.1.c Describe the various healthcare career pathways.

HS.HS.6.1.d Describe healthcare careers.

HS.HS.6.1.e Compare healthcare delivery systems and related agencies.

HS.HS.6.2 Describe legal and ethical standards of healthcare.

HS.HS.6.2.a Identify aspects of legal considerations related to healthcare.

HS.HS.6.2.b Describe ethical practices with respect to cultural, social, and ethnical differences within the healthcare environment.

HEALTH SCIENCES I (cont.)

HS.HS.6.3 Analyze career readiness skills to enhance employment opportunities and job satisfaction within the healthcare industry.

HS.HS.6.3.a Identify personal traits and attitudes desirable in a member of a healthcare team.

HS.HS.6.3.b Identify common barriers to communication between healthcare professionals and patients.

HS.HS.6.3.c Summarize professional standards as they apply to various healthcare settings.

HS.HS.6.3.d Explain the role of medical terminology in effective communication in health care.

HS.HS.6.3.e Demonstrate characteristics of an effective team.

HS.HS.6.3.f Demonstrate various forms of professional communication.

HS.HS.6.3.g Analyze personal aptitudes and interests related to health careers.

HS.HS.6.4 Apply technical skills of healthcare professions.

HS.HS.6.4.a Identify existing and potential safety hazards to clients, co-workers, self, and environment within the healthcare setting.

HS.HS.6.4.b Describe proper body mechanics.

HS.HS.6.4.c Demonstrate methods to control the spread of infection.

HS.HS.6.4.d Demonstrate procedures for measuring and recording vital signs.

HS.HS.6.4.e Apply skills to obtain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO), and first aid.

HEALTH SCIENCE II

COURSE DESCRIPTION

Health Sciences II is designed to provide students a more in-depth exploration of personal interests within healthcare as well as a deeper analysis of the healthcare system overall. The course will include demonstrating workplace skills in a health science professional setting or educational facility. Instruction includes health literacy, introduction to organization of the body, medical terminology and medical math, analysis, and application of emergency and technical skills, as well as a deeper analysis of legal and ethical issues within healthcare.

STANDARDS AND INDICATORS:

HS.HS.7.1 Distinguish between the wide variety of Health Professions.

HS.HS.7.1.a Compare various careers from multiple pathways.

HS.HS.7.1.b Compare job outlook projections for healthcare careers on a local, state, and national level.

HS.HS.7.1.c Demonstrate workplace skills in an experience at a health science professional setting or educational facility (i.e. job shadow, interview of a professional, visit to an educational program).

HS.HS.7.2 Analyze health information to develop health literacy.

HS.HS.7.2.a Describe the fundamentals of health, wellness, and disease prevention.

HS.HS.7.2.b Explain physical, mental, social, and behavioral health and its impact on healthcare, disease, and prevention.

HS.HS.7.2.c Explain social health issues & the impact of the issues on society.

HS.HS.7.2.d Differentiate between complementary and alternative health practices as they relate to wellness and disease prevention.

HEALTH SCIENCES II (cont.)

HS.HS.7.3 Apply academic principles used within the healthcare system.

HS.HS.7.3.a Identify basic structure, common word parts, and abbreviations in medical terminology.

HS.HS.7.3.b Describe the organization of the human body.

HS.HS.7.3.c Interpret diagrams, charts, graphs, and tables and articulate healthcare results.

HS.HS.7.3.d Apply math principles integral to basic medical applications.

HS.HS.7.4 Analyze various health situations, applying technical skills including basic first aid, CPR/AED, and measurement of vital signs.

HS.HS.7.4.a Demonstrate procedures for measuring vital signs and interpreting the results.

HS.HS.7.4.b Demonstrate appropriate response skills to first aid and emergency situations.

HS.HS.7.4.c Differentiate between infectious agents.

HS.HS.7.4.d Apply methods to control the spread of infection.

HS.HS.7.5 Analyze legal and ethical issues in healthcare.

HS.HS.7.5.a Explain accepted ethical practices with respect to cultural, religious, social, and ethnical differences within the healthcare environment.

HS.HS.7.5.b Differentiate between ethical and legal issues impacting healthcare.

HS.HS.7.5.c Analyze the legal responsibilities, limitations, and implications relating to regulations, policies, laws, and patient rights.

MEDICAL TERMINOLOGY

COURSE DESCRIPTION

This course is designed to help students learn medical language by analyzing its components. The primary focus is on developing both oral and written skills in the language used to communicate within health care professions. This course is a fundamental course for students who are pursuing a career in the healthcare profession. It is the basic language required for all areas of health science and is required for any health care profession beginning with entry level staff.

STANDARDS AND INDICATORS:

HS.HS.11.1 Apply medical terminology.

HS.HS.11.1.a Explain the construction of medical terms including singular and plural form as well as prefixes, suffixes, roots, and combinations.

HS.HS.11.1.b Extract medical information from realistic medical references/documents, hospital medical records, and case studies.

HS.HS.11.1.c Apply medical terminology to real-life scenarios.

HS.HS.11.1.d Apply medical terms relating to medical specialties or personnel, pathology, surgical, and diagnostic procedures.

HS.HS.11.2 Apply medical abbreviations.

HS.HS.11.2.a Identify acceptable and error-prone abbreviations and symbols.

HS.HS.11.2.b Determine time using the 24-hour clock.

HS.HS.11.2.c Apply identified medical abbreviations, symbols, numbers, and quantity measures.

HS.HS.11.3 Apply anatomical terms.

HS.HS.11.3.a Identify terms associated with the planes, cavities, and regions of the body.

HS.HS.11.3.b Describe standard anatomical position as a reference point for identifying areas of the body and organs.

HS.HS.11.3.c Apply directional terms.

MEDICAL TERMINOLOGY (cont.)

HS.HS.11.4 Interpret medical terms related to the anatomy and physiology of body systems.

HS.HS.11.4.a Describe the basic structural and functional organization of the human body and the systems of the body, including the integumentary, cardiovascular, musculoskeletal, immune, respiratory, digestive, urinary, reproductive, nervous, and endocrine systems.

HS.HS.11.4.b Describe the inter-relationship between body systems.

HS.HS.11.4.c Describe common diseases and disorders of each body system.

HEALTH INFORMATION TECHNOLOGY

COURSE DESCRIPTION

Health Information Technology is the management and use of information in Health Sciences related to, but not limited to, communications, legal and ethical implications, data management and organization, and technology applications. Completion of this course allows the student to obtain entry-level competencies defined by the American Health Information Management Association. These are nationally accepted standards of practitioner roles and functions.

STANDARDS AND INDICATORS:

HS.HS.5.1 Summarize the purposes and content of the medical record.

HS.HS.5.1.a	Describe how health data is used by various individuals and groups.
HS.HS.5.1.b	Define key words and abbreviations.
HS.HS.5.1.c	Identify key organizations external to the health care facility that influence data collection.
HS.HS.5.1.d	Describe the typical forms/screens used to collect data in a patient record and the types of data collected in each.
HS.HS.5.1.e	List the general design principles to consider when creating or revising a form/screen to collect data.
HS.HS.5.1.f	Explain the three types of documentation analysis: quantitative, qualitative, and statistical.
HS.HS.5.1.g	Compare the following record formats: source-oriented, problem-oriented, and integrated.

HEALTH INFORMATION TECHNOLOGY (cont.)

HS.HS.5.2 Explain the role of the Health Information Technology Department in a healthcare facility.

HS.HS.5.2.a Describe the various functions of a health record department.

HS.HS.5.2.b Describe confidentiality and concerns related to protection of patient data to preserve confidentiality.

HS.HS.5.2.c Explain the development of the Health Information Management (HIM) profession and emerging roles of HIM professionals.

HS.HS.5.2.d Describe the purpose and the sponsor of various data sets and databases.

HS.HS.5.2.e Explain the purpose of the AHIMA Code of Ethics.

HS.HS.5.3 Explain HIM certification and HIM professional development opportunities.

HS.HS.5.3.a Identify the requirements for initial and continuing certification within the HIM profession.

HS.HS.5.3.b Describe the benefits of membership in a professional association.

HS.HS.5.3.c Identify various resources for HIM professional development including, but not limited to, the Journal of AHIMA, publications of AIMA, the internet web site of AIMA, other related web sites, and the FORE library.

HS.HS.5.4 Explain storage and retrieval of patient data records.

HS.HS.5.4.a Identify systems for storage of patient records.

HS.HS.5.4.b Describe the concept of a "unit" record and its advantages and disadvantages.

HS.HS.5.4.c Retrieve data elements from patients' records and databases.

HS.HS.5.4.d List ways to safeguard patient information.

HS.HS.5.4.e Describe systems/procedures for handling incomplete health records.

HS.HS.5.4.f Describe manual and automated record tracking systems.

HS.HS.5.4.g Explain the value of the master patient index (MPI) in accessing patient records.

HEALTH SCIENCE I

COURSE DESCRIPTION

Health Sciences 1 is designed to give an overview of the therapeutic services, diagnostic services, support services, biotechnology research and development, and health informatics pathways. The course focuses on exploring health science pathways and careers, employability skills, ethical and legal responsibilities, safety practices and technical skills, and the history and current healthcare trends.

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HS.HS.6.1 Explain the history, trends, and career pathways within the healthcare system.

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- HS.HS.6.1.d Describe healthcare careers.
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- HS.HS.6.2.a Identify aspects of legal considerations related to healthcare.
- HS.HS.6.2.b Describe ethical practices with respect to cultural, social, and ethnical differences within the healthcare environment.

HEALTH SCIENCES I (cont.)

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HS.HS.6.3.a Identify personal traits and attitudes desirable in a member of a healthcare team.

HS.HS.6.3.b Identify common barriers to communication between healthcare professionals and patients.

HS.HS.6.3.c Summarize professional standards as they apply to various healthcare settings.

HS.HS.6.3.d Explain the role of medical terminology in effective communication in health care.

HS.HS.6.3.e Demonstrate characteristics of an effective team.

HS.HS.6.3.f Demonstrate various forms of professional communication.

HS.HS.6.3.g Analyze personal aptitudes and interests related to health careers.

HS.HS.6.4 Apply technical skills of healthcare professions.

HS.HS.6.4.a Identify existing and potential safety hazards to clients, co-workers, self, and environment within the healthcare setting.

HS.HS.6.4.b Describe proper body mechanics.

HS.HS.6.4.c Demonstrate methods to control the spread of infection.

HS.HS.6.4.d Demonstrate procedures for measuring and recording vital signs.

HS.HS.6.4.e Apply skills to obtain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO), and first aid.

HEALTH SCIENCE II

COURSE DESCRIPTION

Health Sciences II is designed to provide students a more in-depth exploration of personal interests within healthcare as well as a deeper analysis of the healthcare system overall. The course will include demonstrating workplace skills in a health science professional setting or educational facility. Instruction includes health literacy, introduction to organization of the body, medical terminology and medical math, analysis, and application of emergency and technical skills, as well as a deeper analysis of legal and ethical issues within healthcare.

STANDARDS AND INDICATORS:

HS.HS.7.1 Distinguish between the wide variety of Health Professions.

HS.HS.7.1.a Compare various careers from multiple pathways.

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HS.HS.7.2.d Differentiate between complementary and alternative health practices as they relate to wellness and disease prevention.

HEALTH SCIENCES II (cont.)

HS.HS.7.3 Apply academic principles used within the healthcare system.

HS.HS.7.3.a Identify basic structure, common word parts, and abbreviations in medical terminology.

HS.HS.7.3.b Describe the organization of the human body.

HS.HS.7.3.c Interpret diagrams, charts, graphs, and tables and articulate healthcare results.

HS.HS.7.3.d Apply math principles integral to basic medical applications.

HS.HS.7.4 Analyze various health situations, applying technical skills including basic first aid, CPR/AED, and measurement of vital signs.

HS.HS.7.4.a Demonstrate procedures for measuring vital signs and interpreting the results.

HS.HS.7.4.b Demonstrate appropriate response skills to first aid and emergency situations.

HS.HS.7.4.c Differentiate between infectious agents.

HS.HS.7.4.d Apply methods to control the spread of infection.

HS.HS.7.5 Analyze legal and ethical issues in healthcare.

HS.HS.7.5.a Explain accepted ethical practices with respect to cultural, religious, social, and ethnical differences within the healthcare environment.

HS.HS.7.5.b Differentiate between ethical and legal issues impacting healthcare.

HS.HS.7.5.c Analyze the legal responsibilities, limitations, and implications relating to regulations, policies, laws, and patient rights.

MEDICAL TERMINOLOGY

COURSE DESCRIPTION

This course is designed to help students learn medical language by analyzing its components. The primary focus is on developing both oral and written skills in the language used to communicate within health care professions. This course is a fundamental course for students who are pursuing a career in the healthcare profession. It is the basic language required for all areas of health science and is required for any health care profession beginning with entry level staff.

STANDARDS AND INDICATORS:

HS.HS.11.1 Apply medical terminology.

HS.HS.11.1.a Explain the construction of medical terms including singular and plural form as well as prefixes, suffixes, roots, and combinations.

HS.HS.11.1.b Extract medical information from realistic medical references/documents, hospital medical records, and case studies.

HS.HS.11.1.c Apply medical terminology to real-life scenarios.

HS.HS.11.1.d Apply medical terms relating to medical specialties or personnel, pathology, surgical, and diagnostic procedures.

HS.HS.11.2 Apply medical abbreviations.

HS.HS.11.2.a Identify acceptable and error-prone abbreviations and symbols.

HS.HS.11.2.b Determine time using the 24-hour clock.

HS.HS.11.2.c Apply identified medical abbreviations, symbols, numbers, and quantity measures.

HS.HS.11.3 Apply anatomical terms.

HS.HS.11.3.a Identify terms associated with the planes, cavities, and regions of the body.

HS.HS.11.3.b Describe standard anatomical position as a reference point for identifying areas of the body and organs.

HS.HS.11.3.c Apply directional terms.

MEDICAL TERMINOLOGY (cont.)

HS.HS.11.4 Interpret medical terms related to the anatomy and physiology of body systems.

HS.HS.11.4.a Describe the basic structural and functional organization of the human body and the systems of the body, including the integumentary, cardiovascular, musculoskeletal, immune, respiratory, digestive, urinary, reproductive, nervous, and endocrine systems.

HS.HS.11.4.b Describe the inter-relationship between body systems.

HS.HS.11.4.c Describe common diseases and disorders of each body system.

HEALTH SCIENCE III

COURSE DESCRIPTION

Health Sciences III is designed to expand students' understanding of health sciences through body systems, diseases and disorders, medical terminology, and healthcare economics. Students will generate a solution to a public health issue by obtaining data, applying professional communication, and following legal and ethical standards. Students should acquire basic first aid and CPR/AED (re)certification. Students will continue to gain authentic healthcare career experiences from a health science professional, setting, or educational facility.

STANDARDS AND INDICATORS:

HS.HS.8.1 Describe human anatomy, physiology, common diseases and disorders, and medical terminology.

HS.HS.8.1.a Identify basic structures and functions of human body systems.

HS.HS.8.1.b Describe common diseases and disorders related to body systems.

HS.HS.8.1.c Interpret common roots, prefixes, and suffixes of medical terminology to communicate information related to body systems.

HS.HS.8.2 Analyze components of healthcare economics.

HS.HS.8.2.a Describe consumer rights and responsibilities within the healthcare system.

HS.HS.8.2.b Compare types of health care insurance, including private, managed care, and government programs.

HS.HS.8.2.c Analyze local healthcare availability and accessibility.

HS.HS.8.3 Evaluate various health situations, applying technical skills including basic first aid, CPR/AED, and interpretation of vital sign measurements.

HS.HS.8.3.a Demonstrate procedures for measuring vital signs and interpreting results.

HS.HS.8.3.b Demonstrate industry/professional Basic First Aid and CPR/AED or Basic Life Support skills to acquire certification.

HS.HS.8.3.c Evaluate the use of first aid and emergency responses, defending appropriate response actions.

HEALTH SCIENCES III (cont.)

HS.HS.8.4 Demonstrate healthcare career readiness skills through an experience in a health science professional setting or educational facility.

HS.HS.8.4.a Identify career readiness skills and existing and potential safety hazards within healthcare settings.

HS.HS.8.4.b Compare levels of healthcare professionals and their roles within the healthcare system.

HS.HS.8.4.c Demonstrate career readiness skills and competencies through an experience in a health science professional setting or educational facility (i.e. job shadowing, interview, visit to a professional or educational setting).

HS.HS.8.5 Generate a solution to a community health issue.

HS.HS.8.5.a Obtain community health information and data from health professionals and professional sources.

HS.HS.8.5.b Implement a plan to address a community health issue.

HS.HS.8.5.c Apply legal and ethical considerations to the project (HIPAA, data selection process).

HS.HS.8.5.d Exhibit professional communication skills when working with community stakeholders.

NURSING ASSISTANT / CNA CERTIFICATION

COURSE DESCRIPTION

This is a basic nursing knowledge and skills course for the nurse assistant in a health care setting. It meets the requirements of Public Law 100-203 OBRA and is approved by the Nebraska Department of Health. This course is required to be taught by an R.N. In order for students to receive high school credit, arrangements need to be made to ensure teaching certification.

This Nebraska Department of Health and Human Services document shows Title 172 Chapter 108: approval of training programs and qualifications for nursing assistants in nursing homes.

STANDARDS AND INDICATORS:

HS.HS.13.1 Demonstrate proficiency in the required academic subject matter outlined by 172 NE Admin Rules and Regs ch 172-108-003.

HS.HS.13.1.a Complete a minimum of 75 hours of instruction including at least 16 hours of supervised practical training, including at least one hour of instruction on the responsibility of each nursing assistant to report suspected abuse or neglect pursuant to Neb. Rev. Stat. §§ 28-372 and 28-711 (108-003.01).

HS.HS.13.1.b Demonstrate proficiency in tasks or duties connected with each unit of the components set forth in 172 NAC 108-003 (108-003.03).

HS.HS.13.1.c Complete an approved competency evaluation program consisting of a written or oral examination and a demonstration of skills administered by the Department of Health & Human Services or a Department-approved entity that is not a nursing home that participates in Medicare or Medicaid. (108-003.04)

HS.HS.13.2 Demonstrate career readiness skills to enhance employment opportunities and job satisfaction.

HS.HS.13.2.a Identify the elements of communication using a sender/receiver mode.

HS.HS.13.2.b Identify barriers to communication.

HS.HS.13.2.c Interpret verbal and nonverbal communication.

HS.HS.13.2.d Explain subjective and objective information.

HS.HS.13.2.e Apply speaking and active listening skills.

HS.HS.13.2.f Explain opportunities for continuing education and professional development.

HS.HS.13.2.g Demonstrate the career readiness skills of the healthcare professional.

NURSING ASSISTANT / CNA CERTIFICATION (cont.)

HS.HS.3 Apply healthcare regulations, policies, laws, and legislated rights of clients.

HS.HS.13.3.a	Describe the legal and ethical responsibilities, limitations, and implications of one's actions within the healthcare delivery setting.
HS.HS.13.3.b	Explain standards for Health Insurance Portability and Accountability Act (HIPAA).
HS.HS.13.3.c	Describe advance directives.
HS.HS.13.3.d	Summarize the Patient's Bill of Rights.
HS.HS.13.3.e	Explain tort laws as they apply to healthcare.
HS.HS.13.3.f	Demonstrate procedures for accurate documentation and record keeping.

HS.HS.4 Apply health and safety policies and procedures to prevent injury and illness.

HS.HS.13.4.a	Describe the existing and potential hazards in a healthcare setting to clients, co-workers, and self.
HS.HS.13.4.b	Apply personal safety procedures based on Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations.
HS.HS.13.4.c	Apply principles of body mechanics.
HS.HS.13.4.d	Comply with safety signs, symbols, and labels in the work environment.
HS.HS.13.4.e	Demonstrate fire safety and basic emergency response in a healthcare setting.

EMT CERTIFICATION

COURSE DESCRIPTION

This course is designed based upon the Department of Transportation's National Highway Traffic Safety Administration Emergency Medical Technician–Basic National Standard Curriculum. This course is designed to instruct the student to the level of Emergency Medical Technician who serves as a vital link in the chain of the healthcare team. It is recognized that the majority of pre-hospital emergency medical care will be provided by the EMT. This includes all skills necessary for the individual to provide emergency medical care at a basic life level with an ambulance service or other specialized service. This course is designed to prepare the student to take and pass the National Registry certification examination. The course must be taught by a qualified EMT instructor. (NHTSA-EMTBNSC)

STANDARDS AND INDICATORS:

HS.HS.3.1 Assess the nature and seriousness of a patient's condition or extent of injuries to prioritize requirements for emergency medical care.

- HS.HS.3.1.a Perform a scene size up.
- HS.HS.3.1.b Perform an initial patient assessment to quickly and accurately determine if a patient is sick or injured.
- HS.HS.3.1.c Develop a plan for emergency medical care.

HS.HS.3.2 Administer appropriate emergency medical care based on assessment findings of a patient's condition.

- HS.HS.3.2.a Establish and maintain a patent airway for the patient.
- HS.HS.3.2.b Administer appropriate pharmacologic interventions.
- HS.HS.3.2.c Demonstrate appropriate care and management for medical emergencies.
- HS.HS.3.2.d Demonstrate appropriate care and management for trauma emergencies.

HS.HS.3.3 Demonstrate appropriate transport methods for the patient to minimize discomfort and prevent further injury.

- HS.HS.3.3.a Apply the principles of stabilizing, lifting, and carrying.
- HS.HS.3.3.b Demonstrate the proper use of transport equipment.

MEDICATION AIDE CERTIFICATION

COURSE DESCRIPTION

Medication Aide is a course in which an individual receives training in administering medications. This course has a minimum requirement of 40 hours, and students must be 18 years of age in order to sit for the written exam administered by the state board of Health and Human Services. This course must be taught by an R.N. licensed in QMA.

STANDARDS AND INDICATORS:

HS.HS.12.1 Demonstrate key proficiencies of medication aides.

HS.HS.12.1.a Physically demonstrate giving or applying the right medication to the right person at the right time, in the right dose, and by the right route.

HS.HS.12.1.b Demonstrate evidence of proper record-keeping of medication dosages and timing.

HS.HS.12.1.c Demonstrate proper monitoring of patients for desired effects and any side effects, interactions, and contraindications associated with medications.

HS.HS.12.2 Demonstrate key career readiness skills of medication aides.

HS.HS.12.2.a Describe traits of a healthcare professional.

HS.HS.12.2.b Recognize barriers and elements of communication.

HS.HS.12.2.c Recognize subjective and objective information.

HS.HS.12.2.d Demonstrate the ability to follow verbal and nonverbal instructions, including reading and listening.

HS.HS.12.2.e Demonstrate effective communication, active listening, and interpersonal skills with patients and healthcare professionals.

MEDICATION AIDE CERTIFICATION (cont.)

HS.HS.12.3 Apply regulations, policies, laws and legislated rights of clients in the healthcare setting.

HS.HS.12.3.a Describe the legal and ethical responsibilities, limitations, and implications of personal actions within the healthcare delivery setting.

HS.HS.12.3.b Summarize the patient's Bill of Rights.

HS.HS.12.3.c Describe the laws governing harassment, abuse, and neglect.

HS.HS.12.3.d Apply confidentiality standards for Health Insurance Portability and Accountability Act (HIPAA).

HS.HS.12.4 Apply safe work practices and health and safety policies and procedures to prevent injury and illness.

HS.HS.12.4.a Describe existing and potential hazards to clients, co-workers, and self.

HS.HS.12.4.b Interpret safety signs, symbols, and labels in the work environment.

HS.HS.12.4.c Apply personal safety procedures based on Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations.

HEALTH SCIENCE I

COURSE DESCRIPTION

Health Sciences 1 is designed to give an overview of the therapeutic services, diagnostic services, support services, biotechnology research and development, and health informatics pathways. The course focuses on exploring health science pathways and careers, employability skills, ethical and legal responsibilities, safety practices and technical skills, and the history and current healthcare trends.

STANDARDS AND INDICATORS:

HS.HS.6.1 Explain the history, trends, and career pathways within the healthcare system.

HS.HS.6.1.a	Identify the history of health care.
HS.HS.6.1.b	Identify current trends in healthcare and how they impact healthcare and society.
HS.HS.6.1.c	Describe the various healthcare career pathways.
HS.HS.6.1.d	Describe healthcare careers.
HS.HS.6.1.e	Compare healthcare delivery systems and related agencies.

HS.HS.6.2 Describe legal and ethical standards of healthcare.

HS.HS.6.2.a	Identify aspects of legal considerations related to healthcare.
HS.HS.6.2.b	Describe ethical practices with respect to cultural, social, and ethnical differences within the healthcare environment.

HEALTH SCIENCES I (cont.)

HS.HS.6.3 Analyze career readiness skills to enhance employment opportunities and job satisfaction within the healthcare industry.

HS.HS.6.3.a	Identify personal traits and attitudes desirable in a member of a healthcare team.
HS.HS.6.3.b	Identify common barriers to communication between healthcare professionals and patients.
HS.HS.6.3.c	Summarize professional standards as they apply to various healthcare settings.
HS.HS.6.3.d	Explain the role of medical terminology in effective communication in health care.
HS.HS.6.3.e	Demonstrate characteristics of an effective team.
HS.HS.6.3.f	Demonstrate various forms of professional communication.
HS.HS.6.3.g	Analyze personal aptitudes and interests related to health careers.

HS.HS.6.4 Apply technical skills of healthcare professions.

HS.HS.6.4.a	Identify existing and potential safety hazards to clients, co-workers, self, and environment within the healthcare setting.
HS.HS.6.4.b	Describe proper body mechanics.
HS.HS.6.4.c	Demonstrate methods to control the spread of infection.
HS.HS.6.4.d	Demonstrate procedures for measuring and recording vital signs.
HS.HS.6.4.e	Apply skills to obtain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO), and first aid.

MEDICAL TERMINOLOGY

COURSE DESCRIPTION

This course is designed to help students learn medical language by analyzing its components. The primary focus is on developing both oral and written skills in the language used to communicate within health care professions. This course is a fundamental course for students who are pursuing a career in the healthcare profession. It is the basic language required for all areas of health science and is required for any health care profession beginning with entry level staff.

STANDARDS AND INDICATORS:

HS.HS.11.1 Apply medical terminology.

HS.HS.11.1.a Explain the construction of medical terms including singular and plural form as well as prefixes, suffixes, roots, and combinations.

HS.HS.11.1.b Extract medical information from realistic medical references/documents, hospital medical records, and case studies.

HS.HS.11.1.c Apply medical terminology to real-life scenarios.

HS.HS.11.1.d Apply medical terms relating to medical specialties or personnel, pathology, surgical, and diagnostic procedures.

HS.HS.11.2 Apply medical abbreviations.

HS.HS.11.2.a Identify acceptable and error-prone abbreviations and symbols.

HS.HS.11.2.b Determine time using the 24-hour clock.

HS.HS.11.2.c Apply identified medical abbreviations, symbols, numbers, and quantity measures.

HS.HS.11.3 Apply anatomical terms.

HS.HS.11.3.a Identify terms associated with the planes, cavities, and regions of the body.

HS.HS.11.3.b Describe standard anatomical position as a reference point for identifying areas of the body and organs.

HS.HS.11.3.c Apply directional terms.

MEDICAL TERMINOLOGY (cont.)

HS.HS.11.4 Interpret medical terms related to the anatomy and physiology of body systems.

HS.HS.11.4.a Describe the basic structural and functional organization of the human body and the systems of the body, including the integumentary, cardiovascular, musculoskeletal, immune, respiratory, digestive, urinary, reproductive, nervous, and endocrine systems.

HS.HS.11.4.b Describe the inter-relationship between body systems.

HS.HS.11.4.c Describe common diseases and disorders of each body system.

NUTRITION

(from the Human Sciences and Education Standards)

COURSE DESCRIPTION

This intermediate course provides students with an introduction to the science of nutrition building on concepts from the introductory course. Topics covered include careers in nutrition, digestion and metabolism, functions of the six essential nutrients, nutrient recommendations, diets, meal planning, creating accommodations for consumers, and impacts of the national food system on production and consumerism. Food safety will also be reinforced in this course through hands-on learning opportunities.

STANDARDS AND INDICATORS:

HSE.HS.32.1 Analyze career paths within the food, nutrition, and wellness field.

HSE.HS.32.1.a Summarize education, training, and credentialing requirements and career opportunities in the food, nutrition, and wellness field.

HSE.HS.32.1.b Differentiate between personal attitudes and traits of food, nutrition, and wellness professionals in regards to responsibility, accountability, ethics, and effectiveness in the workplace.

HSE.HS.32.2 Identify and Explain the parts and functions of the digestive system.

HSE.HS.32.2.a Identify the anatomy of the gastrointestinal system.

HSE.HS.32.2.b Explain the digestive process.

HSE.HS.32.2.c Explain the utilization and short, medium, and long-term storage of nutrients inside the body.

HSE.HS.32.2.d Explain how the body excretes waste products.

NUTRITION (cont.)

HSE.HS.32.3 Analyze individual characteristics specific to macronutrients, micronutrients, and water.

HSE.HS.32.3.a Identify the chemical composition and energy yield of carbohydrates, proteins, and fats.

HSE.HS.32.3.b Differentiate between soluble and insoluble fiber and complete and incomplete proteins.

HSE.HS.32.3.c Identify the functions of vitamins, minerals, and water.

HSE.HS.32.3.d Identify the categories of vitamins (including fat and water soluble) and minerals (including major and trace).

HSE.HS.32.3.e Identify the recommended intake levels of and food sources high in vitamins, minerals, and water.

HSE.HS.32.3.f Explain deficiencies and toxicities related to vitamin and mineral consumption.

HSE.HS.32.4 Analyze current dietary recommendations and guidelines for planning a healthy diet.

HSE.HS.32.4.a Explain the Dietary Reference Intake terms Estimated Average Requirement (EAR), Recommended Daily Allowance (RDA), Adequate Intake (AI), and Tolerable Upper Intake Level (UL).

HSE.HS.32.4.b Describe the concepts of variety, moderation, and balance as the foundation of a healthy diet.

HSE.HS.32.4.c Compare and contrast various food recording tools.

HSE.HS.32.4.d Utilize nutrition information to calculate nutrient composition of foods, meals, and daily intake.

HSE.HS.32.4.e Discuss short- and long-term impact of current dietary intake habits.

HSE.HS.32.4.f Compare and contrast the nutrient density of whole foods, convenience foods, and prepared foods to make informed food choices.

NUTRITION (cont.)

HSE.HS.32.5 Analyze the effects of dietary patterns and practices on an individual's health and well-being across the lifespan.

HSE.HS.32.5.a Identify a variety of healthy dietary patterns.

HSE.HS.32.5.b Compare and contrast popular fad diets and food industry trends.

HSE.HS.32.5.c Describe energy balance, physical activity, and weight control to prevent obesity and achieve nutritional adequacy.

HSE.HS.32.5.d Explain weight gain/weight loss concepts considering basal metabolic rate (BMR) and total daily energy expenditure (TDEE).

HSE.HS.32.5.e Identify the prevention, symptoms, and treatment of eating disorders.

HSE.HS.32.5.f Compare and contrast food allergies and food intolerances.

HSE.HS.32.5.g Apply dietary recommendations and guidelines to design meal plans for individuals with special dietary needs (e.g., heart disease, diabetes, celiac disease, etc.)

HSE.HS.32.6 Analyze U.S. and global food systems and impacts on individual, family, and community health.

HSE.HS.32.6.a Explain the biological, social, psychological, economic, political, and/or cultural influences on individual and community nutrition practices.

HSE.HS.32.6.b Summarize the effects of social determinants on personal food choices, food systems, and public health.

HSE.HS.32.6.c Explain the impact of cultural influences on food consumption and traditions within family units.

HSE.HS.32.6.d Analyze the impact of the rising cost of food, poverty, food deserts, food insecurity, and the growing world population on individuals, families, communities, and society.

HSE.HS.32.6.e Compare and contrast food and nutrition policies and their impact on individuals, families, communities, and society.

HSE.HS.32.6.f Discuss different approaches and solutions including the critical science perspective to address food system change through advocacy, policy, and/or political action.

INTRODUCTION TO SPORTS MEDICINE

COURSE DESCRIPTION

This course is designed for students who may be interested in a career in Sports Medicine. This course should feature the prevention, recognition, treatment, and rehabilitation of illness or injury caused by physical activity or athletics. Topics may include proper bracing and supporting, use of protective gear, treatment modalities, anatomy and physiology, body mechanics, and medical terminology. Students may learn to measure cardiorespiratory endurance, flexibility, body composition, and blood pressure.

STANDARDS AND INDICATORS:

HS.HS.10.1 Analyze information related to sports medicine fields.

HS.HS.10.1.a Identify the careers that make up a sports medicine team.

HS.HS.10.1.b Compare various careers related to sports medicine.

HS.HS.10.1.c Describe legal issues surrounding sports medicine.

HS.HS.10.1.d Describe how psychological factors influence sports, exercise, and physical activity.

HS.HS.10.1.e Connect related medical terminology to the human body.

HS.HS.10.1.f Exhibit sports medicine career readiness skills through an authentic experience (i.e. job shadow, interview a professional, hands-on clinical simulation, visit to a professional setting, guest speaker).

HS.HS.10.2 Explain injury prevention principles and performance enhancement philosophies.

HS.HS.10.2.a Explain how proper conditioning, strength training, and body mechanics practices serve as preventive measures to various types of illness and injury.

HS.HS.10.2.b Explain non-pharmaceutical performance enhancement methods for controlling body movement during sports, exercise, and physical activity.

INTRODUCTION TO SPORTS MEDICINE (cont.)

HS.HS.10.3 Analyze the impact of sports nutrition on injury prevention and the recovery process.

HS.HS.10.3.a Explain the key components of dietary recommendations for proper nutrition.

HS.HS.10.3.b Explain the impact of nutrition on injury and the healing process.

HS.HS.10.3.c Analyze the role of nutrition in exercise and sports performance.

HS.HS.10.4 Evaluate common and sports-specific injuries, injury management, and rehabilitation techniques.

HS.HS.10.4.a Identify sports-specific injuries and medical conditions affecting the musculoskeletal and nervous systems.

HS.HS.10.4.b Demonstrate proper management of injuries and medical conditions with non-surgical interventions (i.e. bracing, taping).

HS.HS.10.4.c Analyze therapeutic modalities for treatment and intervention.

LIFESPAN NUTRITION & WELLNESS

(from the Human Sciences and Education Standards)

COURSE DESCRIPTION

This capstone course focuses on nutritional needs throughout the lifespan building on concepts from the introductory and intermediate courses. This course focuses on connecting lifespan development to nutrition and exercise practices with the intent of contributing to wellness and longevity. Food safety will also be reinforced in this course through hands-on learning opportunities.

STANDARDS AND INDICATORS:

HSE.HS.31.1 Identify and explain basic nutrition principles for meeting nutrition and wellness needs.

- HSE.HS.31.1.a Identify the function and nutrient dense sources of the six essential nutrients.
- HSE.HS.31.1.b Explain current dietary recommendations.
- HSE.HS.31.1.c Calculate energy intake for weight management.
- HSE.HS.31.1.d Describe useful nutrition assessment tools for use with each stage of the lifespan.
- HSE.HS.31.1.e Explain resources for nutrition and wellness needs to use with each stage of the lifespan.

HSE.HS.31.2 Evaluate nutrition and wellness needs during pre-conception, pregnancy, and lactation.

- HSE.HS.31.2.a Analyze the essential nutrients for optimal health for individuals during pre-conception, pregnancy and lactation.
- HSE.HS.31.2.b Explain nutrition-related medical conditions that may occur during pregnancy and their impact on the mother and fetus.
- HSE.HS.31.2.c Classify the recommendations for physical activity during preconception and pregnancy.
- HSE.HS.31.2.d Compare and contrast the ideal diet for a pregnant woman with the ideal diet for a lactating mother, highlighting the specific nutritional differences.
- HSE.HS.31.2.e Explain circumstances under which a mother should not breastfeed.

LIFESPAN NUTRITION & WELLNESS (cont.)

HSE.HS.31.3 Evaluate nutrition and wellness needs during infancy, toddler, preschool, and middle childhood stages.

HSE.HS.31.3.a Summarize the connection between good nutrition and physical, intellectual, emotional, and social development.

HSE.HS.31.3.b Identify diet recommendations for infants, toddlers, preschoolers, and primary grade children.

HSE.HS.31.3.c Compare the nutritional value of breastmilk to the nutritional value of formula.

HSE.HS.31.3.d Explain specific nutrient roles in the body of a developing child, giving special attention to vitamins and minerals.

HSE.HS.31.3.e Examine the role of a caregiver in providing food from infancy through middle childhood.

HSE.HS.31.3.f Describe the challenges associated with children's diets and outline strategies for dealing with such problems (e.g., childhood allergies, childhood obesity, aversions, influence of media and screen time).

HSE.HS.31.4 Evaluate nutrition and wellness needs during adolescence.

HSE.HS.31.4.a Explain the growth and consequent nutritional needs of adolescence.

HSE.HS.31.4.b Describe how eating patterns in adolescents affect overall health (e.g., sleep quality, energy, mood, physical development).

HSE.HS.31.4.c Identify nutrition-related medical conditions that may occur during adolescence along with prevention/intervention strategies.

HSE.HS.31.4.d Explain the spectrum of body dissatisfaction, dieting, disordered eating, and eating disorders.

HSE.HS.31.4.e Explain the recommendations for physical activity during adolescence.

LIFESPAN NUTRITION & WELLNESS (cont.)

HSE.HS.31.5 Evaluate the difference between the recommendations for a typical adolescent versus an adolescent involved in vigorous physical activity.

HSE.HS.31.5.a Describe the role of each nutrient for peak performance of the physically active adolescent.

HSE.HS.31.5.b Differentiate nutrient needs based on type, frequency, intensity, and duration of exercise.

HSE.HS.31.5.c Summarize the recommendations for assessing and maintaining healthy hydration.

HSE.HS.31.5.d Evaluate pre- and post-workout diet plans and timing of meals and snack intake for the physically active adolescent.

HSE.HS.3156.e Describe supplements and their use.

HSE.HS.31.6 Evaluate nutrition and wellness needs during adulthood and older adulthood.

HSE.HS.31.6.a Identify nutrient needs for adulthood and why they change over time.

HSE.HS.31.6.b Outline nutrition-related medical conditions that may occur during adulthood along with prevention/intervention strategies.

HSE.HS.31.6.c Identify strategies for weight management and the challenges of weight management during adulthood and older adulthood.

HSE.HS.31.6.d Examine the role of nutrition in fostering longevity and in reducing the risk of chronic diseases.

HSE.HS.31.6.e Explain the recommendations for physical activity during adulthood.

HSE.HS.31.7 Identify career options as they pertain to nutrition and wellness throughout the lifespan.

HSE.HS.31.7.a Identify a variety of careers related to nutrition and wellness through the lifespan (e.g., job shadowing, guest speakers, interview professionals, visit a professional or educational setting).

HSE.HS.31.7.b Summarize skills and knowledge necessary for a successful career in nutrition and wellness careers.

HSE.HS.31.7.c Identify professional and ethical considerations in various nutrition and wellness work settings.

NEBRASKA CAREER AND TECHNICAL EDUCATION



CTE®
Learning that works for Nebraska

NEBRASKA DEPARTMENT OF EDUCATION

HUMAN SCIENCES AND EDUCATION

PROGRAM OF STUDY STANDARDS

2023-2024

EDUCATION & TRAINING

HUMAN SERVICES

LAW, PUBLIC SAFETY, CORRECTIONS, & SECURITY

GOVERNMENT & PUBLIC ADMINISTRATION

NEBRASKA CAREER AND TECHNICAL EDUCATION STATE MODEL PROGRAMS OF STUDY

CAREER FIELD OVERVIEW

The Human Sciences and Education Career Field Area provides opportunities for students to deepen their understanding of topics in areas such as family and consumer sciences, education and training, government and public administration, counseling and mental health, food and nutrition science, health and wellness, housing and interior design, human growth and development, early childhood education, personal relationships, textiles and apparel design, culinary arts, hospitality and tourism, family and community services, merchandising, and law, public safety, and security.

PROGRAMS OF STUDY

Programs of Study are the primary delivery model for Career and Technical Education (CTE) in Nebraska. They include a sequence of courses which progresses in specificity and rigor and are updated regularly to align with Nebraska's workforce needs and economic development priorities. This document includes the programs of study and course-based standards for the Human Sciences and Education career field. These state model programs of study were developed to:

- Assist secondary schools in creating meaningful sequences of courses that adequately prepare individuals for seamless transitions to postsecondary education and careers eliminating duplication of coursework;
- Assist students in identifying appropriate courses for high school and postsecondary education that lead to their chosen career;
- Encourage collaboration between secondary and postsecondary education through curricular alignment;
- Offer opportunities for high-quality workplace experiences aligned to students' career interests;
- Promote the advancement of early postsecondary opportunities (including dual-credit courses) for all students; and
- Support postsecondary education options for students to further prepare them for successful transitions to their future careers.

Nebraska's programs of study are organized around Nebraska's CTE Model, which provides a way for students to explore the diversity of career options available to them.

State Model Programs of Study are coordinated, nonduplicative sequences of academic and technical content at the secondary and postsecondary levels that incorporate challenging State academic standards, address both academic and technical knowledge and skills, including Nebraska's Career Readiness Skills, are aligned with the needs of industries in Nebraska's economy, progress in specificity, have multiple entry and exit points that incorporate credentialing, and culminate in the attainment of a recognized postsecondary credential.

NEBRASKA CAREER AND TECHNICAL EDUCATION MODEL

1 CORE ACADEMICS AND CAREER READINESS

At the center of the NCE Model is the expectation for all students to develop a solid academic core. The next ring identifies specific career readiness standards and practices that prepare students for success in postsecondary education as well as entrepreneurship/employment.

2 CAREER FIELDS

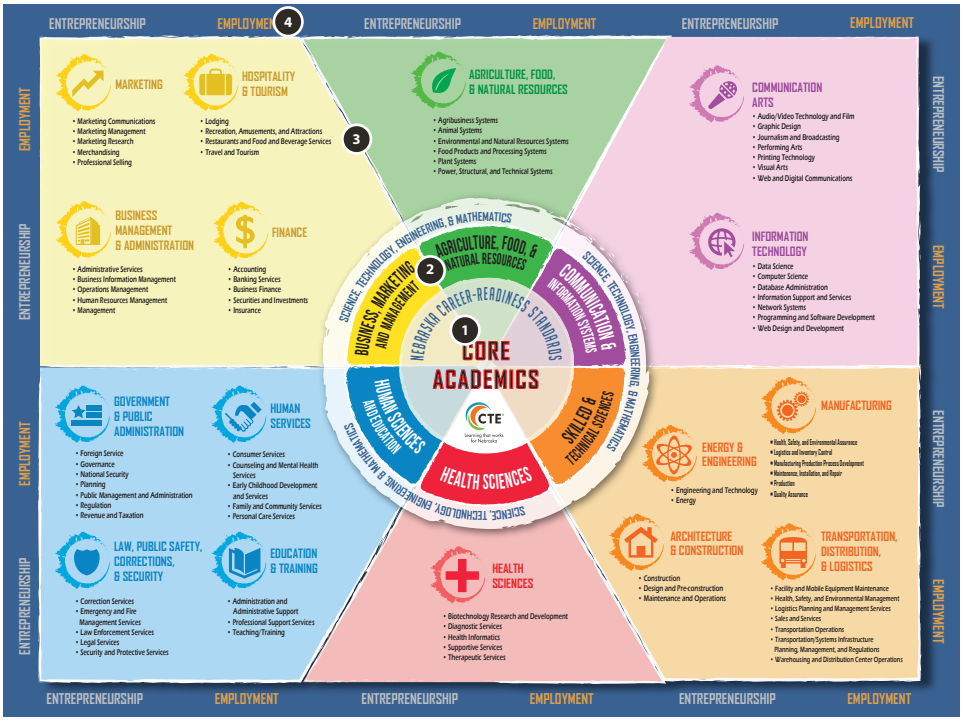
The six career fields represent broad sectors of the job market on which students may choose to focus.

3 CAREER CLUSTERS

Each career field is composed of career clusters radiating out from it. The clusters are more specific segments of the labor market. Each cluster is a grouping of careers that focus on similar subjects or similar skills. A basic understanding and exploration of each of the clusters will provide students with a solid foundation for career decision-making to conceptualize the entire world of work.

4 EMPLOYABILITY AND ENTREPRENEURSHIP

Career education provides the opportunity to gain the knowledge and skills for both employment and entrepreneurship. The reality for Nebraska and the United States is that entrepreneurship will help ensure economic growth and vitality. By infusing entrepreneurship competencies, career education is helping create the next generation of America's innovators and entrepreneurs.



The model is a visual map of "career fields" and "career clusters/pathways" and organizes the 16 National Career Clusters into six broad sectors of entrepreneurship and employment:

- Agriculture, Food and Natural Resources
- Business, Marketing and Management
- Communication and Information Systems
- Health Sciences
- Human Sciences and Education
- Skilled and Technical Sciences

These fields break down into more specific Career Clusters, Pathways and Occupational Specialties. The model provides a way for:

- Students to explore the diversity of career options available to them.
- Students to begin to prepare for their career with plans for secondary and post-secondary education.
- Schools to organize curriculum into Programs of Study that prepare students for opportunities in Nebraska's economy.

COURSE SEQUENCING

The courses within the State Model Program of Study are intended to be offered sequentially, to allow learners to build upon foundational knowledge and skills learned in introductory and intermediate courses and applied in more advanced capstone coursework. Non-duplicative sequences of courses ensure students transition to postsecondary education without duplication of classes and content. CTE enrollment data is collected at the course level. Students who participate and concentrate in CTE generally have more positive outcomes such as higher graduation rates along with postsecondary success.

Introductory Courses

Introductory courses set the foundation for a program of study by introducing students to broad foundational knowledge relative to an occupational area and career field.

Intermediate Courses

Intermediate courses build on the foundational knowledge of Introductory courses to further develop the academic, technical, and career readiness skills within a particular career field and occupational area.

Capstone Courses

Capstone courses are occupationally specific and further develop the necessary and required academic, technical, and career readiness skills needed for seamless transitions to postsecondary education and employment. Capstone courses often provide opportunities for students to earn postsecondary credit.

Levels of Participation

CTE Participant

A student who has earned one or more credits in any career and technical education program area.

CTE Concentrator

A secondary student who, in grades 9 through 12, has earned credit in at least two courses in a single career cluster program at the intermediate or capstone level.

COURSE-BASED STANDARDS

Individual CTE courses, which make up the sequence of courses for Programs of Study, include content area standards and indicators to provide a framework for quality teaching and learning. While not required by state law, districts are encouraged to adopt these State Model Programs of Study and their related course-based standards. CTE State Model Programs of Study and course-based standards are revised on a five-year cycle to remain responsive to the rapid advances and needs of business and industry, help students explore a variety of postsecondary options and corresponding entrance requirements to help identify their next steps, and to align to changes in postsecondary programs.

Standards

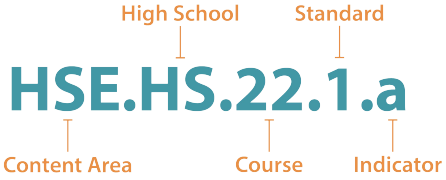
At the highest level of generality, content area standards include a set of broad, overarching content-based statements that describe the basic cognitive, affective, or psychomotor expectations of students. They reflect long-term goals for learning.

Indicators

Under each standard are indicators, which further describe what a student must know and be able to do to meet the standard. Indicators are performance-based statements that provide educators with a clear understanding of the expected level of student learning and guidance. Indicators provide guidance for an assessment of student learning.

Coding

In addition to a common structure, a consistent number system is used for CTE program of study standards, which is as follows:



EXPANDED LEARNING OPPORTUNITIES

Expanded learning opportunities build on, support, and enhance learning within and outside of regular school programming. They are a critical component of Nebraska's educational landscape and should be intentionally supported to further develop students' college and career readiness. To signal aligned expanded learning opportunities, each Program of Study identifies additional areas where students may desire to personalize their program and take additional coursework or work-based learning that aligns with their interests. These expanded learning opportunities are not considered part of a Program of Study nor are they required, but rather a meaningful opportunity for students to continue to learn after completing the Program of Study sequence of courses within the context of their career interests. Along with aligned coursework, two prominent expanded learning opportunities include participating in Work-based Learning or a Career and Technical Student Organization.

Work-Based Learning
Work-Based Learning (WBL) connects learners with employers to prepare them for success in an everchanging workplace. WBL is a planned program of meaningful experiences related to the career interests of learners that enables them to acquire knowledge and skills in a real or simulated work setting. It requires strong partnerships between schools, colleges, and local employers. WBL is learning through work, not simply learning about work. Expanding high-quality WBL opportunities for students is one of Nebraska's CTE strategic priorities and is a program quality accountability indicator. Nebraska CTE affirms WBL as a critical component of career development. Throughout the State Model Programs of Study, courses where WBL is embedded into the class is noted in the course title (e.g., "Education & Training Work-Based Learning Experience"). It is also signaled as an expanded learning opportunity across all programs of study.

Career And Technical Student Organizations
Career and Technical Student Organizations (CTSOs) are an extension of classroom instruction—applying classroom learning to real-world experiences. CTSOs provide opportunities for all students to develop career readiness skills through activities, competitions, and community service. Nebraska recognizes seven CTSOs aligned with the state's Programs of Study and career field areas. These include:

HUMAN SCIENCES AND EDUCATION

AGRICULTURE, FOOD, AND NATURAL RESOURCES

BUSINESS, MARKETING, AND MANAGEMENT

COMMUNICATION AND INFORMATION SYSTEMS

HEALTH SCIENCES

SKILLED AND TECHNICAL SCIENCES

CAREER READINESS STANDARDS

Embedded into the State Model Programs of Study and courses are the Nebraska Career Readiness standards. These standards rest on important "practices and proficiencies" with long-standing importance in career education. These standards and related practices are not limited to formal CTE programs nor to the middle school or high school level. Rather, these standards and practices should be used over and over again with increasing complexity and relevance by students as they progress through their educational pathway. The standards themselves do not dictate curriculum, pedagogy or delivery of content. Schools and colleges may handle the teaching and assessing of these standards in many different ways.

THE CAREER READY INDIVIDUAL...



1. Applies appropriate academic and technical skills



2. Communicates effectively and appropriately



3. Contributes to employer and community success



4. Makes sense of problems and perseveres in solving them



5. Uses critical thinking



6. Demonstrates innovation and creativity



7. Models ethical leadership and effective management



8. Works productively in teams and demonstrates cultural competency



9. Utilizes technology



10. Manages personal career development



11. Attends to personal and financial well-being

HUMAN SCIENCES AND EDUCATION

PROGRAMS OF STUDY



EDUCATION & TRAINING CLUSTER

Program of Study Name	Introductory Course	Intermediate Course	Capstone Course	Expanded Learning Opportunity
EDUCATION & TRAINING (Pages 11–25)	Teaching as a Profession, AND 090123 - Lifespan Development	350002 - Best Practices in Education & Training with Work-Based Learning	Education & Training Practicum with Work-Based Learning	090119 - Child Development, OR 090127 - Families in Crisis, OR Introduction to Education Dual Credit, OR 320706 - Education & Training Work-Based Learning Experience



HUMAN SERVICES CLUSTER

Program of Study Name	Introductory Course	Intermediate Course	Capstone Course	Expanded Learning Opportunity
CHILD, YOUTH, & FAMILY STUDIES (Pages 26–49)	090123 - Lifespan Development, OR 090101 - Introduction to Family & Consumer Sciences	090119 - Child Development, OR 090117 - Parents & Families, OR 090127 - Families in Crisis	090116 - Interpersonal Relationships, OR Family & Community Advocacy, OR	090104 - Life & Career Readiness, OR Interpersonal Relationships Dual Credit, OR 320712 - Human Services Work-Based Learning Experience
COUNSELING & MENTAL HEALTH (Pages 50–69)	090101 - Introduction to Family & Consumer Sciences, OR 090128 - Careers in Mental Health	090127 - Families in Crisis	Family & Community Advocacy, OR 151200 - Psychology, OR 151210 - AP Psychology, OR 151300 - Sociology	090116 - Interpersonal Relationships, OR 077801 - Behavioral Health 1, OR 077802 - Behavioral Health 2, OR 320712 - Human Services Work-Based Learning Experience

HUMAN SERVICES CLUSTER **(CONTINUED)**

Program of Study Name	Introductory Course	Intermediate Course	Capstone Course	Expanded Learning Opportunity
DESIGN (Pages 70–89)	090126 - Introduction to Design	090103 - Apparel Production & Construction, OR 090109 - Home Design and Interiors, OR 090206 - Fashion Design	032370 - Entrepreneurship (BMM), OR 032600 - College Introduction to Entrepreneurship, OR 270613 - Advanced Digital Design (CIS)	038100 - Marketing (BMM), OR 038200 - Advanced Marketing (BMM), OR 320712 - Human Sciences Work-Based Learning Experence
EARLY CHILDHOOD EDUCATION (Pages 90–108)	090101 - Introduction to Family & Consumer Sciences, OR 090123 - Lifespan Development	090119 - Child Development, AND 090121 - Best Practices in Early Childhood Education with WBL	090122 -Early Childhood Education Practicum with Work-Based Learning	090121 - Early Childhood Education Dual Credit, OR 090127 - Families in Crisis, OR Family & Community Advocacy, OR 320712 - Human Services Work-Based Learning Experience
FOOD SCIENCE (Pages 109–126)	090107 - Fundamentals of Nutrition & Culinary Essentials,	090131 - Nutrition	090130 - Food Science	032370 - Entrepreneurship (BMM), OR 320702 - AFNR Work-Based Learning Experience, OR 077702 - Lifespan Nutrition & Wellness, OR 320712 - Human Sciences Work-Based Learning Experience
NUTRITION & WELLNESS (Pages 127–141)	090107 - Fundamentals of Nutrition & Culinary Essentials, OR 090101 - Introduction to Family & Consumer Sciences	090131 - Nutrition	077702 - Lifespan Nutrition & Wellness	090130 - Food Science, OR 077601 - Exercise Science, OR Nutrition Dual Credit, OR 320712 - Human Sciences Work-Based Learning Experience



LAW, PUBLIC SAFETY,
CORRECTIONS, & SECURITY CLUSTER

Program of Study Name	Introductory Course	Intermediate Course	Capstone Course	Expanded Learning Opportunity
CORRECTIONS & LAW ENFORCEMENT SERVICES (Pages 142–154)	390010 - Foundations of Law, Public Safety, Corrections, & Security	390015 - Introduction to Criminal Justice, OR Introduction to Corrections	390025 - Courts & Judicial Processes, OR 390026 - Police & Society, OR	151200 - Psychology, OR 151210 - AP Psychology, OR 151300 - Sociology, OR 090127 - Families in Crisis, OR 320714 - Law, Public Safety, Corrections, & Security Work-Based Learning Experience
EMERGENCY & FIRE MANAGEMENT (Pages 155–159)	390010 - Foundations of Law, Public Safety, Corrections, & Security	390020 - Emergency & Fire Management	077402 - Emergency Medical Technical Certification	077600 - Medical Terminology, OR 320714 - Law, Public Safety Work-Based Learning Experience

TEACHING AS A PROFESSION

COURSE DESCRIPTION

This introductory course is designed to introduce students to career opportunities and related skills in the field of education and training. Topics covered include history of education, the philosophy of education, roles of educators, instructional and assessment methods, diversity of cultures and communities, learner development, and professional development.

STANDARDS AND INDICATORS:

HSE.HS.35.1 Examine teaching career opportunities.

- HSE.HS.35.1.a Identify careers and roles within the educational system.
- HSE.HS.35.1.b Compare and contrast preschool, elementary, middle, and high school experiences.
- HSE.HS.35.1.c Investigate the educational and experience requirements for each profession.

HSE.HS.35.2 Examine the historical roots of education in the United States and the implications on education today.

- HSE.HS.35.2.a Describe the history of education through the centuries.
- HSE.HS.35.2.b Identify elements of the daily routine of school and how routines have differed throughout history.
- HSE.HS.35.2.c Discuss educational equity throughout history.
- HSE.HS.35.2.d Identify issues and trends for the future of education.

HSE.HS.35.3 Distinguish the roles and responsibilities for stakeholders within the education system.

- HSE.HS.35.3.a Identify the teacher's roles and responsibilities in educating students.
- HSE.HS.35.3.b Identify the students' roles and responsibilities for their own educational learning.
- HSE.HS.35.3.c Identify roles and responsibilities for administrators, counselors, coaches, and others in the educational setting.
- HSE.HS.35.3.d Identify roles and responsibilities for parents, guardians, and other caregivers.
- HSE.HS.35.3.e Identify roles and responsibilities for community members, including school board members, government representatives, and the general population.

TEACHING AS A PROFESSION (cont.)

HSE.HS.35.4 Analyze how learners grow and develop.

- HSE.HS.35.4.a Explain the physical, emotional, social, and intellectual development of humans.
- HSE.HS.35.4.b Explain how learning theory, human development, and individual differences impact teaching and learning.
- HSE.HS.35.4.c Identify learning environments and their potential impact on teaching and learning.
- HSE.HS.35.4.d Explain cultural, social, political, and economic aspects that impact student learning.
- HSE.HS.35.4.e Describe modalities of instruction (e.g., hybrid learning, remote, in person) and implications on learners.

HSE.HS.35.5 Analyze different teaching philosophies.

- HSE.HS.35.5.a Describe the history of various teaching philosophies.
- HSE.HS.35.5.b Analyze how teaching philosophies play a part in today's education.
- HSE.HS.35.5.c Recognize the difference between teacher-centered and learner-centered instruction.
- HSE.HS.35.5.d Relate student experiences to educational psychology theories

HSE.HS.35.6 Define different methods of assessment.

- HSE.HS.35.6.a Identify the role and function of assessment in classroom instruction.
- HSE.HS.35.6.b Recognize formative and summative assessments.
- HSE.HS.35.6.c Identify the purposes of different assessment types.

HSE.HS.35.7 Demonstrate career ready practices that develop leaders within education career pathways.

- HSE.HS.35.7.a Observe professionals within their work setting.
- HSE.HS.35.7.b Identify skills professionals must acquire to be effective educators.
- HSE.HS.35.7.c Demonstrate ethical behavior as a future education professional.

LIFESPAN DEVELOPMENT

COURSE DESCRIPTION

This introductory course explores the physical, intellectual, emotional, and social development of individuals across the lifespan from conception to death. Topics covered are external impacts on development including family structure and practices, theories of development, social and technological forces, and resources available to individuals and their outcomes.

STANDARDS AND INDICATORS:

HSE.HS.30.1 Evaluate principles of growth and development from conception through infancy.

HSE.HS.30.1.a	Describe theories, current issues, and trends.
HSE.HS.30.1.b	Identify physical, intellectual, emotional, and social development milestones.
HSE.HS.30.1.c	Explain conditions influencing development (e.g., abuse, trauma, stress, social and technological forces).
HSE.HS.30.1.d	Explain brain structure and development for this stage of life.
HSE.HS.30.1.e	Describe services and supports needed when developmental milestones are not met.
HSE.HS.30.1.f	Analyze family system roles and dynamics and how they contribute to development.
HSE.HS.30.1.g	Describe skills needed to work and engage with individuals in this stage of development.

HSE.HS.30.2 Evaluate principles of growth and development from infancy through childhood.

HSE.HS.30.2.a	Describe theories, current issues, and trends.
HSE.HS.30.2.b	Identify physical, intellectual, emotional, and social development milestones.
HSE.HS.30.2.c	Explain conditions influencing development (e.g., abuse, trauma, stress, social and technological forces).
HSE.HS.30.2.d	Explain brain structure and development for this stage of life.
HSE.HS.30.2.e	Describe services and supports needed when developmental milestones are not met.
HSE.HS.30.2.f	Analyze family system roles and dynamics and how they contribute to development.
HSE.HS.30.2.g	Demonstrate skills needed to work and engage with individuals in this stage of development.

LIFESPAN DEVELOPMENT (cont.)

HSE.HS.30.3 Evaluate principles of growth and development from childhood through adolescence.

HSE.HS.30.3.a Describe theories, current issues, and trends.

HSE.HS.30.3.b Identify physical, intellectual, emotional, and social development milestones.

HSE.HS.30.3.c Explain conditions influencing development (e.g., abuse, trauma, stress, social and technological forces).

HSE.HS.30.3.d Explain brain structure and development for this stage of life.

HSE.HS.30.3.e Describe services and supports needed when developmental milestones are not met.

HSE.HS.30.3.f Analyze family system roles and dynamics and how they contribute to development.

HSE.HS.30.3.g Demonstrate skills needed to work and engage with individuals in this stage of development.

HSE.HS.30.4 Evaluate principles of growth and development from adolescence through early adulthood.

HSE.HS.30.4.a Describe theories, current issues, and trends.

HSE.HS.30.4.b Identify physical, intellectual, emotional, and social development milestones.

HSE.HS.30.4.c Explain conditions influencing development (e.g., abuse, trauma, stress, social and technological forces).

HSE.HS.30.4.d Explain brain structure and development for this stage of life.

HSE.HS.30.4.e Describe services and supports needed when developmental milestones are not met.

HSE.HS.30.4.f Analyze family system roles and dynamics and how they contribute to development.

HSE.HS.30.4.g Demonstrate skills needed to work and engage with individuals in this stage of development.

LIFESPAN DEVELOPMENT (cont.)

HSE.HS.30.5 Evaluate principles of growth and development from middle to late adulthood through the end of life.

HSE.HS.30.5a	Describe theories, current issues, and trends.
HSE.HS.30.5.b	Identify physical, intellectual, emotional, and social milestones.
HSE.HS.30.5.c	Explain conditions influencing well-being (e.g., abuse, trauma, stress, social and technological forces).
HSE.HS.30.5.d	Explain brain structure and development for this stage of life.
HSE.HS.30.5.e	Describe services and supports needed for well-being.
HSE.HS.30.5.f	Analyze family system roles and dynamics and how they contribute to the well-being of individuals.
HSE.HS.30.5.g	Describe skills needed to work and engage with individuals in this stage of development.

BEST PRACTICES IN EDUCATION AND TRAINING WITH WORK-BASED LEARNING

COURSE DESCRIPTION

This intermediate course will focus on best practices in education building on concepts from the introductory courses. Topics covered include instructional and assessment methods, differentiated instruction, development of communication skills necessary for educators, and instruction planning. Knowledge and skills will be applied within a structured work-based learning experience, which may take place in a school, community, or business and industry setting. The focus of the hands-on experience will be immersion in an educational setting.

STANDARDS AND INDICATORS:

HSE.HS.3.1 Synthesize how learners grow and develop.

HSE.HS.3.1.a	Recognize that patterns of learning and development vary individually within and across the physical, intellectual, emotional, and social areas of development.
HSE.HS.3.1 b	Summarize conditions influencing development (e.g., abuse, trauma, stress, social and technological forces).
HSE.HS.3.1.c	Create developmentally appropriate instruction that meets student needs.

HSE.HS.3.2 Assess and implement appropriate strategies to differentiate instruction and engage all learners.

HSE.HS.3.2.a	Summarize the importance of differentiated instruction.
HSE.HS.3.2.b	Identify levels of cognition for the purposes of lesson planning.
HSE.HS.3.2.c	Implement different instructional strategies appropriate for varied levels of cognition.
HSE.HS.3.2.d	Utilize technology to support lesson planning.
HSE.HS.3.2.e	Develop appropriate sequencing of learning experiences and provide multiple ways for learners to demonstrate knowledge and skills.
HSE.HS.3.2.f	Evaluate appropriate assessment practices.

BEST PRACTICES IN EDUCATION AND TRAINING WITH WORK-BASED LEARNING (cont.)

HSE.HS.3.3 Analyze methods of assessment and their uses.

HSE.HS.3.3.a Differentiate between formative and summative assessments.

HSE.HS.3.3.c Construct appropriate assessments for a variety of concepts.

HSE.HS.3.3.d Analyze data from assessments to inform planning.

HSE.HS.3.3.e Utilize technology to support assessment practices.

HSE.HS.3.4 Integrate the diverse needs of students into lesson design.

HSE.HS.3.4.a Explain the Individuals with Disabilities Education Act.

HSE.HS.3.4.b Identify Individual Education Plans (IEPs) and 504 Plans.

HSE.HS.3.4.c Identify the needs of students who are English Language Learners (ELL).

HSE.HS.3.4.d Identify the needs of students who are High Ability Learners (HAL).

HSE.HS.3.4.e Develop learning strategies and assessments with student needs.

HSE.HS.3.5 Demonstrate effective communication and positive feedback strategies.

HSE.HS.3.5.a Practice effective communication skills needed for the education profession (e.g., listening, speaking, non-verbal communication, verbal communication and written communication).

HSE.HS.3.5.b Identify the differences between positive and negative feedback strategies.

HSE.HS.3.5.c Develop a variety of positive feedback strategies.

BEST PRACTICES IN EDUCATION AND TRAINING WITH WORK-BASED LEARNING (cont.)

HSE.HS.3.6 Differentiate leadership roles and opportunities for collaboration.

HSE.HS.3.6.a Describe the importance of professional development in the education field.

HSE.HS.3.6.b Identify patterns of involvement with students and families outside of the classroom and how that relates to student success.

HSE.HS.3.6.c Summarize the role of elected school board members, administrators, and teachers as leaders within the school system.

HSE.HS.3.7 Model best practices through a work-based learning experience.

HSE.HS.3.7.a Evaluate physical, intellectual, emotional, and social development at various grade levels.

HSE.HS.3.7.b Design lessons with strategies appropriate for all learners.

HSE.HS.3.7.c Evaluate assessments.

HSE.HS.3.7.d Demonstrate effective communication within the practicum experience.

HSE.HS.3.7.e Demonstrate effective leadership.

EDUCATION AND TRAINING PRACTICUM WITH WORK-BASED LEARNING

COURSE DESCRIPTION

This capstone course will focus on the thought processes needed in education building on concepts from the introductory and intermediate courses. Topics covered include ethics in education, instructional strategies, equitable learning opportunities, and effective, inclusive communication. Knowledge and skills will be applied within a structured work-based learning experience, which may take place in a school, community, or business and industry setting. The focus of the practicum experience will be on the improvement of instructional strategies.

STANDARDS AND INDICATORS:

HSE.HS.11.1 Analyze current policies and ethics of the education profession.

HSE.HS.11.1.a Explain safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

HSE.HS.11.1.b Explain the laws related to learners' rights and teachers' responsibilities (e.g., FAPE, confidentiality, privacy, child abuse).

HSE.HS.11.1.c Explain the expectations of the profession including code of ethics and professional standards of practice, relevant law, and policies.

HSE.HS.11.1.e Identify opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

HSE.HS.11.2 Adapt a variety of instructional strategies for different levels of cognition.

HSE.HS.11.2.a Apply a variety of instructional strategies in lesson design.

HSE.HS.11.2.b Adapt instructional strategies for students with diverse needs.

HSE.HS.11.2.c Analyze assessment data to learn if instructional strategies were effective.

HSE.HS.11.3 Model cultural competence to provide fair and equitable learning opportunities.

HSE.HS.11.3.a Recognize implicit and explicit biases to establish an anti-bias learning environment.

HSE.HS.11.3.b Identify school-based inequities.

HSE.HS.11.3.c Establish environments where learners feel safe and appreciated.

EDUCATION AND TRAINING PRACTICUM WITH WORK-BASED LEARNING (cont.)

HSE.HS.11.4 Analyze how learner diversity can affect communication.

HSE.HS.11.4.a Differentiate knowledge of communication differences among diverse populations.

HSE.HS.11.4.b Demonstrate cultural competence while working productively in teams.

HSE.HS.11.5 Model teaching practices with the goal of continuous improvement through a work-based learning experience.

HSE.HS.11.5.a Evaluate the practicum experience.

HSE.HS.11.5.b Implement continual appraisal of performance and identify strengths and weaknesses.

HSE.HS.11.5.c Develop a plan for continuous professional learning.

HSE.HS.11.5.d Model the positive attributes of effective leaders (e.g., self awareness, self regulation, motivation, empathy).

CHILD DEVELOPMENT

COURSE DESCRIPTION

This intermediate course provides an overview of developmental stages in the prenatal period through 12 years of age building on concepts from the introductory course(s). Topics covered include how young children attain knowledge, behaviors, and skill and theories of child development to identify the effects of parenting practices, social, cultural, and linguistic diversity. The impact of quality child care and early childhood education on child growth and development will also be explored.

STANDARDS AND INDICATORS:

HSE.HS.5.1 Explain the basic principles of child development from conception to age 12.

HSE.HS.5.1.a Explain physical development milestones from conception to age 12.

HSE.HS.5.1.b Explain intellectual development milestones from conception to age 12.

HSE.HS.5.1.c Explain emotional development milestones from conception to age 12.

HSE.HS.5.1.d Explain social development milestones from conception to age 12.

HSE.HS.5.2 Evaluate child development theoretical perspectives and their applications.

HSE.HS.5.2.a Identify the various child development theorists and theories.

HSE.HS.5.2.b Evaluate developmentally appropriate child care skills from conception to age 12.

HSE.HS.5.2.c Identify parenting decisions and practices that impact healthy development from conception to age 12.

HSE.HS.5.3 Analyze family theoretical perspectives and their impact on child growth and development.

HSE.HS.5.3.a Compare and contrast theorists and theories related to family traits and child growth and development.

HSE.HS.5.3.b Classify different parenting types and styles.

HSE.HS.5.3.c Compare and contrast the different parenting styles.

HSE.HS.5.3.d Explain the impact parenting styles have on the development of young children.

CHILD DEVELOPMENT (cont.)

HSE.HS.5.4 Analyze the theoretical perspectives of social, cultural, and linguistic diversity traits and their impact on child growth and development.

HSE.HS.5.4.a Compare and contrast theorists and theories related to social, cultural, and linguistic diversity guiding childhood behaviors.

HSE.HS.5.4.b Recognize and classify different social, cultural, and linguistic diversity traits of children.

HSE.HS.5.4.c Compare and contrast the impact of the multiple influences that affect the social, cultural, and linguistic diversity traits of young children.

HSE.HS.5.4.d Explain the importance of early childhood education.

HSE.HS.5.5 Describe an understanding of career opportunities and early childhood community resources for supporting families in young children's development.

HSE.HS.5.5.a Describe career opportunities in the field of early childhood.

HSE.HS.5.5.b Identify college certificates and degree options in the field of early childhood.

HSE.HS.5.5.c Identify community resources available for supporting families with young children and their development.

HSE.HS.5.5.d Identify the purpose of the National Association for the Education of Young Children (NAEYC), Nebraska Early Childhood Profession Record System (NECPRS), and other early childhood education resources.

FAMILIES IN CRISIS

COURSE DESCRIPTION

This intermediate course will explore the impact of crisis situations on families building on concepts from the introductory course(s). Topics include stress, changes in the family life cycle, grief and loss, and mental health disorders. An emphasis will be placed on services available to support families while developing foundational knowledge and skills.

STANDARDS AND INDICATORS:

HSE.HS.13.1 Analyze non-therapeutic helper careers which serve individuals, families, and communities.

HSE.HS.13.1.a Outline the six types of helpers (professional helpers, paraprofessional helpers, helping as a part of their work, volunteer helpers, peer helpers, and informal helpers).

HSE.HS.13.1.b Describe the role of each of the six types of helpers in the process of supporting families in crisis situations.

HSE.HS.13.2 Analyze factors that influence crisis in a family.

HSE.HS.13.2.a List characteristics of healthy and unhealthy families and their effect on society.

HSE.HS.13.2.b Compare and contrast a variety of diverse family structures.

HSE.HS.13.2.c Describe how families help meet the needs of individuals using Maslow's Hierarchy of Needs.

HSE.HS.13.2.d Explain the importance of healthy communication and conflict resolution in a family.

HSE.HS.13.2.e Compare and contrast financial, physical, social, emotional, cultural, and spiritual issues and the role of stress in families.

HSE.HS.13.2.f Define crisis and differentiate a crisis situation from a stressful situation.

HSE.HS.13.2.g Identity common crisis situations families face (e.g., mental illness, abuse, addiction, grief, suicide, job loss, homelessness).

FAMILIES IN CRISIS (cont.)

HSE.HS.13.3 Evaluate societal views of mental health and common mental health disorders.

HSE.HS.13.3.a Define stigma and explain its effects on those with mental illness.

HSE.HS.13.3.b Identify ways to minimize stigma surrounding mental illness and seeking help for mental health problems.

HSE.HS.13.3.c Identify and analyze common risk factors for developing mental disorders (genetic, environmental).

HSE.HS.13.3.d Analyze the process of diagnosing mental illness.

HSE.HS.13.3.e Explain the effects mental illness and suicide has on the family.

HSE.HS.13.3.f Assess the signs and symptoms of a potential suicidal individual and steps that should be taken to seek help.

HSE.HS.13.3.g Identify community resources to help families facing mental health crises.

HSE.HS.13.4 Evaluate the effects of abuse on a family.

HSE.HS.13.4.a Identify types of abuse, causes, and common signs and symptoms in each stage of the family life cycle.

HSE.HS.13.4.b Analyze the roles and their characteristics in an abuse situation (bystander, abuser, victim/survivor).

HSE.HS.13.4.c Identify mandatory reporting laws and processes in Nebraska and resources available to help families.

HSE.HS.13.4.d Explain Adverse Childhood Experiences (ACEs) and their potential effects.

HSE.HS.13.4.e Compare and contrast healthy and unhealthy relationships.

HSE.HS.13.4.f Explain the stages of the Cycle of Abuse considering the barriers surrounding generational abuse.

FAMILIES IN CRISIS (cont.)

HSE.HS.13.5 Evaluate the effects of addiction on the family unit.

HSE.HS.13.5.a	Define addiction and explore the risk factors associated with developing an addiction (genetic, environmental).
HSE.HS.13.5.b	Analyze the science of physical and psychological addiction and how they are connected.
HSE.HS.13.5.c	Assess community resources, treatment, and recovery methods of addiction.
HSE.HS.13.5.d	Explain the connection (comorbidity) between mental illness and addiction.
HSE.HS.13.5.e	Analyze the effects of multiple family members living with addiction at the same time.

HSE.HS.13.6 Analyze the process of grieving.

HSE.HS.13.6.a	Define grief and explain that grief can occur with a variety of losses (e.g., loss of a friendship or pet, moving, loss of experience).
HSE.HS.13.6.b	Compare and contrast a variety of theories of grief (Five Stages, Tonkin's Model, Four Tasks of Grieving, Six Rs, Dual Process Model, Reconstruction of Meaning).
HSE.HS.13.6.c	Analyze family relationships in the grieving process.
HSE.HS.13.6.d	Compare and contrast healthy and unhealthy coping mechanisms for dealing with grief.
HSE.HS.13.6.e	Identify community resources to help families facing grief.

HSE.HS.13.7 Analyze methods of overcoming crisis.

HSE.HS.13.7.a	Describe the qualities of a resilient individual.
HSE.HS.13.7.b	Define mindfulness and techniques used to be mindful in everyday life.
HSE.HS.13.7.c	Explain the importance of mindfulness and self-awareness in overcoming crisis.
HSE.HS.13.7.d	Explain the importance of self-care and list strategies for implementing self-care.
HSE.HS.13.7.e	Describe the importance of growth mindset in regards to neuroplasticity.
HSE.HS.13.7.f	Identify common mental distortions (filtering, overgeneralizing, catastrophizing, personalization).

LIFESPAN DEVELOPMENT

COURSE DESCRIPTION

This introductory course explores the physical, intellectual, emotional, and social development of individuals across the lifespan from conception to death. Topics covered are external impacts on development including family structure and practices, theories of development, social and technological forces, and resources available to individuals and their outcomes.

STANDARDS AND INDICATORS:

HSE.HS.30.1 Evaluate principles of growth and development from conception through infancy.

HSE.HS.30.1.a	Describe theories, current issues, and trends.
HSE.HS.30.1.b	Identify physical, intellectual, emotional, and social development milestones.
HSE.HS.30.1.c	Explain conditions influencing development (e.g., abuse, trauma, stress, social and technological forces).
HSE.HS.30.1.d	Explain brain structure and development for this stage of life.
HSE.HS.30.1.e	Describe services and supports needed when developmental milestones are not met.
HSE.HS.30.1.f	Analyze family system roles and dynamics and how they contribute to development.
HSE.HS.30.1.g	Describe skills needed to work and engage with individuals in this stage of development.

HSE.HS.30.2 Evaluate principles of growth and development from infancy through childhood.

HSE.HS.30.2.a	Describe theories, current issues, and trends.
HSE.HS.30.2.b	Identify physical, intellectual, emotional, and social development milestones.
HSE.HS.30.2.c	Explain conditions influencing development (e.g., abuse, trauma, stress, social and technological forces).
HSE.HS.30.2.d	Explain brain structure and development for this stage of life.
HSE.HS.30.2.e	Describe services and supports needed when developmental milestones are not met.
HSE.HS.30.2.f	Analyze family system roles and dynamics and how they contribute to development.
HSE.HS.30.2.g	Demonstrate skills needed to work and engage with individuals in this stage of development.

LIFESPAN DEVELOPMENT (cont.)

HSE.HS.30.3 Evaluate principles of growth and development from childhood through adolescence.

HSE.HS.30.3.a	Describe theories, current issues, and trends.
HSE.HS.30.3.b	Identify physical, intellectual, emotional, and social development milestones.
HSE.HS.30.3.c	Explain conditions influencing development (e.g., abuse, trauma, stress, social and technological forces).
HSE.HS.30.3.d	Explain brain structure and development for this stage of life.
HSE.HS.30.3.e	Describe services and supports needed when developmental milestones are not met.
HSE.HS.30.3.f	Analyze family system roles and dynamics and how they contribute to development.
HSE.HS.30.3.g	Demonstrate skills needed to work and engage with individuals in this stage of development.

HSE.HS.30.4 Evaluate principles of growth and development from adolescence through early adulthood.

HSE.HS.30.4.a	Describe theories, current issues, and trends.
HSE.HS.30.4.b	Identify physical, intellectual, emotional, and social development milestones.
HSE.HS.30.4.c	Explain conditions influencing development (e.g., abuse, trauma, stress, social and technological forces).
HSE.HS.30.4.d	Explain brain structure and development for this stage of life.
HSE.HS.30.4.e	Describe services and supports needed when developmental milestones are not met.
HSE.HS.30.4.f	Analyze family system roles and dynamics and how they contribute to development.
HSE.HS.30.4.g	Demonstrate skills needed to work and engage with individuals in this stage of development.

LIFESPAN DEVELOPMENT (cont.)

HSE.HS.30.5 Evaluate principles of growth and development from middle to late adulthood through the end of life.

HSE.HS.30.5a	Describe theories, current issues, and trends.
HSE.HS.30.5.b	Identify physical, intellectual, emotional, and social milestones.
HSE.HS.30.5.c	Explain conditions influencing well-being (e.g., abuse, trauma, stress, social and technological forces).
HSE.HS.30.5.d	Explain brain structure and development for this stage of life.
HSE.HS.30.5.e	Describe services and supports needed for well-being.
HSE.HS.30.5.f	Analyze family system roles and dynamics and how they contribute to the well-being of individuals.
HSE.HS.30.5.g	Describe skills needed to work and engage with individuals in this stage of development.

INTRODUCTION TO FAMILY AND CONSUMER SCIENCES

COURSE DESCRIPTION

This introductory course is intended to provide a basic overview of all areas within Family and Consumer Sciences. Basic knowledge and career skills that are applicable to personal growth and career development will be covered. Additional course topics include: leadership, communication, child development, mental health, nutrition and food preparation, clothing and interior design, and personal finance.

STANDARDS AND INDICATORS:

HSE.HS.27.1 Apply career-readiness skills and identify potential career opportunities.

HSE.HS.27.1.a	Summarize the history of Family and Consumer Sciences and the impact of the field on individuals, families, and communities to make connections to current career-ready skills.
HSE.HS.27.1.b	Identify personal traits and compare them with potential career opportunities.
HSE.HS.27.1.c	Investigate career opportunities, including but not limited to careers within Family and Consumer Sciences.

HSE.HS.27.2 Apply leadership in family, workplace, and community.

HSE.HS.27.2.a	Investigate goal setting and resource management.
HSE.HS.27.2.b	Explain leadership styles and the impact of each style on others.
HSE.HS.27.2.c	Demonstrate strategies that utilize the strengths and minimize the limitations of team members.
HSE.HS.27.2.d	Describe the decision-making process.
HSE.HS.27.2.e	Demonstrate leadership skills within the family, workplace, or community.
HSE.HS.27.2.f	Investigate opportunities available for a member of FCCLA and/or Educators Rising.

INTRODUCTION TO FAMILY AND CONSUMER SCIENCES (cont.)

HSE.HE.27.3 Evaluate personal and work relationships.

HSE.HS.27.3.a Compare and contrast healthy and unhealthy personal and work relationships.

HSE.HS.27.3.b Evaluate personal traits and how they can be used to improve relationships.

HSE.HS.27.3.c Demonstrate effective communication using a variety of delivery methods that can improve personal and work relationships.

HSE.HS.27.3.d Demonstrate critical thinking and conflict resolution in personal and career settings.

HSE.HS.27.3.e Demonstrate inclusive teamwork in the family, workplace, or community.

HSE.HS.27.4 Assess the family unit during each stage of the lifespan.

HSE.HS.27.4.a Identify the stages of development across the lifespan.

HSE.HS.27.4.b Categorize milestones of development in the areas of physical, intellectual, emotional, and social across the lifespan.

HSE.HS.27.4.c Analyze family as the basic unit of society.

HSE.HS.27.4.d Describe the impact of conditions that could influence the well-being of individuals and families.

HSE.HS.27.5 Identify careers in counseling, mental health, and human behavior.

HSE.HS.27.5.a Identify the importance of self-care and self-awareness.

HSE.HS.27.5.b Summarize empathy.

HSE.HS.27.5.c Examine the influence of cultural and societal issues on mental and emotional health.

HSE.HS.27.5.d Connect the role of mental health and counseling to today's society

INTRODUCTION TO FAMILY AND CONSUMER SCIENCES (cont.)

HSE.HS.27.6 Differentiate skills for food preparation and maintaining nutrition and wellness.

HSE.HS.27.6.a Identify basic food safety and sanitation practices.

HSE.HS.27.6.b Demonstrate basic food preparation practices.

HSE.HS.27.6.c Create meal plans that utilize food availability and cost effectiveness.

HSE.HS.27.6.d Identify basic kitchen equipment and terminology.

HSE.HS.27.6.e Analyze effects of personal choices on nutrition and wellness.

HSE.HS.27.6.f Identify basic nutrients required for healthy living.

HSE.HS.27.7 Apply skills required for fashion construction, housing, and interior design.

HSE.HS.27.7.a Classify the elements and principles of design.

HSE.HS.27.7.b Describe the basic care of different textiles.

HSE.HS.27.7.c Compare and contrast design features in fashion and/or interior design.

HSE.HS.27.7.d Produce, alter, or repair fashion and apparel items.

HSE.HS.27.7.e Apply the principles and elements of design to design a room reflecting personal, family, or community style and needs.

HSE.HS.27.8 Explain consumerism and personal finance.

HSE.HS.27.8.a Identify factors that influence consumer choices.

HSE.HS.27.8.b Summarize the rights and responsibilities of consumers.

HSE.HS.27.8.c Outline the steps for creating a budget.

HSE.HS.27.8.d Describe procedures for using savings and checking accounts.

HSE.HS.27.8.e Compare the benefits and costs of credit.

CHILD DEVELOPMENT

COURSE DESCRIPTION

This intermediate course provides an overview of developmental stages in the prenatal period through 12 years of age building on concepts from the introductory course(s). Topics covered include how young children attain knowledge, behaviors, and skill and theories of child development to identify the effects of parenting practices, social, cultural, and linguistic diversity. The impact of quality child care and early childhood education on child growth and development will also be explored.

STANDARDS AND INDICATORS:

HSE.HS.5.1 Explain the basic principles of child development from conception to age 12.

HSE.HS.5.1.a Explain physical development milestones from conception to age 12.

HSE.HS.5.1.b Explain intellectual development milestones from conception to age 12.

HSE.HS.5.1.c Explain emotional development milestones from conception to age 12.

HSE.HS.5.1.d Explain social development milestones from conception to age 12.

HSE.HS.5.2 Evaluate child development theoretical perspectives and their applications.

HSE.HS.5.2.a Identify the various child development theorists and theories.

HSE.HS.5.2.b Evaluate developmentally appropriate child care skills from conception to age 12.

HSE.HS.5.2.c Identify parenting decisions and practices that impact healthy development from conception to age 12.

HSE.HS.5.3 Analyze family theoretical perspectives and their impact on child growth and development.

HSE.HS.5.3.a Compare and contrast theorists and theories related to family traits and child growth and development.

HSE.HS.5.3.b Classify different parenting types and styles.

HSE.HS.5.3.c Compare and contrast the different parenting styles.

HSE.HS.5.3.d Explain the impact parenting styles have on the development of young children.

CHILD DEVELOPMENT (cont.)

HSE.HS.5.4 Analyze the theoretical perspectives of social, cultural, and linguistic diversity traits and their impact on child growth and development.

HSE.HS.5.4.a Compare and contrast theorists and theories related to social, cultural, and linguistic diversity guiding childhood behaviors.

HSE.HS.5.4.b Recognize and classify different social, cultural, and linguistic diversity traits of children.

HSE.HS.5.4.c Compare and contrast the impact of the multiple influences that affect the social, cultural, and linguistic diversity traits of young children.

HSE.HS.5.4.d Explain the importance of early childhood education.

HSE.HS.5.5 Describe an understanding of career opportunities and early childhood community resources for supporting families in young children's development.

HSE.HS.5.5.a Describe career opportunities in the field of early childhood.

HSE.HS.5.5.b Identify college certificates and degree options in the field of early childhood.

HSE.HS.5.5.c Identify community resources available for supporting families with young children and their development.

HSE.HS.5.5.d Identify the purpose of the National Association for the Education of Young Children (NAEYC), Nebraska Early Childhood Profession Record System (NECPRS), and other early childhood education resources.

PARENTS AND FAMILIES

COURSE DESCRIPTION

This intermediate course will evaluate the effects of parenting roles and responsibilities building on concepts from the introductory course. Topics covered will include influences on parenting, decisions to parent, support services for parents, parenting theories, and family adjustment to parenthood. Emphasis will be placed on positive actions to support the physical, emotional, intellectual, and social development of family members.

STANDARDS AND INDICATORS:

HSE.HS.33.1 Analyze roles and responsibilities of parenting.

- HSE.HS.33.1.a Identify parenting roles across the lifespan.
- HSE.HS.33.1.b Differentiate the expectations and responsibilities of parenting.
- HSE.HS.33.1.c Explain the decision to parent, including family planning, infertility and unplanned parenthood.
- HSE.HS.33.1.d Summarize the impact of the decision to parent on the roles and responsibilities of parenting.
- HSE.HS.33.1.e Summarize current laws and policies related to parenting.
- HSE.HS.33.1.f Analyze consequences of parenting practices to the individual, family, and society.
- HSE.HS.33.1.g Differentiate societal and cultural influences on parenting roles and responsibilities across the lifespan.

HSE.HS.33.2 Assess the family unit and each individual's ability to manage work, family, and community commitments.

- HSE.HS.33.2.a Compare and contrast different types of families.
- HSE.HS.33.2.b Analyze alternatives to biological parenthood and the impacts on the family unit.
- HSE.HS.33.2.c Evaluate and prioritize family, work, and community obligations.
- HSE.HS.33.2.d Assess the importance of teamwork and leadership skills in the family, workplace and community.
- HSE.HS.33.2.e Identify resources available to families that increase positive outcomes for children.

PARENTS AND FAMILIES (cont.)

HSE.HS.33.3 Evaluate parenting factors and conditions that impact normal growth and development.

HSE.HS.33.3.a Describe the effect of heredity and environment on child growth and development (e.g., nature, nurture).

HSE.HS.33.3.b Analyze the effects of gender, ethnicity, and culture on a child's development.

HSE.HS.33.3.c Compare and contrast parenting styles to examine the impact on development.

HSE.HS.33.3.d Identify educational, community, and governmental resources available to prevent, address and improve developmental delays.

HSE.HS.33.4 Differentiate between effective and ineffective parenting and caregiver practices.

HSE.HS.33.4.a Identify techniques for positive collaborative relationships with children.

HSE.HS.33.4.b Summarize how nurturing and attachment create optimal parenting practices.

HSE.HS.33.4.c Analyze discipline practices that follow emerging research on human growth and development.

HSE.HS.33.4.d Identify forms of child abuse and neglect.

HSE.HS.33.4.e Analyze the effects of abuse and neglect on children and families and determine methods for prevention.

HSE.HS.33.4.f Describe strategies for overcoming negative and harmful parenting practices.

PARENTS AND FAMILIES (cont.)

HSE.HS.33.5 Evaluate services for individuals and families in a variety of circumstances.

HSE.HS.33.5.a	Identify resources available to individuals and families with specific needs.
HSE.HS.33.5.b	Describe strategies that help parents make informed choices, access resources, follow through on responsibilities, and take appropriate risks.
HSE.HS.33.5.c	Summarize the importance of friends, family, and community relationships for an individual.
HSE.HS.33.5.d	Identify policies and programs that influence health care, nutrition, education, child protection, and poverty.
HSE.HS.33.5.e	Analyze criteria for selecting care and services for children.
HSE.HS.33.5.f	Describe how a family's cultural identity, values, beliefs, and other factors may impact their decisions about accessing support services.

HSE.HS.33.6 Outline children's self-regulation of health and wellness choices.

HSE.HS.33.6.a	Plan healthy meals and snacks.
HSE.HS.33.6.b	Apply strategies to teach children health, safety, and hygiene habits.
HSE.HS.33.6.c	Critique behaviors (e.g., physical activity, nutrition choices) that develop positive lifelong wellness for children.

FAMILIES IN CRISIS

COURSE DESCRIPTION

This intermediate course will explore the impact of crisis situations on families building on concepts from the introductory course(s). Topics include stress, changes in the family life cycle, grief and loss, and mental health disorders. An emphasis will be placed on services available to support families while developing foundational knowledge and skills.

STANDARDS AND INDICATORS:

HSE.HS.13.1 Analyze non-therapeutic helper careers which serve individuals, families, and communities.

HSE.HS.13.1.a Outline the six types of helpers (professional helpers, paraprofessional helpers, helping as a part of their work, volunteer helpers, peer helpers, and informal helpers).

HSE.HS.13.1.b Describe the role of each of the six types of helpers in the process of supporting families in crisis situations.

HSE.HS.13.2 Analyze factors that influence crisis in a family.

HSE.HS.13.2.a List characteristics of healthy and unhealthy families and their effect on society.

HSE.HS.13.2.b Compare and contrast a variety of diverse family structures.

HSE.HS.13.2.c Describe how families help meet the needs of individuals using Maslow's Hierarchy of Needs.

HSE.HS.13.2.d Explain the importance of healthy communication and conflict resolution in a family.

HSE.HS.13.2.e Compare and contrast financial, physical, social, emotional, cultural, and spiritual issues and the role of stress in families.

HSE.HS.13.2.f Define crisis and differentiate a crisis situation from a stressful situation.

HSE.HS.13.2.g Identity common crisis situations families face (e.g., mental illness, abuse, addiction, grief, suicide, job loss, homelessness).

FAMILIES IN CRISIS (cont.)

HSE.HS.13.3 Evaluate societal views of mental health and common mental health disorders.

HSE.HS.13.3.a Define stigma and explain its effects on those with mental illness.

HSE.HS.13.3.b Identify ways to minimize stigma surrounding mental illness and seeking help for mental health problems.

HSE.HS.13.3.c Identify and analyze common risk factors for developing mental disorders (genetic, environmental).

HSE.HS.13.3.d Analyze the process of diagnosing mental illness.

HSE.HS.13.3.e Explain the effects mental illness and suicide has on the family.

HSE.HS.13.3.f Assess the signs and symptoms of a potential suicidal individual and steps that should be taken to seek help.

HSE.HS.13.3.g Identify community resources to help families facing mental health crises.

HSE.HS.13.4 Evaluate the effects of abuse on a family.

HSE.HS.13.4.a Identify types of abuse, causes, and common signs and symptoms in each stage of the family life cycle.

HSE.HS.13.4.b Analyze the roles and their characteristics in an abuse situation (bystander, abuser, victim/survivor).

HSE.HS.13.4.c Identify mandatory reporting laws and processes in Nebraska and resources available to help families.

HSE.HS.13.4.d Explain Adverse Childhood Experiences (ACEs) and their potential effects.

HSE.HS.13.4.e Compare and contrast healthy and unhealthy relationships.

HSE.HS.13.4.f Explain the stages of the Cycle of Abuse considering the barriers surrounding generational abuse.

FAMILIES IN CRISIS (cont.)

HSE.HS.13.5 Evaluate the effects of addiction on the family unit.

HSE.HS.13.5.a Define addiction and explore the risk factors associated with developing an addiction (genetic, environmental).

HSE.HS.13.5.b Analyze the science of physical and psychological addiction and how they are connected.

HSE.HS.13.5.c Assess community resources, treatment, and recovery methods of addiction.

HSE.HS.13.5.d Explain the connection (comorbidity) between mental illness and addiction.

HSE.HS.13.5.e Analyze the effects of multiple family members living with addiction at the same time.

HSE.HS.13.6 Analyze the process of grieving.

HSE.HS.13.6.a Define grief and explain that grief can occur with a variety of losses (e.g., loss of a friendship or pet, moving, loss of experience).

HSE.HS.13.6.b Compare and contrast a variety of theories of grief (Five Stages, Tonkin's Model, Four Tasks of Grieving, Six Rs, Dual Process Model, Reconstruction of Meaning).

HSE.HS.13.6.c Analyze family relationships in the grieving process.

HSE.HS.13.6.d Compare and contrast healthy and unhealthy coping mechanisms for dealing with grief.

HSE.HS.13.6.e Identify community resources to help families facing grief.

HSE.HS.13.7 Analyze methods of overcoming crisis.

HSE.HS.13.7.a Describe the qualities of a resilient individual.

HSE.HS.13.7.b Define mindfulness and techniques used to be mindful in everyday life.

HSE.HS.13.7.c Explain the importance of mindfulness and self-awareness in overcoming crisis.

HSE.HS.13.7.d Explain the importance of self-care and list strategies for implementing self-care.

HSE.HS.13.7.e Describe the importance of growth mindset in regards to neuroplasticity.

HSE.HS.13.7.f Identify common mental distortions (filtering, overgeneralizing, catastrophizing, personalization).

INTERPERSONAL RELATIONSHIPS

COURSE DESCRIPTION

This capstone course focuses on the effect of interpersonal relationships building on concepts from the introductory and intermediate courses. The course includes concepts such as effective communication, establishing and maintaining relationships, diverse family systems, characteristics of personal development, and the impact of relationships on personal and career success. The impact of relationships on the well-being of individuals, families, work, and society will also be explored.

STANDARDS AND INDICATORS:

HSE.HS.24.1 Analyze personal needs and characteristics and their effects on interpersonal relationships.

HSE.HS.24.1.a Examine the effects of personal characteristics and life events on relationships.

HSE.HS.24.1.b Describe the effects of self-esteem and self-image on relationships.

HSE.HS.24.1.c Describe the effects of lifespan events and conditions on relationships.

HSE.HS.24.1.d Explain the effects of personal values and behaviors on interpersonal relationships.

HSE.HS.24.2 Analyze the effects of family as a system on individuals and society.

HSE.HS.24.2.a Describe the function of the family as the basic unit of society.

HSE.HS.24.2.b Examine the role of family in teaching culture and traditions across the lifespan.

HSE.HS.24.2.c Summarize the family's role in developing independence, interdependence, and commitment of family members.

HSE.HS.24.2.d Describe the effects of various stages of the family life cycle on interpersonal relationships.

INTERPERSONAL RELATIONSHIPS (cont.)

HSE.HE.24.3 Evaluate the functions and expectations of various types of interpersonal relationships.

HSE.HS.24.3.a	Categorize the various types of interpersonal relationships.
HSE.HS.24.3.b	Identify the characteristics of healthy and unhealthy relationships.
HSE.HS.24.3.c	Describe processes for building, maintaining, and ending interpersonal relationships.
HSE.HS.24.3.d	Identify physical, intellectual, emotional, and social characteristics of healthy and unhealthy relationships and behaviors including limits, boundaries, and refusal skills.
HSE.HS.24.3.e	Analyze processes for handling unhealthy relationships.
HSE.HS.24.3.f	Relate personal values, rights, and responsibilities in relationships to overall health and decision making.

HSE.HS.24.4 Evaluate communication skills that contribute to healthy relationships.

HSE.HS.24.4.a	Compare communication styles and their effects on relationships.
HSE.HS.24.4.b	Analyze verbal and nonverbal behaviors and attitudes that contribute to effective communication.
HSE.HS.24.4.c	Demonstrate effective listening and feedback techniques.
HSE.HS.24.4.d	Analyze strategies to overcome communication barriers in family, community, and work settings.
HSE.HS.24.4.e	Apply ethical principles of communication in family, community, and work settings.
HSE.HS.24.4.f	Assess the effects of communication via technology in family, work, and community settings.

INTERPERSONAL RELATIONSHIPS (cont.)

HSE.HS.24.5 Outline principles that guide behavior in interpersonal relationships.

HSE.HS.24.5.a	Explain the principles of decision making and problem solving in reducing and managing conflict in interpersonal relationships.
HSE.HS.24.5.b	Identify nonviolent strategies that address conflict and model positive leadership. (e.g., self awareness, self-regulation, motivation, empathy and social skills).
HSE.HS.24.5.c	Identify stress management strategies for family, work, and community settings.

FAMILY AND COMMUNITY ADVOCACY

COURSE DESCRIPTION

This capstone course explores advocacy as it relates to individuals, families, and communities building on concepts from the introductory and intermediate courses. Topics covered include leadership within advocacy, careers related to advocacy, the role of community support in advocacy, importance of resiliency, and civic responsibilities. The importance of service-learning will also be addressed.

STANDARDS AND INDICATORS:

HSE.HS.14.1 Analyze the various dimensions of being an advocate for individuals, families, and communities.

- HSE.HS.14.1.a Define what it means to be an advocate.
- HSE.HS.14.1.b Explain the importance of advocating for others.
- HSE.HS.14.1.c Identify situations where advocates would be involved.
- HSE.HS.14.1.d Discuss the connection between crisis and advocacy.
- HSE.HS.14.1.e Explain the history of advocacy and events or periods in time that required advocacy for individuals, families, and communities.
- HSE.HS.14.1.f Explain the impact of advocacy on individuals, families, communities, and society.

HSE.HS.14.2 Assess the leadership role of the advocate.

- HSE.HS.14.2.a Explain how an advocate is a leader.
- HSE.HS.14.2.b Identify strong intrapersonal and interpersonal relationship skills (conflict resolution, teamwork, attentive listening skills).
- HSE.HS.14.2.c Analyze how an individual's view of the world is impacted by their level of self-awareness as it relates to individual beliefs and values.
- HSE.HS.14.2.d Analyze the importance of ethical behavior as a leader and advocate.

FAMILY AND COMMUNITY ADVOCACY(cont.)

HSE.HS.14.3 Identify careers related to serving families and communities.

HSE.HS.14.3.a Describe specific roles or careers that have a direct connection to advocating for families (e.g., child-life advocate, family advocate).

HSE.HS.14.3.b Assess the relationship between community demographics and advocacy needs.

HSE.HS.14.3.c Explain the role of each of the six types of helpers (professional helpers, paraprofessional helpers, helping as a part of their work, peer helpers, volunteer helpers, and informal helpers) in advocacy.

HSE.HS.14.4 Outline specific community outreach programs, resources, and connections as they relate to families.

HSE.HS.14.4.a Explain the role school organizations can play in advocating for schools and communities.

HSE.HS.14.4.b Describe local family and community services (e.g., organizations, government resources).

HSE.HS.14.4.c Locate local support resources for specific populations.

HSE.HS.14.5 Analyze the importance of individuals, families, and communities participating in their civic duties as local advocates.

HSE.HS.14.5.a Define civic duty.

HSE.HS.14.5.b Explain the role of individuals, families, and communities in advocacy as it relates to living in a democratic society.

HSE.HS.14.5.c Identify how individuals, families, and communities can work towards fulfilling their civic responsibilities.

HSE.HS.14.5.d Describe the process of advocating for an issue.

HSE.HS.14.5.e Explain the role elected officials could play in advocacy.

HSE.HS.14.5.f Describe what advocacy looks like at the local, state, and national levels.

FAMILY AND COMMUNITY ADVOCACY(cont.)

HSE.HS.14.6 Analyze the importance of resilience in families and communities.

HSE.HS.14.6.a Define resilience.

HSE.HS.14.6.b Describe what a resilient individual, family, and community look like and the correlation between them.

HSE.HS.14.6.c Analyze the importance of individuals and families being advocates for themselves and its effects on a community.

HSE.HS.14.7 Analyze service-learning and its connection to civic responsibility.

HSE.HS.14.7.a Identify ways to serve individuals, families, and communities.

HSE.HS.14.7.b Apply knowledge of advocacy and leadership to benefit individuals, families, and communities.

HSE.HS.14.7.c Identify opportunities for personal growth through serving individuals, families, and communities.

HSE.HS.14.7.d Explain how service-learning is a key to fulfilling civic responsibilities.

LIFE AND CAREER READINESS

COURSE DESCRIPTION

This course is designed to prepare students for responsibilities in a home, family, and work environment. Personal and career development will be expanded. Topics covered include adult roles and responsibilities, goal setting, decision making, communication, leadership, personal finance, consumer skills, and personal wellness.

STANDARDS AND INDICATORS:

HSE.HS.29.1 Integrate the characteristics of personal development.

HSE.HS.29.1.a	Identify adult roles and responsibilities of each.
HSE.HS.29.1.b	Describe theories of development related to the adolescent and adult life stages (e.g., Havighurst, Bronfenbrenner, Erikson).
HSE.HS.29.1.c	Summarize research on values, beliefs, character and personality traits, and behavior change models.
HSE.HS.29.1.d	Demonstrate goal setting skills to enhance lifestyle choices and behaviors.
HSE.HS.29.1.e	Analyze decision-making models.

HSE.HS.29.2 Apply career readiness skills to develop a personal career plan.

HSE.HS.29.2.a	Demonstrate effective and appropriate communication.
HSE.HS.29.2.b	Implement creative problem solving and critical thinking strategies.
HSE.HS.29.2.c	Model teamwork and leadership skills.
HSE.HS.29.2.d	Demonstrate effective use of technology as a responsible digital citizen.
HSE.HS.29.2.e	Identify personal qualities and qualifications needed for employment.
HSE.HS.29.2.f	Identify potential careers, including but not limited to Family and Consumer Sciences careers.
HSE.HS.29.2.g	Demonstrate the ability to effectively seek employment (e.g., completing applications, creating a resume, interviewing).

LIFE AND CAREER READINESS (cont.)

HSE.HS.29.3 Explain the process of calculating income and taxes.

HSE.HS.29.3.a Interpret a pay stub to calculate gross and net pay and identify benefits.

HSE.HS.29.3.b Define payroll withholdings and identify why deductions are made.

HSE.HS.29.3.c Describe information needed and required forms relevant to the completion of state and federal income tax forms (e.g., W-4, W-2, 1040)

HSE.HS.29.3.d Identify the purpose of taxes and differentiate between the different types of taxes (e.g., sales tax, property tax, income tax).

HSE.HS.29.4 Apply money management skills and strategies.

HSE.HS.29.4.a Compare and contrast the various types of financial institutions and the services they provide.

HSE.HS.29.4.b Compare and contrast a statement of financial position, income and expense statement, and spending plan.

HSE.HS.29.4.c Develop a personal spending plan/budget.

HSE.HS.29.4.d Compare and contrast different forms of financial exchange (e.g., cash, credit, debit, electronic funds transfer, emerging payment forms)

HSE.HS.29.5 Evaluate savings and investment strategies based on individual preferences and circumstances to achieve financial goals.

HSE.HS.29.5.a Identify the value of saving money and strategies to save money.

HSE.HS.29.5.b Compare the characteristics of savings tools (e.g., savings account, certificates of deposit, savings bonds) and how they relate to financial goals.

HSE.HS.29.5.c Distinguish between common types of investments.

HSE.HS.29.5.d Compare and contrast saving and investing strategies that consider risk, return, and building wealth.

LIFE AND CAREER READINESS (cont.)

HSE.HS.29.6 Evaluate factors that affect the choice of credit, the cost of credit, maintaining credit, and the legal aspects of using credit.

HSE.HS.29.6.a Evaluate the opportunity cost for each financial decision involving credit (e.g., credit cards, auto loans, student loans).

HSE.HS.29.6.b Describe the process to obtain various forms of credit.

HSE.HS.29.6.c Explain the importance of credit ratings and credit scores and the effect on an individual's credit report, cost of credit, and future use of credit.

HSE.HS.29.6.d Summarize the rights and responsibilities of consumers according to credit legislation (e.g., truth-in-lending, fair credit reporting, equal credit opportunity, fair debt collection).

HSE.HS.29.6.e Explain the risks associated with fraud and fraud protection guidelines.

HSE.HS.29.6.f Apply the planned buying process to housing and transportation decisions (buying, renting, leasing).

HSE.HS.29.7 Analyze appropriate and cost-effective risk management strategies.

HSE.HS.29.7.a Identify the terms, concepts, and practices instrumental to varied forms of insurance (e.g., deductible, premium, peril, risk).

HSE.HS.29.7.b Identify the type of insurance associated with different types of risk (e.g., automobile, personal and professional liability, property, health, life, long-term care, disability).

HSE.HS.29.7.c Compare and contrast insurance policies based on individual preferences and circumstances.

HSE.HS.29.7.d Compare sources of insurance coverage, including employee benefit plans.

LIFE AND CAREER READINESS (cont.)

HSE.HS.29.8 Apply various life ready skills that are needed for adulthood.

HSE.HS.29.8.a Identify consumer skills for providing and maintaining clothing, transportation, housing, and recreation needs of individuals and their families.

HSE.HS.29.8.b Demonstrate personal and family resource decision making to meet personal and family goals across the lifespan.

HSE.HS.29.8.c Compare and contrast potential impact of career path decisions on balancing work and family responsibilities.

HSE.HS.29.8.d Identify solutions to real-world problems related to career/life goal setting and balance (e.g., meal planning, family budgeting, time management).

HSE.HS.29.8.e Summarize the aspects of wellness (physical, intellectual, emotional, social, spiritual, financial, environmental) and the impact on personal development.

INTRODUCTION TO FAMILY AND CONSUMER SCIENCES

COURSE DESCRIPTION

This introductory course is intended to provide a basic overview of all areas within Family and Consumer Sciences. Basic knowledge and career skills that are applicable to personal growth and career development will be covered. Additional course topics include: leadership, communication, child development, mental health, nutrition and food preparation, clothing and interior design, and personal finance.

STANDARDS AND INDICATORS:

HSE.HS.27.1 Apply career-readiness skills and identify potential career opportunities.

HSE.HS.27.1.a	Summarize the history of Family and Consumer Sciences and the impact of the field on individuals, families, and communities to make connections to current career-ready skills.
HSE.HS.27.1.b	Identify personal traits and compare them with potential career opportunities.
HSE.HS.27.1.c	Investigate career opportunities, including but not limited to careers within Family and Consumer Sciences.

HSE.HS.27.2 Apply leadership in family, workplace, and community.

HSE.HS.27.2.a	Investigate goal setting and resource management.
HSE.HS.27.2.b	Explain leadership styles and the impact of each style on others.
HSE.HS.27.2.c	Demonstrate strategies that utilize the strengths and minimize the limitations of team members.
HSE.HS.27.2.d	Describe the decision-making process.
HSE.HS.27.2.e	Demonstrate leadership skills within the family, workplace, or community.
HSE.HS.27.2.f	Investigate opportunities available for a member of FCCLA and/or Educators Rising.

INTRODUCTION TO FAMILY AND CONSUMER SCIENCES (cont.)

HSE.HE.27.3 Evaluate personal and work relationships.

HSE.HS.27.3.a Compare and contrast healthy and unhealthy personal and work relationships.

HSE.HS.27.3.b Evaluate personal traits and how they can be used to improve relationships.

HSE.HS.27.3.c Demonstrate effective communication using a variety of delivery methods that can improve personal and work relationships.

HSE.HS.27.3.d Demonstrate critical thinking and conflict resolution in personal and career settings.

HSE.HS.27.3.e Demonstrate inclusive teamwork in the family, workplace, or community.

HSE.HS.27.4 Assess the family unit during each stage of the lifespan.

HSE.HS.27.4.a Identify the stages of development across the lifespan.

HSE.HS.27.4.b Categorize milestones of development in the areas of physical, intellectual, emotional, and social across the lifespan.

HSE.HS.27.4.c Analyze family as the basic unit of society.

HSE.HS.27.4.d Describe the impact of conditions that could influence the well-being of individuals and families.

HSE.HS.27.5 Identify careers in counseling, mental health, and human behavior.

HSE.HS.27.5.a Identify the importance of self-care and self-awareness.

HSE.HS.27.5.b Summarize empathy.

HSE.HS.27.5.c Examine the influence of cultural and societal issues on mental and emotional health.

HSE.HS.27.5.d Connect the role of mental health and counseling to today's society

INTRODUCTION TO FAMILY AND CONSUMER SCIENCES (cont.)

HSE.HS.27.6 Differentiate skills for food preparation and maintaining nutrition and wellness.

HSE.HS.27.6.a Identify basic food safety and sanitation practices.

HSE.HS.27.6.b Demonstrate basic food preparation practices.

HSE.HS.27.6.c Create meal plans that utilize food availability and cost effectiveness.

HSE.HS.27.6.d Identify basic kitchen equipment and terminology.

HSE.HS.27.6.e Analyze effects of personal choices on nutrition and wellness.

HSE.HS.27.6.f Identify basic nutrients required for healthy living.

HSE.HS.27.7 Apply skills required for fashion construction, housing, and interior design.

HSE.HS.27.7.a Classify the elements and principles of design.

HSE.HS.27.7.b Describe the basic care of different textiles.

HSE.HS.27.7.c Compare and contrast design features in fashion and/or interior design.

HSE.HS.27.7.d Produce, alter, or repair fashion and apparel items.

HSE.HS.27.7.e Apply the principles and elements of design to design a room reflecting personal, family, or community style and needs.

HSE.HS.27.8 Explain consumerism and personal finance.

HSE.HS.27.8.a Identify factors that influence consumer choices.

HSE.HS.27.8.b Summarize the rights and responsibilities of consumers.

HSE.HS.27.8.c Outline the steps for creating a budget.

HSE.HS.27.8.d Describe procedures for using savings and checking accounts.

HSE.HS.27.8.e Compare the benefits and costs of credit.

CAREERS IN MENTAL HEALTH

COURSE DESCRIPTION

This introductory course explores a variety of careers in the counseling and mental health field building on concepts from Introduction to Family & Consumer Sciences. Topics covered include personal qualities, skills, and educational requirements needed to enter this career field. The importance of ethical behavior required by mental health professionals will also be addressed.

STANDARDS AND INDICATORS:

HSE.HS.4.1 Analyze non-therapeutic helper careers where counseling practices are applied.

HS.HS.4.1.a	Describe the role and importance of helpers in society.
HS.HS.4.1.b	Identify the six types of helpers (professional helpers, paraprofessional helpers, helping as a part of their work, volunteer helpers, peer helpers, and informal helpers).
HS.HS.4.1.c	Explain how helping requires balancing both intellectual and emotional competence.

HSE.HS.4.2 Summarize professional character qualities required of a mental health professional.

HSE.HS.4.2.a	Explain the importance of being a lifelong learner within the mental health career field.
HSE.HS.4.2.b	Identify the importance of cultural literacy and equity as it applies to mental health services.
HSE.HS.4.2.c	Explain personal characteristics necessary to excel at providing mental health services.

CAREERS IN MENTAL HEALTH (cont.)

HSE.HS.4.3 Analyze American views of mental health throughout history up until present times, and the impact these views have had on individual or family health and wellness.

HSE.HS.4.3.a Describe the historical development of the mental health field.

HSE.HS.4.3.b Explain the role of mental health in society (e.g., school, local, state, national).

HSE.HS.4.3.c Compare and contrast mental health and behavioral health.

HSE.HS.4.3.d Explain how the discovery of Adverse Childhood Experiences (ACEs) has impacted views regarding the importance of mental health topics.

HSE.HS.4.3.e Compare and contrast mental health and mental illness.

HSE.HS.4.3.f Analyze current mental health issues and trends and how they impact society.

HSE.HS.4.4 Distinguish between careers in the mental health field.

HSE.HS.4.4.a Identify employment trends within the mental health career field.

HSE.HS.4.4.b Describe the role mental health professionals have in society.

HSE.HS.4.4.c Compare and contrast the roles of a variety of mental health professionals (e.g., LMHPs, non-clinical social workers, educational counselors, school psychologists, research psychologists, clinical psychologists, psychiatrists).

HSE.HS.4.4.d Compare and contrast training and education requirements for various careers in the mental health field.

HSE.HS.4.5 Identify the process for becoming a certified mental health professional.

HSE.HS.4.5.a Explain the process and requirements for education and licensure of mental health professionals in Nebraska.

HSE.HS.4.5.b Identify procedures and fees associated with professional licensing of mental health professionals in the State of Nebraska.

HSE.HS.4.5.c Identify colleges and other post-secondary options for students interested in pursuing a career in the mental health field.

CAREERS IN MENTAL HEALTH (cont.)

HSE.HS.4.6 Appraise the importance of ethical behavior within the mental health professions.

HSE.HS.4.6.a Identify the ethical obligations of those working in the mental health career field.

HSE.HS.4.6.b Outline client rights and responsibilities in the therapeutic process.

HSE.HS.4.6.c Describe the consequences of violating codes of ethics for mental health professionals.

HSE.HS.4.6.d Analyze the penalties for violations by mental health professionals as it pertains to confidentiality and HIPAA.

HSE.HS.4.6.e Examine the importance of ethical behavior when conducting psychological research on human subjects, including the Belmont Report and the role of Institutional Review Boards.

HSE.HS.4.6.f Analyze the basic principles of ethical behavior (e.g., beneficence, nonmaleficence, justice, autonomy, and fidelity).

HSE.HS.4.7 Analyze the importance of mental health professionals taking care of their own mental health.

HSE.HS.4.7.a Explain the essential need for mental health professionals to prioritize their own mental health.

HSE.HS.4.7.b Describe optimal mental health and well-being.

HSE.HS.4.7.c Implement strategies to practice self-care and develop personal mindfulness awareness plans.

HSE.HS.4.7.d Summarize how personal values and experiences influence one's usage of mental and behavioral health services.

HSE.HS.4.7.e Identify basic intervention techniques to improve one's mental health.

FAMILIES IN CRISIS

COURSE DESCRIPTION

This intermediate course will explore the impact of crisis situations on families building on concepts from the introductory course(s). Topics include stress, changes in the family life cycle, grief and loss, and mental health disorders. An emphasis will be placed on services available to support families while developing foundational knowledge and skills.

STANDARDS AND INDICATORS:

HSE.HS.13.1 Analyze non-therapeutic helper careers which serve individuals, families, and communities.

HSE.HS.13.1.a Outline the six types of helpers (professional helpers, paraprofessional helpers, helping as a part of their work, volunteer helpers, peer helpers, and informal helpers).

HSE.HS.13.1.b Describe the role of each of the six types of helpers in the process of supporting families in crisis situations.

HSE.HS.13.2 Analyze factors that influence crisis in a family.

HSE.HS.13.2.a List characteristics of healthy and unhealthy families and their effect on society.

HSE.HS.13.2.b Compare and contrast a variety of diverse family structures.

HSE.HS.13.2.c Describe how families help meet the needs of individuals using Maslow's Hierarchy of Needs.

HSE.HS.13.2.d Explain the importance of healthy communication and conflict resolution in a family.

HSE.HS.13.2.e Compare and contrast financial, physical, social, emotional, cultural, and spiritual issues and the role of stress in families.

HSE.HS.13.2.f Define crisis and differentiate a crisis situation from a stressful situation.

HSE.HS.13.2.g Identity common crisis situations families face (e.g., mental illness, abuse, addiction, grief, suicide, job loss, homelessness).

FAMILIES IN CRISIS (cont.)

HSE.HS.13.3 Evaluate societal views of mental health and common mental health disorders.

HSE.HS.13.3.a Define stigma and explain its effects on those with mental illness.

HSE.HS.13.3.b Identify ways to minimize stigma surrounding mental illness and seeking help for mental health problems.

HSE.HS.13.3.c Identify and analyze common risk factors for developing mental disorders (genetic, environmental).

HSE.HS.13.3.d Analyze the process of diagnosing mental illness.

HSE.HS.13.3.e Explain the effects mental illness and suicide has on the family.

HSE.HS.13.3.f Assess the signs and symptoms of a potential suicidal individual and steps that should be taken to seek help.

HSE.HS.13.3.g Identify community resources to help families facing mental health crises.

HSE.HS.13.4 Evaluate the effects of abuse on a family.

HSE.HS.13.4.a Identify types of abuse, causes, and common signs and symptoms in each stage of the family life cycle.

HSE.HS.13.4.b Analyze the roles and their characteristics in an abuse situation (bystander, abuser, victim/survivor).

HSE.HS.13.4.c Identify mandatory reporting laws and processes in Nebraska and resources available to help families.

HSE.HS.13.4.d Explain Adverse Childhood Experiences (ACEs) and their potential effects.

HSE.HS.13.4.e Compare and contrast healthy and unhealthy relationships.

HSE.HS.13.4.f Explain the stages of the Cycle of Abuse considering the barriers surrounding generational abuse.

FAMILIES IN CRISIS (cont.)

HSE.HS.13.5 Evaluate the effects of addiction on the family unit.

HSE.HS.13.5.a Define addiction and explore the risk factors associated with developing an addiction (genetic, environmental).

HSE.HS.13.5.b Analyze the science of physical and psychological addiction and how they are connected.

HSE.HS.13.5.c Assess community resources, treatment, and recovery methods of addiction.

HSE.HS.13.5.d Explain the connection (comorbidity) between mental illness and addiction.

HSE.HS.13.5.e Analyze the effects of multiple family members living with addiction at the same time.

HSE.HS.13.6 Analyze the process of grieving.

HSE.HS.13.6.a Define grief and explain that grief can occur with a variety of losses (e.g., loss of a friendship or pet, moving, loss of experience).

HSE.HS.13.6.b Compare and contrast a variety of theories of grief (Five Stages, Tonkin's Model, Four Tasks of Grieving, Six Rs, Dual Process Model, Reconstruction of Meaning).

HSE.HS.13.6.c Analyze family relationships in the grieving process.

HSE.HS.13.6.d Compare and contrast healthy and unhealthy coping mechanisms for dealing with grief.

HSE.HS.13.6.e Identify community resources to help families facing grief.

HSE.HS.13.7 Analyze methods of overcoming crisis.

HSE.HS.13.7.a Describe the qualities of a resilient individual.

HSE.HS.13.7.b Define mindfulness and techniques used to be mindful in everyday life.

HSE.HS.13.7.c Explain the importance of mindfulness and self-awareness in overcoming crisis.

HSE.HS.13.7.d Explain the importance of self-care and list strategies for implementing self-care.

HSE.HS.13.7.e Describe the importance of growth mindset in regards to neuroplasticity.

HSE.HS.13.7.f Identify common mental distortions (filtering, overgeneralizing, catastrophizing, personalization).

FAMILY AND COMMUNITY ADVOCACY

COURSE DESCRIPTION

This capstone course explores advocacy as it relates to individuals, families, and communities building on concepts from the introductory and intermediate courses. Topics covered include leadership within advocacy, careers related to advocacy, the role of community support in advocacy, importance of resiliency, and civic responsibilities. The importance of service-learning will also be addressed.

STANDARDS AND INDICATORS:

HSE.HS.14.1 Analyze the various dimensions of being an advocate for individuals, families, and communities.

HSE.HS.14.1.a Define what it means to be an advocate.

HSE.HS.14.1.b Explain the importance of advocating for others.

HSE.HS.14.1.c Identify situations where advocates would be involved.

HSE.HS.14.1.d Discuss the connection between crisis and advocacy.

HSE.HS.14.1.e Explain the history of advocacy and events or periods in time that required advocacy for individuals, families, and communities.

HSE.HS.14.1.f Explain the impact of advocacy on individuals, families, communities, and society.

HSE.HS.14.2 Assess the leadership role of the advocate.

HSE.HS.14.2.a Explain how an advocate is a leader.

HSE.HS.14.2.b Identify strong intrapersonal and interpersonal relationship skills (conflict resolution, teamwork, attentive listening skills).

HSE.HS.14.2.c Analyze how an individual's view of the world is impacted by their level of self-awareness as it relates to individual beliefs and values.

HSE.HS.14.2.d Analyze the importance of ethical behavior as a leader and advocate.

FAMILY AND COMMUNITY ADVOCACY(cont.)

HSE.HS.14.3 Identify careers related to serving families and communities.

HSE.HS.14.3.a Describe specific roles or careers that have a direct connection to advocating for families (e.g., child-life advocate, family advocate).

HSE.HS.14.3.b Assess the relationship between community demographics and advocacy needs.

HSE.HS.14.3.c Explain the role of each of the six types of helpers (professional helpers, paraprofessional helpers, helping as a part of their work, peer helpers, volunteer helpers, and informal helpers) in advocacy.

HSE.HS.14.4 Outline specific community outreach programs, resources, and connections as they relate to families.

HSE.HS.14.4.a Explain the role school organizations can play in advocating for schools and communities.

HSE.HS.14.4.b Describe local family and community services (e.g., organizations, government resources).

HSE.HS.14.4.c Locate local support resources for specific populations.

HSE.HS.14.5 Analyze the importance of individuals, families, and communities participating in their civic duties as local advocates.

HSE.HS.14.5.a Define civic duty.

HSE.HS.14.5.b Explain the role of individuals, families, and communities in advocacy as it relates to living in a democratic society.

HSE.HS.14.5.c Identify how individuals, families, and communities can work towards fulfilling their civic responsibilities.

HSE.HS.14.5.d Describe the process of advocating for an issue.

HSE.HS.14.5.e Explain the role elected officials could play in advocacy.

HSE.HS.14.5.f Describe what advocacy looks like at the local, state, and national levels.

FAMILY AND COMMUNITY ADVOCACY(cont.)

HSE.HS.14.6 Analyze the importance of resilience in families and communities.

HSE.HS.14.6.a Define resilience.

HSE.HS.14.6.b Describe what a resilient individual, family, and community look like and the correlation between them.

HSE.HS.14.6.c Analyze the importance of individuals and families being advocates for themselves and its effects on a community.

HSE.HS.14.7 Analyze service-learning and its connection to civic responsibility.

HSE.HS.14.7.a Identify ways to serve individuals, families, and communities.

HSE.HS.14.7.b Apply knowledge of advocacy and leadership to benefit individuals, families, and communities.

HSE.HS.14.7.c Identify opportunities for personal growth through serving individuals, families, and communities.

HSE.HS.14.7.d Explain how service-learning is a key to fulfilling civic responsibilities.

INTERPERSONAL RELATIONSHIPS

COURSE DESCRIPTION

This capstone course focuses on the effect of interpersonal relationships building on concepts from the introductory and intermediate courses. The course includes concepts such as effective communication, establishing and maintaining relationships, diverse family systems, characteristics of personal development, and the impact of relationships on personal and career success. The impact of relationships on the well-being of individuals, families, work, and society will also be explored.

STANDARDS AND INDICATORS:

HSE.HS.24.1 Analyze personal needs and characteristics and their effects on interpersonal relationships.

HSE.HS.24.1.a Examine the effects of personal characteristics and life events on relationships.

HSE.HS.24.1.b Describe the effects of self-esteem and self-image on relationships.

HSE.HS.24.1.c Describe the effects of lifespan events and conditions on relationships.

HSE.HS.24.1.d Explain the effects of personal values and behaviors on interpersonal relationships.

HSE.HS.24.2 Analyze the effects of family as a system on individuals and society.

HSE.HS.24.2.a Describe the function of the family as the basic unit of society.

HSE.HS.24.2.b Examine the role of family in teaching culture and traditions across the lifespan.

HSE.HS.24.2.c Summarize the family's role in developing independence, interdependence, and commitment of family members.

HSE.HS.24.2.d Describe the effects of various stages of the family life cycle on interpersonal relationships.

INTERPERSONAL RELATIONSHIPS (cont.)

HSE.HE.24.3 Evaluate the functions and expectations of various types of interpersonal relationships.

HSE.HS.24.3.a Categorize the various types of interpersonal relationships.

HSE.HS.24.3.b Identify the characteristics of healthy and unhealthy relationships.

HSE.HS.24.3.c Describe processes for building, maintaining, and ending interpersonal relationships.

HSE.HS.24.3.d Identify physical, intellectual, emotional, and social characteristics of healthy and unhealthy relationships and behaviors including limits, boundaries, and refusal skills.

HSE.HS.24.3.e Analyze processes for handling unhealthy relationships.

HSE.HS.24.3.f Relate personal values, rights, and responsibilities in relationships to overall health and decision making.

HSE.HS.24.4 Evaluate communication skills that contribute to healthy relationships.

HSE.HS.24.4.a Compare communication styles and their effects on relationships.

HSE.HS.24.4.b Analyze verbal and nonverbal behaviors and attitudes that contribute to effective communication.

HSE.HS.24.4.c Demonstrate effective listening and feedback techniques.

HSE.HS.24.4.d Analyze strategies to overcome communication barriers in family, community, and work settings.

HSE.HS.24.4.e Apply ethical principles of communication in family, community, and work settings.

HSE.HS.24.4.f Assess the effects of communication via technology in family, work, and community settings.

INTERPERSONAL RELATIONSHIPS (cont.)

HSE.HS.24.5 Outline principles that guide behavior in interpersonal relationships.

HSE.HS.24.5.a	Explain the principles of decision making and problem solving in reducing and managing conflict in interpersonal relationships.
HSE.HS.24.5.b	Identify nonviolent strategies that address conflict and model positive leadership. (e.g., self awareness, self-regulation, motivation, empathy and social skills).
HSE.HS.24.5.c	Identify stress management strategies for family, work, and community settings.

BEHAVIORAL HEALTH I (HS)

COURSE DESCRIPTION

This course establishes a foundation that is necessary to understand Behavioral Health and investigate the career field of Behavioral Health. Course emphasis is placed on teaching students to successfully investigate Behavioral Health, education preparation, workforce structure and acquire awareness and knowledge of this career area. It is recommended that students complete Behavioral Health I before taking Behavioral Health II.

STANDARDS AND INDICATORS:

HS.HS.1.1 Evaluate the impact of Behavioral Health in American society and on current health and wellness trends.

HS.HS.1.1.a	Identify current behavioral health issues and how they impact society
HS.HS.1.1.b	Interpret the historical overview and development of behavioral health in the United States.
HS.HS.1.1.c	Explain the role of behavioral health in society: your school, local, state, national, and international.
HS.HS.1.1.d	Explain the rationale behind the need for behavioral health.
HS.HS.1.1.g	Describe the code of ethics among professionals providing behavioral health services.
HS.HS.1.1.e	Differentiate between illness and mental illness.
HS.HS.1.1.f	Differentiate between behavioral health and mental health.
HS.HS.1.1.h	Evaluate the appropriateness and accuracy of information sources (e.g., literature, research, electronic information).

BEHAVIORAL HEALTH I (cont.)

HS.HS.1.2. Interpret behavioral health-related medical terms.

HS.HS.1.2.a Identify behavioral health prefixes, word roots, and suffixes.

HS.HS.1.2.b Construct behavioral health terms.

HS.HS.1.2.c Explain the reasoning behind standardized terminology in behavioral health.

HS.HS.1.3 Describe professional preparation, roles, and responsibilities of behavioral health providers.

HS.HS.1.3.a Describe the education requirements of behavioral health providers: psychologists, psychiatrists, psychiatric physician assistants, psychiatric nurses, licensed mental health practitioners, licensed drug and alcohol counselors, direct care professionals, school psychologists, and non-clinical social workers.

HS.HS.1.3.b Describe the professional roles and responsibilities of behavioral health providers: psychologists, psychiatrists, psychiatric physician assistants, psychiatric nurses, counselors and licensed mental health practitioners, licensed drug and alcohol counselors, marriage and family counselors, direct care professionals, school psychologists, and social workers.

HS.HS.1.4 Describe behavioral health interprofessional collaboration.

HS.HS.1.4.a Explain the role of the United States Department of Health as it relates to the state of Nebraska governing board for behavioral health professionals.

HS.HS.1.4.b Describe behavioral health professional organizations and the role they serve for the behavioral health professional: American Psychological Association, National Council for Counselors, WHO's Mental Health Atlas, etc.

HS.HS.1.5 Describe behavioral health and its integration into primary care providers.

HS.HS.1.5.a Explain the advantages/disadvantages of integrated behavioral health in a primary care environment.

HS.HS.1.5.b Summarize the levels of integrated behavioral health such as Boys Town, CHI Health, State Correctional Facility, Nebraska Medicine, etc.

BEHAVIORAL HEALTH II (HS)

COURSE DESCRIPTION

This course establishes a foundation that is necessary to understand Behavioral Health and investigate the career field of Behavioral Health. Course emphasis is placed on students successfully gaining skills in the field of Behavioral Health: explaining behavioral health assessments and treatments, addressing one's own mental health, investigating behavioral health career data in Nebraska, and advocating for the needs of others. It is recommended that students complete Behavioral Health I before taking Behavioral Health II.

STANDARDS AND INDICATORS:

HS.HS.2.1 Explain behavioral health assessments and treatments.

HS.HS.2.1.a	Explain how the Diagnostic and Statistical Manual of Mental Disorders (DSM) handbook is used in diagnosis and treatment in behavioral health.
HS.HS.2.1.b	Compare behavioral health assessment and treatment plans (e.g., ADHD, depression, anxiety).
HS.HS.2.1.c	Describe progression of services from group to individualized therapy.
HS.HS.2.1.d	Describe theories and interventions being used in mental and social health (cognitive behavioral therapy (CBT), dialectical behavior therapy (DBT), creative arts therapy (CAT), emotionally focused therapy (EFT), and solution-focused brief therapy (SFBT).
HS.HS.2.1.e	Describe informed consent and how it impacts behavioral health.
HS.HS.2.1.f	Describe an individual treatment plan and its use.

BEHAVIORAL HEALTH II (cont.)

HS.HS.2.2 Create a plan and related actions and activities to improve one's own mental health and general well-being.

HS.HS.2.2.a Summarize how personal values and experiences influence one's usage of behavioral health services.

HS.HS.2.2.b Describe strategies to develop and evaluate personal mindfulness awareness plans.

HS.HS.2.2.c Explain how social and behavioral interventions are used to improve behavioral and social health in schools and communities.

HS.HS.2.3 Describe behavioral health career outlook projections and preparation in Nebraska

HS.HS.2.3.a Describe a behavioral health career path.

HS.HS.2.3.b Explain a personal career interest area, employment outlook, salary scale, and Nebraska licensing requirements.

HS.HS.2.3.c Describe the challenges and opportunities for behavioral health careers in Nebraska.

HS.HS.2.3.d Interpret data on behavioral health services deficit areas in Nebraska.

HS.HS.2.3.e Describe the educational path to a career in behavioral health.

HS.HS.2.3.f Explain educational costs (e.g., scholarships, grants, federal loans, personal bank loans, and cost of interest and loan repayment).

BEHAVIORAL HEALTH II (cont.)

HS.HS.2.4 Demonstrate advocacy that supports the needs and rights of others.

HS.HS.2.4.a	Identify conferences, workshops, and retreats that educate and support behavioral health issues.
HS.HS.2.4.b	Explain advocacy and its application to behavioral health.
HS.HS.2.4.c	Describe efforts to reduce stigma of mental health through public education (e.g., Substance Abuse and Mental Health Services Administration).
HS.HS.2.4.d	Describe barriers to behavioral health provider access.
HS.HS.2.4.e	Demonstrate ways to advocate for friends and family members who need support for behavioral health issues.
HS.HS.2.4.f	Demonstrate ways to advocate for a positive, respectful school environment that supports pro-social behavior (e.g., handling teasing and bullying and reducing stigma associated with mental and behavioral health).

INTRODUCTION TO DESIGN

COURSE DESCRIPTION

This introductory course explores the definition, application and evaluation of elements and principles of design in the interior and apparel industries. Topics covered include knowledge of textiles, apparel skills, and interior design skills. Design technology, career opportunities and the skills necessary for careers in design will also be included.

STANDARDS AND INDICATORS:

HSE.HS.26.1 Apply the use of elements and principles of design.

HSE.HS.26.1.a Identify the elements and principles of design.

HSE.HS.26.1.b Apply elements of design.

HSE.HS.26.1.c Apply principles of design.

HSE.HS.26.1.d Explain the interactions between color and design.

HSE.HS.26.1.e Explain components of design for their effect on various products.

HSE.HS.26.2 Repurpose a used item using the technology available within the design industry.

HSE.HS.26.2.a Apply elements of design.

HSE.HS.26.2.b Apply principles of design.

HSE.HS.26.2.c Compare the use of elements and principles of design.

HSE.HS.26.2.d Generate information, knowledge, and experience to generate original ideas and challenge assumptions.

HSE.HS.26.2.e Identify solutions to problems to maximize opportunities related to repurposing.

HSE.HS.26.2.f Apply the use of appropriate technology tools for conveying information, solving problems, expediting workplace processes, and effectively presenting information.

INTRODUCTION TO DESIGN (cont.)

HSE.HS.26.3 Analyze the effect of textile characteristics on design, construction, care, use, and maintenance of items.

HSE.HS.26.3.a Identify characteristics of natural fibers (e.g, cotton, wool, silk, linen, bamboo, hemp).

HSE.HS.26.3.b Identify characteristics of synthetic and/or manmade fibers (e.g., polyester, nylon, rayon, acrylic, acetate, Spandex, Olefin, fiberglass).

HSE.HS.26.3.c Differentiate between the characteristics of common textiles.

HSE.HS.26.3.d Compare textiles for different purposes in apparel and interiors.

HSE.HS.26.3.e Assess and select textiles for their quality and appropriateness.

HSE.HS.26.4 Demonstrate basic apparel construction and interior design skills.

HSE.HS.26.4.a Demonstrate proper use of sewing and interior design tools and equipment.

HSE.HS.26.4.b Demonstrate proper measuring, pinning, cutting, and construction techniques to construct an apparel or fashion item.

HSE.HS.26.4.c Demonstrate proper measuring techniques, scaling techniques, furniture placement, and selection of appropriate materials to construct an interior design product.

HSE.HS.26.5 Analyze career paths within the design field.

HSE.HS.26.5.a Explain the roles and functions of individuals engaged in design careers.

HSE.HS.26.5.b Summarize education, training, and credentialing requirements and opportunities for careers in the design field.

HSE.HS.26.5.c Describe the opportunities for entrepreneurship in the design field.

HSE.HS.26.5.d Analyze the role of professional organizations in design professions.

HSE.HS.26.5.e Analyze personal attitudes, traits, and values of design professionals with regard to responsibility, accountability, ethics, and effectiveness.

APPAREL PRODUCTION AND CONSTRUCTION

COURSE DESCRIPTION

This intermediate course provides an understanding of garment and apparel construction building on concepts from the introductory course. Topics covered will include career exploration, textile and apparel design, creation, alteration, selection, and maintenance. This course integrates knowledge, skills, technology, and practices required for careers in the apparel and textiles industry.

STANDARDS AND INDICATORS:

HSE.HS.1.1 Generate textiles, fashion, and apparel design products using a variety of equipment, tools, and supplies.

- HSE.HS.1.1.a Create apparel products using methods including flat pattern, pattern alterations, repurposing, and clothing design and construction.
- HSE.HS.1.1.b Produce, alter, or repair fashion and apparel items.
- HSE.HS.1.1.c Apply sewing construction skills to create fashion and apparel items.
- HSE.HS.1.1.d Use appropriate products and materials for cleaning, pressing, and finishing fashion and apparel items.
- HSE.HS.1.1.e Apply appropriate math skills in apparel construction.

HSE.HS.1.2 Analyze effects of textile characteristics on design, construction, care, use, and maintenance of products.

- HSE.HS.1.2.a Identify emerging fibers and fabric technologies (e.g., antimicrobial, wicking, electronic textiles, performance textiles).
- HSE.HS.1.2.b Explain how fabric selection affects the finish of products.
- HSE.HS.1.2.c Identify various types of fabric finishes (e.g., stain resistant, fire resistant, wrinkle resistant, waterproof).
- HSE.HS.1.2.d Apply methods of coloring, dyeing, printing, and finishing fabrics.
- HSE.HS.1.2.e Select textiles for their quality and appropriateness for use.

APPAREL PRODUCTION AND CONSTRUCTION (cont.)

HSE.HS.1.3 Produce fashion and apparel items using design industry technology.

HSE.HS.1.3.a Identify the workplace value of technology tools and applications.

HSE.HS.1.3.b Use the appropriate technology tools for conveying information, solving problems, and expediting workplace processes.

HSE.HS.1.3.c Analyze current technology, trends, and innovations that facilitate the design and production of textiles, fashion, and apparel.

HSE.HS.1.3.d Appraise the effect of fast fashion and sustainability practices.

HSE.HS.1.3.e Create apparel items using design industry technology.

HSE.HS.1.4 Apply business principles in the apparel and textiles industry.

HSE.HS.1.4.a Explain how products are priced for selling (material costs, labor costs, overhead costs).

HSE.HS.1.4.b Apply the 4P's of marketing (product, place, price, promotion).

HSE.HS.1.4.c Describe the opportunities for entrepreneurship.

HSE.HS.1.4.d Describe the knowledge and skills required of an entrepreneur.

HSE.HS.1.5 Demonstrate skills and develop a plan that could lead to a career within the apparel and textiles industry.

HSE.HS.1.5.a Carry out tasks with minimal supervision.

HSE.HS.1.5.b Execute tasks to ensure progress toward stated objectives.

HSE.HS.1.5.c Demonstrate the ability to reason critically and systematically.

HSE.HS.1.5.d Demonstrate a willingness to learn new knowledge and skills.

HSE.HS.1.5.e Exhibit professional etiquette in all interactions.

HSE.HS.1.5.f Create an employment portfolio to use when seeking job opportunities in the apparel and textiles industry.

HOME DESIGN AND INTERIORS

COURSE DESCRIPTION

This intermediate course focuses on the physical, psychological and social influences of housing styles building on concepts from the introductory course. Materials are analyzed for the selection, use and care of home interior items to improve living space for individual and family needs. Content integrates knowledge, skills, technology and practices required for careers in housing and interior design.

STANDARDS AND INDICATORS:

HSE.HS.22.1 Evaluate housing and design concepts and theories, including sustainability and universal design, in relation to available resources and options.

- HSE.HS.22.1.a Apply principles of human behavior to the design of housing, interiors and furnishings.
- HSE.HS.22.1.b Evaluate the use of elements and principles of design in housing design and commercial and residential interiors.
- HSE.HS.22.1.c Analyze the psychological impact that the principles and elements of design have on the individual.
- HSE.HS.22.1.d Analyze the effects that the principles and elements of design have on aesthetics and function.
- HSE.HS.22.1.e Explain how fabric selection affects the finish of products.

HSE.HS.22.2 Evaluate the influence of architecture, interior design, and furnishings throughout history.

- HSE.HS.22.2.a Distinguish between the styles of architecture, interior design, furniture, and furnishings.
- HSE.HS.22.2.b Describe the development of architectural styles throughout history.
- HSE.HS.22.2.c Compare and contrast historical architectural details to current housing and interior design trends.
- HSE.HS.22.2.d Explain societal and technological trends and their impact on architecture and interior design styles throughout history.
- HSE.HS.22.2.e Assess design and development trends in architecture, interior design, and furnishings.

HOME DESIGN AND INTERIORS (cont.)

HSE.HS.22.3 Evaluate the design and function of interior space.

HSE.HS.22.3.a Evaluate living space needs and apply space management guidelines to interior designs.

HSE.HS.22.3.b Determine traffic flow, activity, and existing architectural features in creating floor plans responding to needs of all populations (e.g., aging, handicapped).

HSE.HS.22.3.c Arrange furniture placement with reference to design principles, traffic flow, activity, and existing architectural features.

HSE.HS.22.3.d Evaluate floor plans for efficiency and safety, including but not limited to zones, traffic patterns, furniture placement, storage, and electrical and mechanical systems.

HSE.HS.22.4 Generate a design using technology utilized within the design industry.

HSE.HS.22.4.a Identify the workplace value of technology tools and applications.

HSE.HS.22.4.b Use the appropriate technology tools for conveying information, solving problems, expediting workplace processes, and effectively presenting information.

HSE.HS.22.4.c Create designs using technology commonly used in the interior design field.

HSE.HS.22.4.d Prepare visual presentations using a variety of media methods to communicate the design concept.

HOME DESIGN AND INTERIORS (cont.)

HSE.HS.22.5 Evaluate the needs, goals, and resources of a client to design interiors.

HSE.HS.22.5.a	Identify how geographic locations, safety, security, energy efficiency, aesthetic preferences, and required maintenance affect housing choices for individuals, families, and communities.
HSE.HS.22.5.b	Assess financial resources needed to achieve housing and interior design goals.
HSE.HS.22.5.c	Apply adaptive and universal design concepts to meet client needs.
HSE.HS.22.5.d	Evaluate and select furnishings, fixtures, and appliances to meet specific design needs.
HSE.HS.22.5.e	Summarize the purposes of various views in architectural drawings including plan views, elevation view, and section and detail views, as well as the use of renderings, models, and isometric drawings.
HSE.HS.22.5.f	Demonstrate scaling, 2D elevations, utilization of architectural symbols, and the manual drawing used for interior design.
HSE.HS.22.5.g	Demonstrate design board planning and sample curation.

HSE.HS.22.6 Apply business principles in the design industry.

HSE.HS.22.6.a	Explain how products and services are priced for selling (material costs, labor costs, overhead costs).
HSE.HS.22.6.b	Demonstrate measuring, estimating, ordering, purchasing, and pricing skills for design products (e.g., furnishings, appliances, floor coverings).
HSE.HS.22.6.c	Apply the 4P's of marketing (product, place, price, promotion).
HSE.HS.22.6.d	Incorporate recycle and redesign principles.

HOME DESIGN AND INTERIORS (cont.)

HSE.HS.22.7 Analyze career paths within the housing and interior design industries.

HSE.HS.22.7.a Explain the roles and functions of professionals in the housing and interior design industries.

HSE.HS.22.7.b Summarize education, training, and credentialing requirements and career opportunities in the housing and interior design industries.

HSE.HS.22.7.c Describe the knowledge and skills required of an entrepreneur.

HSE.HS.22.7.d Analyze opportunities for employment and entrepreneurial endeavors in the housing and interior design industries.

FASHION DESIGN

COURSE DESCRIPTION

This intermediate course explores skills needed for the evolving field of the fashion and apparel industry building on concepts from the introductory course. Topics covered include examining fashion history, fashion trends, distinguishing characteristics of garments, career opportunities, and business principles. The design process will be practiced from fashion concept to implementation through the use of technology.

STANDARDS AND INDICATORS:

HSE.HS.15.1 Evaluate the influence of history on fashion.

HSE.HS.15.1.a	Compare theories of various fashion movements.
HSE.HS.15.1.b	Interpret the impact of trends and fashion cycles on fashion.
HSE.HS.15.1.c	Summarize the achievements of notable fashion designers (e.g., Coco Chanel, Gianni Versace, Giorgio Armani, Marc Jacobs, Yves Saint Laurent).
HSE.HS.15.1.d	Relate current fashions to various historical influences.
HSE.HS.15.1.e	Compare and contrast sustainability practices throughout history.
HSE.HS.15.1.f	Evaluate the impact of history, arts and culture, and global influences on textiles, fashion, and apparel.

HSE.HS.15.2 Analyze the effects of textile characteristics on design, construction, care, use, and maintenance of products.

HSE.HS.15.2.a	Identify emerging sustainability trends in design.
HSE.HS.15.2.b	Describe methods of coloring, dyeing, printing, and finishing fabrics.
HSE.HS.15.2.c	Explain how fabric selection affects the finish of products.
HSE.HS.15.2.d	Identify emerging fibers and fabric technologies (e.g., antimicrobial, wicking, electronic textiles, performance textiles).
HSE.HS.15.2.e	Analyze the quality of fashion and apparel items, including the construction and fit.
HSE.HS.15.2.f	Explain the ways in which fabric, texture, pattern, and finish can affect visual appearance.

FASHION DESIGN (cont.)

HSE.HS.15.3 Analyze the components of design and their effect on various products.

HSE.HS.15.3.a Explain how to use elements and principles of design for optimal aesthetics.

HSE.HS.15.3.b Analyze garment styles and parts and their effect on fit and appearance.

HSE.HS.15.4 Design, produce, alter, and repair fashion and apparel items.

HSE.HS.15.4.a Utilize the elements and principles of design to design and/or alter fashion and apparel items.

HSE.HS.15.3.b Apply color theory to enhance visual effect.

HSE.HS.15.4.c Demonstrate techniques used in apparel design (e.g., draping, digital design, flat pattern).

HSE.HS.15.4.d Execute a design considering ecological, environmental, ethical, sociological, psychological, technical, and economical factors, trends, and issues.

HSE.HS.15.4.e Demonstrate professional and technical sewing skills and use of traditional and technologically innovative equipment, tools, and supplies in fashion and apparel item construction, alteration, repair, and recycling.

HSE.HS.15.4.f Use appropriate industry products and materials for cleaning, pressing, and finishing fashion and apparel items.

HSE.HS.15.4.g Demonstrate appropriate procedures for recycling and care and disposal of textile products, considering diverse needs locally and globally.

HSE.HS.15.5 Create designs utilizing technology within the design industry.

HSE.HS.15.5.a Identify the workplace value of technology tools and applications.

HSE.HS.15.5.b Use the appropriate technology tools for conveying information, solving problems, expediting workplace processes, and effectively presenting information.

HSE.HS.15.5.c Analyze current technology, trends, and innovations that facilitate the design and production of textiles, fashion, and apparel.

FASHION DESIGN (cont.)

HSE.HS.15.6 Develop an apparel collection based on client interest.

HSE.HS.15.6.a Develop a design concept foundation through customer identification and research.

HSE.HS.15.6.b Outline the stages in the apparel design process (e.g., inspiration, research, fabric development, sketching, prototypes, final samples).

HSE.HS.15.6.c Analyze the influences of cultural expectations as a factor in customer relations.

HSE.HS.15.6.d Generate original ideas and challenge assumptions.

HSE.HS.15.6.e Develop croquis sketch variations to discover design possibilities and solutions.

HSE.HS.15.6.f Revise the collection through an editing process to maintain cohesion and consistency.

HSE.HS.15.7 Analyze professional practice and procedures for business profitability and career success in the design industry.

HSE.HS.15.7.a Explain how products are priced for selling (material costs, labor costs, overhead costs).

HSE.HS.15.7.b Apply the marketing mix (product, place, price, promotion).

HSE.HS.15.7.c Analyze opportunities for employment and entrepreneurial endeavors in the fashion design field.

HSE.HS.15.7.d Summarize education and training requirements and career opportunities in the textiles, fashion, and apparel industries.

HSE.HS.15.7.e Analyze the effects of the textiles, fashion, and apparel industries on local, state, national, and global economies.

HSE.HS.15.7.f Describe the progression of ethical practices in the design industry (sustainability--public health, welfare, environment; environmental responsibility; human ethical impact of fibers used in the industry--labor, labeling information).

ENTREPRENEURSHIP (BMM)

COURSE DESCRIPTION

Entrepreneurship is a course with emphasis on the evaluation of the business skills and commitment necessary to successfully operate an entrepreneurial venture and review the challenges and rewards of entrepreneurship. The role of entrepreneurial businesses in the United States and the impact on the national and global economy will be explored.

STANDARDS AND INDICATORS:

BMM.HS.13.1 Identify characteristics and skills of entrepreneurs.

BMM.HS.13.1.a	Analyze personal strengths, skills, and talents necessary to be an entrepreneur.
BMM.HS.13.1.b	Identify responsible behavior, attitude, and leadership ability.
BMM.HS.13.1.c	Demonstrate problem-solving skills.
BMM.HS.13.1.d	Describe the history and development of successful and non-successful entrepreneurial ventures.
BMM.HS.13.1.e	Explore career opportunities in entrepreneurship.

BMM.HS.13.2 Evaluate business ownership as related to entrepreneurship.

BMM.HS.13.2.a	Identify and compare advantages and disadvantages of various forms of business ownership.
BMM.HS.13.2.b	Explain the legal and ethical issues affecting businesses.
BMM.HS.13.2.c	Analyze the advantages and disadvantages of methods of entering an entrepreneurial venture.

ENTREPRENEURSHIP (cont.)

BMM.HS.13.3 Analyze the management, financial, marketing, and legal skills necessary to successfully operate and grow an entrepreneurial venture.

- BMM.HS.13.3.a Describe the importance of strategic management to a small entrepreneurial business.
- BMM.HS.13.3.b Develop vision, mission, goals, objectives, and policies for an entrepreneurial venture.
- BMM.HS.13.3.c Explain the importance of effective financial management in developing, growing, and sustaining an entrepreneurial venture.
- BMM.HS.13.3.d Develop a marketing plan and strategies to position the product and/or service in the target market.
- BMM.HS.13.3.e Identify the legal documents and financial records for business operations.
- BMM.HS.13.3.f Evaluate the venture idea utilizing the components of a business plan.

BMM.HS.13.4 Analyze the role of entrepreneurship in the global economy.

- BMM.HS.13.4.a Identify entrepreneurial venture opportunities in international trade.
- BMM.HS.13.4.b Analyze global issues and trends for entrepreneurial ventures.
- BMM.HS.13.4.c Determine the impact of cultural and social requirements on international trade.

ADVANCED DIGITAL DESIGN (CIS)

COURSE DESCRIPTION

Students will focus on utilizing advanced skills to plan, design, and create a design portfolio to showcase elements of composition, digital photography, or digital print design. These skills will prepare students for entry-level positions in the digital design field.

STANDARDS AND INDICATORS:

CIS.HS.1.1 Design client-based or personal projects utilizing composition techniques.

- CIS.HS.1.1.a Compose photographic, digital print design, or animation projects utilizing design and composition rules.
- CIS.HS.1.1.b Select appropriate hardware and software based on the final product needed by client.
- CIS.HS.1.1.c Demonstrate rules of composition.
- CIS.HS.1.1.d Construct a project and justify chosen design principles.
- CIS.HS.1.1.e Name and store native and exported files in a manageable file structure (e.g., Drive, Cloud, external hard drive).

CIS.HS.1.2 Design graphics and text that clearly express the personal perspective of intended audiences.

- CIS.HS.1.2.a Identify purpose, audience, and audience needs for preparing images.
- CIS.HS.1.2.b Determine whether content is relevant to the purpose, audience, and audience needs.
- CIS.HS.1.2.c Prepare a production schedule (e.g., creating and using a work plan, establishing milestones and deliverables).
- CIS.HS.1.2.d Assess and utilize design principles and best practices employed in the design field.

ADVANCED DIGITAL DESIGN (cont.)

CIS.HS.1.3 Simulate working in the digital design field through creation of client-based design projects.

CIS.HS.1.3.a Describe the client's purpose and audience when preparing projects to ensure the content is relevant to the client's needs.

CIS.HS.1.3.b Prepare a production schedule (e.g., creating and using a work plan, establishing milestones and deliverables).

CIS.HS.1.3.c Assess and utilize design principles and best practices employed in the design field.

CIS.HS.1.3.d Describe the importance of branding as it applies to client-based design projects.

CIS.HS.1.3.e Communicate effectively in person and through written communication with peers and clients about design plans and processes.

CIS.HS.1.4 Analyze working in the digital design field.

CIS.HS.1.4.a Analyze careers in the digital design field.

CIS.HS.1.4.b Analyze job market trends in the digital design field.

CIS.HS.1.4.c Analyze the benefits of industry certification and higher education in the field.

CIS.HS.1.4.d Investigate careers in digital design through pursuit of a job shadowing or internship experience.

ADVANCED DIGITAL DESIGN (cont.)

CIS.HS.1.5 Evaluate and comply with copyright laws.

CIS.HS.1.5.a	Determine the type of copyright, permissions, and licensing required to use specific content.
CIS.HS.1.5.b	Analyze the different types of copyright licenses and their uses. (e.g., Creative Commons, Public Domain).
CIS.HS.1.5.c	Identify legal and ethical considerations for using third-party content, such as copyright, permissions, and licensing.
CIS.HS.1.5.d	Apply copyright as it pertains to their own creative work.

CIS.HS.1.6 Create a digital portfolio which demonstrates competency in the digital design field.

CIS.HS.1.6.a	Examine professional digital portfolios as models.
CIS.HS.1.6.b	Evaluate all elements of the portfolio for compliance with copyright.
CIS.HS.1.6.c	Curate works for the portfolio that demonstrate mastery of design.
CIS.HS.1.6.d	Design portfolio itself so that it demonstrates mastery of design.
CIS.HS.1.6.e	Choose language to ensure copyright protections of the student work.
CIS.HS.1.6.f	Describe the importance of branding as it applies to their portfolio of creative work.

MARKETING (BMM)

COURSE DESCRIPTION

This course develops basic student understanding and skills in the functions of marketing. Emphasis is placed on the impact of marketing activities on the individual, business, and society. Topics include market analysis, marketing information management, target customer identification, the development of marketing-mix strategies, and an in-depth look at the selling process.

STANDARDS AND INDICATORS:

BMM.HS.19.1 Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society.

- BMM.HS.19.1.a Describe marketing functions and related activities.
- BMM.HS.19.1.b Distinguish between economic goods and services.
- BMM.HS.19.1.c Explain the principles of supply and demand.
- BMM.HS.19.1.d Determine economic utilities created by business activities.
- BMM.HS.19.1.e Explain the concept of competition.
- BMM.HS.19.1.f Identify employment opportunities in marketing.

BMM.HS.19.2 Identify marketing-information management strategies to understand its nature and scope.

- BMM.HS.19.2.a Identify the need for marketing data used to monitor marketing decision making.
- BMM.HS.19.2.b Explain the role of ethics in marketing information management.
- BMM.HS.19.2.c Discuss the nature of data mining.
- BMM.HS.19.2.d Describe the use of technology in the marketing-information management function.
- BMM.HS.19.2.d Describe the regulation of marketing-information management.

MARKETING (cont.)

BMM.HS.19.3 Apply the concepts and marketing strategies utilized to determine and target a select market.

BMM.HS.19.3.a Analyze and describe the importance of each of the components of the marketing mix.

BMM.HS.19.3.b Explain factors that influence customer/client/business buying behavior.

BMM.HS.19.3.c Analyze customer's rational and emotional buying motives and decisions.

BMM.HS.19.3.d Select target market appropriate for product/business to obtain the best return on marketing investment (ROMI).

BMM.HS.19.3.e Explain the concept of market and market identification.

BMM.HS.19.3.f Identify strategies utilized in the elements of market segmentation.

BMM.HS.19.4 Identify the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities.

BMM.HS.19.4.a Explain the nature and scope of the selling function.

BMM.HS.19.4.b Explain the role of customer service as a component of selling relationships for building a clientele.

BMM.HS.19.4.c Utilize sales processes and techniques to determine and satisfy customer needs.

BMM.HS.19.4.d Acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the customer.

BMM.HS.19.4.e Explain legal and ethical considerations in selling.

ADVANCED MARKETING (BMM)

COURSE DESCRIPTION

This course is an expansion and application of previous marketing studies with an emphasis on learning to develop responsive marketing strategies that meet customer needs. Students will focus on organization and society where they will develop a marketing plan. Topics include market research, product development, promotion, channel management, and pricing.

STANDARDS AND INDICATORS:

BMM.HS.5.1 Analyze marketing, the marketing concept, and marketing management.

BMM.HS.5.1.a	Define the role of marketing in organizations.
BMM.HS.5.1.b	Describe how marketers create value for a product or service.
BMM.HS.5.1.c	Analyze the environment in which firms operate to develop effective marketing strategies and decisions.
BMM.HS.5.1.d	Select strategies to obtain the best return on marketing investment (ROMI).
BMM.HS.5.1.e	Evaluate marketing mix strategies in response to market opportunities and customer expectations.

BMM.HS.5.2 Analyze methods of information gathering and investigate research techniques.

BMM.HS.5.2.a	Describe the nature of marketing research.
BMM.HS.5.2.b	Investigate qualitative and quantitative research sources.
BMM.HS.5.2.c	Select and apply methods of data collection (e.g., observations, surveys, discussion forums, scanners).
BMM.HS.5.2.d	Interpret marketing information and/or data mining to test hypotheses and/or resolve issues.

ADVANCED MARKETING (cont.)

BMM.HS.5.3 Identify market segments and positioning strategies.

BMM.HS.5.3.a Identify market segmentation strategies (e.g., demographics, geographics, psychographics, and behaviors).

BMM.HS.5.3.b Analyze the elements of the marketing mix, their interrelationships, how they are used in the marketing process, and their role in positioning.

BMM.HS.5.3.c Recommend the positioning strategy that communicates the firm's or the product's value proposition.

BMM.HS.5.3.d Describe the impact of consumer differences (e.g., life stages, benefits sought, usage rate, brand loyalty, and socio-economic characteristics) on buying decisions.

BMM.HS.5.4 Evaluate marketing mix strategies.

BMM.HS.5.4.a Develop marketing mix strategies that focus on meeting customer needs and wants.

BMM.HS.5.4.b Assess current product and service strategies to determine growth strategy (e.g., market penetration, market development, product development, diversification).

BMM.HS.5.4.c Identify factors that drive channel management design (e.g., Internet, Social Media, competitive advantage).

BMM.HS.5.4.d Distinguish concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perception of value.

BMM.HS.5.4.e Research, analyze, and recommend promotional goals and strategies as they relate to profitability and/or effectiveness in reaching the target market.

BMM.HS.5.5 Demonstrate the importance of an effective marketing plan.

BMM.HS.5.5.a Apply project management competencies in working with a viable business in the creation of a marketing plan.

BMM.HS.5.5.b Analyze current marketing strategies utilized by business.

BMM.HS.5.5.c Initiate a marketing plan by identifying target market, conducting market analysis, and reviewing SWOT analysis.

BMM.HS.5.5.d Develop marketing strategies to position and/or reposition business effectively.

BMM.HS.5.5.e Access cost effectiveness of recommended marketing strategies.

BMM.HS.5.5.f Monitor and evaluate performance of marketing plan.

INTRODUCTION TO FAMILY AND CONSUMER SCIENCES

COURSE DESCRIPTION

This introductory course is intended to provide a basic overview of all areas within Family and Consumer Sciences. Basic knowledge and career skills that are applicable to personal growth and career development will be covered. Additional course topics include: leadership, communication, child development, mental health, nutrition and food preparation, clothing and interior design, and personal finance.

STANDARDS AND INDICATORS:

HSE.HS.27.1 Apply career-readiness skills and identify potential career opportunities.

HSE.HS.27.1.a	Summarize the history of Family and Consumer Sciences and the impact of the field on individuals, families, and communities to make connections to current career-ready skills.
HSE.HS.27.1.b	Identify personal traits and compare them with potential career opportunities.
HSE.HS.27.1.c	Investigate career opportunities, including but not limited to careers within Family and Consumer Sciences.

HSE.HS.27.2 Apply leadership in family, workplace, and community.

HSE.HS.27.2.a	Investigate goal setting and resource management.
HSE.HS.27.2.b	Explain leadership styles and the impact of each style on others.
HSE.HS.27.2.c	Demonstrate strategies that utilize the strengths and minimize the limitations of team members.
HSE.HS.27.2.d	Describe the decision-making process.
HSE.HS.27.2.e	Demonstrate leadership skills within the family, workplace, or community.
HSE.HS.27.2.f	Investigate opportunities available for a member of FCCLA and/or Educators Rising.

INTRODUCTION TO FAMILY AND CONSUMER SCIENCES (cont.)

HSE.HE.27.3 Evaluate personal and work relationships.

HSE.HS.27.3.a Compare and contrast healthy and unhealthy personal and work relationships.

HSE.HS.27.3.b Evaluate personal traits and how they can be used to improve relationships.

HSE.HS.27.3.c Demonstrate effective communication using a variety of delivery methods that can improve personal and work relationships.

HSE.HS.27.3.d Demonstrate critical thinking and conflict resolution in personal and career settings.

HSE.HS.27.3.e Demonstrate inclusive teamwork in the family, workplace, or community.

HSE.HS.27.4 Assess the family unit during each stage of the lifespan.

HSE.HS.27.4.a Identify the stages of development across the lifespan.

HSE.HS.27.4.b Categorize milestones of development in the areas of physical, intellectual, emotional, and social across the lifespan.

HSE.HS.27.4.c Analyze family as the basic unit of society.

HSE.HS.27.4.d Describe the impact of conditions that could influence the well-being of individuals and families.

HSE.HS.27.5 Identify careers in counseling, mental health, and human behavior.

HSE.HS.27.5.a Identify the importance of self-care and self-awareness.

HSE.HS.27.5.b Summarize empathy.

HSE.HS.27.5.c Examine the influence of cultural and societal issues on mental and emotional health.

HSE.HS.27.5.d Connect the role of mental health and counseling to today's society

INTRODUCTION TO FAMILY AND CONSUMER SCIENCES (cont.)

HSE.HS.27.6 Differentiate skills for food preparation and maintaining nutrition and wellness.

HSE.HS.27.6.a Identify basic food safety and sanitation practices.

HSE.HS.27.6.b Demonstrate basic food preparation practices.

HSE.HS.27.6.c Create meal plans that utilize food availability and cost effectiveness.

HSE.HS.27.6.d Identify basic kitchen equipment and terminology.

HSE.HS.27.6.e Analyze effects of personal choices on nutrition and wellness.

HSE.HS.27.6.f Identify basic nutrients required for healthy living.

HSE.HS.27.7 Apply skills required for fashion construction, housing, and interior design.

HSE.HS.27.7.a Classify the elements and principles of design.

HSE.HS.27.7.b Describe the basic care of different textiles.

HSE.HS.27.7.c Compare and contrast design features in fashion and/or interior design.

HSE.HS.27.7.d Produce, alter, or repair fashion and apparel items.

HSE.HS.27.7.e Apply the principles and elements of design to design a room reflecting personal, family, or community style and needs.

HSE.HS.27.8 Explain consumerism and personal finance.

HSE.HS.27.8.a Identify factors that influence consumer choices.

HSE.HS.27.8.b Summarize the rights and responsibilities of consumers.

HSE.HS.27.8.c Outline the steps for creating a budget.

HSE.HS.27.8.d Describe procedures for using savings and checking accounts.

HSE.HS.27.8.e Compare the benefits and costs of credit.

LIFESPAN DEVELOPMENT

COURSE DESCRIPTION

This introductory course explores the physical, intellectual, emotional, and social development of individuals across the lifespan from conception to death. Topics covered are external impacts on development including family structure and practices, theories of development, social and technological forces, and resources available to individuals and their outcomes.

STANDARDS AND INDICATORS:

HSE.HS.30.1 Evaluate principles of growth and development from conception through infancy.

HSE.HS.30.1.a	Describe theories, current issues, and trends.
HSE.HS.30.1.b	Identify physical, intellectual, emotional, and social development milestones.
HSE.HS.30.1.c	Explain conditions influencing development (e.g., abuse, trauma, stress, social and technological forces).
HSE.HS.30.1.d	Explain brain structure and development for this stage of life.
HSE.HS.30.1.e	Describe services and supports needed when developmental milestones are not met.
HSE.HS.30.1.f	Analyze family system roles and dynamics and how they contribute to development.
HSE.HS.30.1.g	Describe skills needed to work and engage with individuals in this stage of development.

HSE.HS.30.2 Evaluate principles of growth and development from infancy through childhood.

HSE.HS.30.2.a	Describe theories, current issues, and trends.
HSE.HS.30.2.b	Identify physical, intellectual, emotional, and social development milestones.
HSE.HS.30.2.c	Explain conditions influencing development (e.g., abuse, trauma, stress, social and technological forces).
HSE.HS.30.2.d	Explain brain structure and development for this stage of life.
HSE.HS.30.2.e	Describe services and supports needed when developmental milestones are not met.
HSE.HS.30.2.f	Analyze family system roles and dynamics and how they contribute to development.
HSE.HS.30.2.g	Demonstrate skills needed to work and engage with individuals in this stage of development.

LIFESPAN DEVELOPMENT (cont.)

HSE.HS.30.3 Evaluate principles of growth and development from childhood through adolescence.

HSE.HS.30.3.a Describe theories, current issues, and trends.

HSE.HS.30.3.b Identify physical, intellectual, emotional, and social development milestones.

HSE.HS.30.3.c Explain conditions influencing development (e.g., abuse, trauma, stress, social and technological forces).

HSE.HS.30.3.d Explain brain structure and development for this stage of life.

HSE.HS.30.3.e Describe services and supports needed when developmental milestones are not met.

HSE.HS.30.3.f Analyze family system roles and dynamics and how they contribute to development.

HSE.HS.30.3.g Demonstrate skills needed to work and engage with individuals in this stage of development.

HSE.HS.30.4 Evaluate principles of growth and development from adolescence through early adulthood.

HSE.HS.30.4.a Describe theories, current issues, and trends.

HSE.HS.30.4.b Identify physical, intellectual, emotional, and social development milestones.

HSE.HS.30.4.c Explain conditions influencing development (e.g., abuse, trauma, stress, social and technological forces).

HSE.HS.30.4.d Explain brain structure and development for this stage of life.

HSE.HS.30.4.e Describe services and supports needed when developmental milestones are not met.

HSE.HS.30.4.f Analyze family system roles and dynamics and how they contribute to development.

HSE.HS.30.4.g Demonstrate skills needed to work and engage with individuals in this stage of development.

LIFESPAN DEVELOPMENT (cont.)

HSE.HS.30.5 Evaluate principles of growth and development from middle to late adulthood through the end of life.

HSE.HS.30.5a	Describe theories, current issues, and trends.
HSE.HS.30.5.b	Identify physical, intellectual, emotional, and social milestones.
HSE.HS.30.5.c	Explain conditions influencing well-being (e.g., abuse, trauma, stress, social and technological forces).
HSE.HS.30.5.d	Explain brain structure and development for this stage of life.
HSE.HS.30.5.e	Describe services and supports needed for well-being.
HSE.HS.30.5.f	Analyze family system roles and dynamics and how they contribute to the well-being of individuals.
HSE.HS.30.5.g	Describe skills needed to work and engage with individuals in this stage of development.

CHILD DEVELOPMENT

COURSE DESCRIPTION

This intermediate course provides an overview of developmental stages in the prenatal period through 12 years of age building on concepts from the introductory course(s). Topics covered include how young children attain knowledge, behaviors, and skill and theories of child development to identify the effects of parenting practices, social, cultural, and linguistic diversity. The impact of quality child care and early childhood education on child growth and development will also be explored.

STANDARDS AND INDICATORS:

HSE.HS.5.1 Explain the basic principles of child development from conception to age 12.

HSE.HS.5.1.a Explain physical development milestones from conception to age 12.

HSE.HS.5.1.b Explain intellectual development milestones from conception to age 12.

HSE.HS.5.1.c Explain emotional development milestones from conception to age 12.

HSE.HS.5.1.d Explain social development milestones from conception to age 12.

HSE.HS.5.2 Evaluate child development theoretical perspectives and their applications.

HSE.HS.5.2.a Identify the various child development theorists and theories.

HSE.HS.5.2.b Evaluate developmentally appropriate child care skills from conception to age 12.

HSE.HS.5.2.c Identify parenting decisions and practices that impact healthy development from conception to age 12.

HSE.HS.5.3 Analyze family theoretical perspectives and their impact on child growth and development.

HSE.HS.5.3.a Compare and contrast theorists and theories related to family traits and child growth and development.

HSE.HS.5.3.b Classify different parenting types and styles.

HSE.HS.5.3.c Compare and contrast the different parenting styles.

HSE.HS.5.3.d Explain the impact parenting styles have on the development of young children.

CHILD DEVELOPMENT (cont.)

HSE.HS.5.4 Analyze the theoretical perspectives of social, cultural, and linguistic diversity traits and their impact on child growth and development.

HSE.HS.5.4.a Compare and contrast theorists and theories related to social, cultural, and linguistic diversity guiding childhood behaviors.

HSE.HS.5.4.b Recognize and classify different social, cultural, and linguistic diversity traits of children.

HSE.HS.5.4.c Compare and contrast the impact of the multiple influences that affect the social, cultural, and linguistic diversity traits of young children.

HSE.HS.5.4.d Explain the importance of early childhood education.

HSE.HS.5.5 Describe an understanding of career opportunities and early childhood community resources for supporting families in young children's development.

HSE.HS.5.5.a Describe career opportunities in the field of early childhood.

HSE.HS.5.5.b Identify college certificates and degree options in the field of early childhood.

HSE.HS.5.5.c Identify community resources available for supporting families with young children and their development.

HSE.HS.5.5.d Identify the purpose of the National Association for the Education of Young Children (NAEYC), Nebraska Early Childhood Profession Record System (NECPRS), and other early childhood education resources.

BEST PRACTICES IN EARLY CHILDHOOD EDUCATION WITH WORK-BASED LEARNING

COURSE DESCRIPTION

This intermediate course will focus on assessment, observation, and curriculum within early childhood education building on concepts from the introductory course and Child Development. Topics covered include assessing children from birth to eight years of age, observing aspects of development, analyzing observational data, and creating inclusive early childhood education environments that are safe, responsive, and nurturing. Knowledge and skills will be applied within a structured work-based learning experience. The focus of the hands-on experience will include active engagement in various early childhood education programs.

STANDARDS AND INDICATORS:

HSE.HS.9.1 Differentiate between observation and assessment and skills needed to observe young children and the early childhood environment.

HSE.HS.9.1.a Define what observation is in early childhood practices in regards to child development, environment, and engagement between adults and children.

HSE.HS.9.1.b Describe the skills needed for observation.

HSE.HS.9.1.c Define what assessment is in early childhood practices in regards to child development, environment, and engagement between adults and children.

HSE.HS.9.1.d Describe the importance of observation and assessment in early childhood.

HSE.HS.9.1.e Explain how observation and assessment are used in early childhood.

HSE.HS.9.2 Analyze the progression of the areas (PIES - physical, intellectual, emotional and social) of development for young children.

HSE.HS.9.2.a Identify the developmental progression of infants and toddlers (birth to 36 months), preschool children (3-5 years), and primary grade (K-3rd) children (6-8 years).

HSE.HS.9.2.b Observe infants and toddlers, preschoolers, and primary grade (K-3rd) children and record developmental progression observations.

HSE.HS.9.2.c Analyze observational data from infants and toddlers, preschoolers, and primary grade (K-3rd) children to determine the developmental age level.

BEST PRACTICES IN EARLY CHILDHOOD EDUCATION WITH WORK-BASED LEARNING (cont.)

HSE.HS.9.3 Analyze developmentally appropriate early childhood environments.

HSE.HS.9.3.a Define developmentally appropriate for infants and toddlers, preschoolers, and primary grade (K-3rd) children.

HSE.HS.9.3.b Identify various materials, resources, and components of developmentally appropriate environments for infants and toddlers, preschoolers, and primary grade (K-3rd) children.

HSE.HS.9.3.c Identify the elements of an environmental checklist for assessing an infants and toddlers, preschool, and primary grade (K-3rd) environment.

HSE.HS.9.3.d Observe development tasks of infants and toddlers, preschool, and primary grade (K-3rd) environments.

HSE.HS.9.3.e Compare and contrast the birth through age eight environments.

HSE.HS.9.3.f Analyze observational data from infants and toddlers, preschool, and primary grade (K-3rd) environments to assess environment quality.

HSE.HS.9.4 Develop lesson plans for infants and toddlers, preschoolers, and/or primary grade (K-3rd) children using developmentally appropriate practices.

HSE.HS.9.4.a Identify the components of an effective early childhood lesson plan.

HSE.HS.9.4.b Describe various instructional strategies appropriate for infants and toddlers, preschooler, and primary grade (K-3rd) children.

HSE.HS.9.4.c Create large group, small group, and individual lesson plans that fit within the overall curriculum.

HSE.HS.9.5 Utilize feedback to continuously improve teaching practices.

HSE.HS.9.5.a Evaluate the practicum experience.

HSE.HS.9.5.b Implement continual appraisal of performance and identify strengths and weaknesses.

HSE.HS.9.5.c Develop a plan for continuous professional learning.

EARLY CHILDHOOD EDUCATION PRACTICUM WITH WORK-BASED LEARNING

COURSE DESCRIPTION

This capstone course will focus on analyzing various approaches to early childhood education curriculum models building on concepts from the introductory and intermediate courses. Topics covered will include the critical role of developmentally appropriate practices related to curriculum and planning, the development and implementation of developmentally appropriate learning experiences, and gathering evidence of professional knowledge and skill attainment. Knowledge and skills will be applied within a structured work-based learning experience. The focus of the practicum experience will include creating and gathering evidence of early childhood education skill attainment.

STANDARDS AND INDICATORS:

HSE.HS.10.1 Analyze various components of curriculum models.

HSE.HS.10.1.a Identify different types of curriculum models used in early childhood.

HSE.HS.10.1.b Summarize the relationship among theory, research, and practice in the various curriculum models.

HSE.HS.10.1.c Describe the importance of play in the curriculum to support children's development and learning.

HSE.HS.10.1.d Describe how developmentally appropriate teaching practices relate to the importance of play and curriculum.

HSE.HS.10.1.e Recognize the importance of inclusion for all families and cultural issues for unifying curriculum and learning opportunities.

HSE.HS.10.2 Demonstrate appropriate teaching strategies that enhance each child's learning and development.

HSE.HS.10.2.a Explain the current areas of skills from Nebraska's Core Competencies for Early Childhood Professionals (Child Growth and Development; Health, Safety, and Nutrition; Learning Environments; Planning, Learning Experiences, and Curriculum; Relationships and Social-Emotional Guidance; Observation, Documentation, and Assessment; Partnerships with Families and Communities; Professionalism and Leadership; Administration, Program Planning, and Development).

HSE.HS.10.2.b Demonstrate the skills required in each of the current areas of Nebraska's Core Competencies for Early Childhood Professionals.

EARLY CHILDHOOD EDUCATION PRACTICUM WITH WORK-BASED LEARNING (cont.)

HSE.HS.10.3 Demonstrate integration of curriculum and instruction within a daily schedule.

HSE.HS.10.3.a Develop a daily schedule for an infant-toddler classroom.

HSE.HS.10.3.b Develop a daily schedule for a preschool classroom.

HSE.HS.10.3.c Develop a daily schedule for a kindergarten classroom.

HSE.HS.10.3.d Develop a daily schedule for one primary grade classroom (grades 1-3).

HSE.HS.10.3.e Compare and contrast differences between early childhood settings.

HSE.HS.10.4 Integrate developmentally appropriate learning experiences using effective teaching strategies.

HSE.HS.10.4.a Develop learning opportunities to teach individual children and small groups specific skills through exploration and play.

HSE.HS.10.4.b Implement learning experiences for social and emotional development.

HSE.HS.10.4.c Implement learning experiences for approaches to learning (e.g., support initiative, self-direction, curiosity).

HSE.HS.10.4.e Implement learning experiences for health and physical development.

HSE.HS.10.4.f Implement learning experiences for language and literacy.

HSE.HS.10.4.g Implement learning experiences for mathematics.

HSE.HS.10.4.h Implement learning experiences for science.

HSE.HS.10.4.i Implement learning experiences for creative arts.

EARLY CHILDHOOD EDUCATION PRACTICUM WITH WORK-BASED LEARNING (cont.)

HSE.HS.10.5 Provide evidence of professional knowledge and skills attained from early childhood education coursework and field experiences.

HSE.HS.10.5.a Collect artifacts to demonstrate professional knowledge of working with children ages birth to 36 months, 3-5, and 5-8 (e.g., lesson plans, skill attainment records, evidence of experience).

HSE.HS.10.5.b Write an early childhood education philosophy statement.

HSE.HS.10.5.c Develop an early childhood education resource collection.

HSE.HS.10.6 Model teaching practices with the goal of continuous improvement through a work-based learning experience.

HSE.HS.10.6.a Evaluate the practicum experience.

HSE.HS.10.6.b Implement continual appraisal of performance and identify strengths and weaknesses.

HSE.HS.10.6.c Develop a plan for continuous professional learning.

FAMILIES IN CRISIS

COURSE DESCRIPTION

This intermediate course will explore the impact of crisis situations on families building on concepts from the introductory course(s). Topics include stress, changes in the family life cycle, grief and loss, and mental health disorders. An emphasis will be placed on services available to support families while developing foundational knowledge and skills.

STANDARDS AND INDICATORS:

HSE.HS.13.1 Analyze non-therapeutic helper careers which serve individuals, families, and communities.

HSE.HS.13.1.a Outline the six types of helpers (professional helpers, paraprofessional helpers, helping as a part of their work, volunteer helpers, peer helpers, and informal helpers).

HSE.HS.13.1.b Describe the role of each of the six types of helpers in the process of supporting families in crisis situations.

HSE.HS.13.2 Analyze factors that influence crisis in a family.

HSE.HS.13.2.a List characteristics of healthy and unhealthy families and their effect on society.

HSE.HS.13.2.b Compare and contrast a variety of diverse family structures.

HSE.HS.13.2.c Describe how families help meet the needs of individuals using Maslow's Hierarchy of Needs.

HSE.HS.13.2.d Explain the importance of healthy communication and conflict resolution in a family.

HSE.HS.13.2.e Compare and contrast financial, physical, social, emotional, cultural, and spiritual issues and the role of stress in families.

HSE.HS.13.2.f Define crisis and differentiate a crisis situation from a stressful situation.

HSE.HS.13.2.g Identity common crisis situations families face (e.g., mental illness, abuse, addiction, grief, suicide, job loss, homelessness).

FAMILIES IN CRISIS (cont.)

HSE.HS.13.3 Evaluate societal views of mental health and common mental health disorders.

HSE.HS.13.3.a Define stigma and explain its effects on those with mental illness.

HSE.HS.13.3.b Identify ways to minimize stigma surrounding mental illness and seeking help for mental health problems.

HSE.HS.13.3.c Identify and analyze common risk factors for developing mental disorders (genetic, environmental).

HSE.HS.13.3.d Analyze the process of diagnosing mental illness.

HSE.HS.13.3.e Explain the effects mental illness and suicide has on the family.

HSE.HS.13.3.f Assess the signs and symptoms of a potential suicidal individual and steps that should be taken to seek help.

HSE.HS.13.3.g Identify community resources to help families facing mental health crises.

HSE.HS.13.4 Evaluate the effects of abuse on a family.

HSE.HS.13.4.a Identify types of abuse, causes, and common signs and symptoms in each stage of the family life cycle.

HSE.HS.13.4.b Analyze the roles and their characteristics in an abuse situation (bystander, abuser, victim/survivor).

HSE.HS.13.4.c Identify mandatory reporting laws and processes in Nebraska and resources available to help families.

HSE.HS.13.4.d Explain Adverse Childhood Experiences (ACEs) and their potential effects.

HSE.HS.13.4.e Compare and contrast healthy and unhealthy relationships.

HSE.HS.13.4.f Explain the stages of the Cycle of Abuse considering the barriers surrounding generational abuse.

FAMILIES IN CRISIS (cont.)

HSE.HS.13.5 Evaluate the effects of addiction on the family unit.

HSE.HS.13.5.a Define addiction and explore the risk factors associated with developing an addiction (genetic, environmental).

HSE.HS.13.5.b Analyze the science of physical and psychological addiction and how they are connected.

HSE.HS.13.5.c Assess community resources, treatment, and recovery methods of addiction.

HSE.HS.13.5.d Explain the connection (comorbidity) between mental illness and addiction.

HSE.HS.13.5.e Analyze the effects of multiple family members living with addiction at the same time.

HSE.HS.13.6 Analyze the process of grieving.

HSE.HS.13.6.a Define grief and explain that grief can occur with a variety of losses (e.g., loss of a friendship or pet, moving, loss of experience).

HSE.HS.13.6.b Compare and contrast a variety of theories of grief (Five Stages, Tonkin's Model, Four Tasks of Grieving, Six Rs, Dual Process Model, Reconstruction of Meaning).

HSE.HS.13.6.c Analyze family relationships in the grieving process.

HSE.HS.13.6.d Compare and contrast healthy and unhealthy coping mechanisms for dealing with grief.

HSE.HS.13.6.e Identify community resources to help families facing grief.

HSE.HS.13.7 Analyze methods of overcoming crisis.

HSE.HS.13.7.a Describe the qualities of a resilient individual.

HSE.HS.13.7.b Define mindfulness and techniques used to be mindful in everyday life.

HSE.HS.13.7.c Explain the importance of mindfulness and self-awareness in overcoming crisis.

HSE.HS.13.7.d Explain the importance of self-care and list strategies for implementing self-care.

HSE.HS.13.7.e Describe the importance of growth mindset in regards to neuroplasticity.

HSE.HS.13.7.f Identify common mental distortions (filtering, overgeneralizing, catastrophizing, personalization).

FAMILY AND COMMUNITY ADVOCACY

COURSE DESCRIPTION

This capstone course explores advocacy as it relates to individuals, families, and communities building on concepts from the introductory and intermediate courses. Topics covered include leadership within advocacy, careers related to advocacy, the role of community support in advocacy, importance of resiliency, and civic responsibilities. The importance of service-learning will also be addressed.

STANDARDS AND INDICATORS:

HSE.HS.14.1 Analyze the various dimensions of being an advocate for individuals, families, and communities.

HSE.HS.14.1.a Define what it means to be an advocate.

HSE.HS.14.1.b Explain the importance of advocating for others.

HSE.HS.14.1.c Identify situations where advocates would be involved.

HSE.HS.14.1.d Discuss the connection between crisis and advocacy.

HSE.HS.14.1.e Explain the history of advocacy and events or periods in time that required advocacy for individuals, families, and communities.

HSE.HS.14.1.f Explain the impact of advocacy on individuals, families, communities, and society.

HSE.HS.14.2 Assess the leadership role of the advocate.

HSE.HS.14.2.a Explain how an advocate is a leader.

HSE.HS.14.2.b Identify strong intrapersonal and interpersonal relationship skills (conflict resolution, teamwork, attentive listening skills).

HSE.HS.14.2.c Analyze how an individual's view of the world is impacted by their level of self-awareness as it relates to individual beliefs and values.

HSE.HS.14.2.d Analyze the importance of ethical behavior as a leader and advocate.

FAMILY AND COMMUNITY ADVOCACY(cont.)

HSE.HS.14.3 Identify careers related to serving families and communities.

HSE.HS.14.3.a Describe specific roles or careers that have a direct connection to advocating for families (e.g., child-life advocate, family advocate).

HSE.HS.14.3.b Assess the relationship between community demographics and advocacy needs.

HSE.HS.14.3.c Explain the role of each of the six types of helpers (professional helpers, paraprofessional helpers, helping as a part of their work, peer helpers, volunteer helpers, and informal helpers) in advocacy.

HSE.HS.14.4 Outline specific community outreach programs, resources, and connections as they relate to families.

HSE.HS.14.4.a Explain the role school organizations can play in advocating for schools and communities.

HSE.HS.14.4.b Describe local family and community services (e.g., organizations, government resources).

HSE.HS.14.4.c Locate local support resources for specific populations.

HSE.HS.14.5 Analyze the importance of individuals, families, and communities participating in their civic duties as local advocates.

HSE.HS.14.5.a Define civic duty.

HSE.HS.14.5.b Explain the role of individuals, families, and communities in advocacy as it relates to living in a democratic society.

HSE.HS.14.5.c Identify how individuals, families, and communities can work towards fulfilling their civic responsibilities.

HSE.HS.14.5.d Describe the process of advocating for an issue.

HSE.HS.14.5.e Explain the role elected officials could play in advocacy.

HSE.HS.14.5.f Describe what advocacy looks like at the local, state, and national levels.

FAMILY AND COMMUNITY ADVOCACY(cont.)

HSE.HS.14.6 Analyze the importance of resilience in families and communities.

HSE.HS.14.6.a Define resilience.

HSE.HS.14.6.b Describe what a resilient individual, family, and community look like and the correlation between them.

HSE.HS.14.6.c Analyze the importance of individuals and families being advocates for themselves and its effects on a community.

HSE.HS.14.7 Analyze service-learning and its connection to civic responsibility.

HSE.HS.14.7.a Identify ways to serve individuals, families, and communities.

HSE.HS.14.7.b Apply knowledge of advocacy and leadership to benefit individuals, families, and communities.

HSE.HS.14.7.c Identify opportunities for personal growth through serving individuals, families, and communities.

HSE.HS.14.7.d Explain how service-learning is a key to fulfilling civic responsibilities.

FUNDAMENTALS OF NUTRITION AND CULINARY ESSENTIALS

COURSE DESCRIPTION

This introductory course provides students with foundational knowledge and skills in food preparation and nutrition planning. Topics covered include career exploration, global food systems, six essential nutrients, dietary recommendations, kitchen and food safety and sanitation, food preparation skills, and meal planning concepts.

STANDARDS AND INDICATORS:

HSE.HS.21.1 Apply skills to meet career goals within the food, nutrition, and culinary industries.

HSE.HS.21.1.a	Demonstrate working as a member of a diverse team.
HSE.HS.21.1.b	Demonstrate professional practices required in the workplace.
HSE.HS.21.1.c	Summarize roles, responsibilities, education, training, and credentialing requirements for careers within the food, nutrition, and culinary industries.
HSE.HS.21.1.d	Compare and contrast personal strengths, talents, interests, and passions to the skills and traits required of the workplace.

HSE.HS.21.2 Analyze U.S. and global food systems and their impact on personal health.

HSE.HS.21.2.a	Compare and contrast definitions of health and wellness.
HSE.HS.21.2.b	Analyze farm to table for a variety of food products grown locally and globally.
HSE.HS.21.2.c	Identify issues surrounding global production of food and how sustainability and conservation practices are connected.

HSE.HS.21.3 Analyze the six essential nutrients and their purposes in the body.

HSE.HS.21.3.a	Identify key bodily functions of the six essential nutrients and the components of each.
HSE.HS.21.3.b	Summarize the digestion, absorption, and metabolic processes associated with the use of nutrients in the digestive system.
HSE.HS.21.3.c	Identify the nutrient density of a variety of foods for each of the nutrients.
HSE.HS.21.3.d	Interpret the impact and effects of over or underconsumption of each nutrient.
HSE.HS.21.3.e	Explain the concept of calories and energy density of foods.
HSE.HS.21.3.f	Apply nutrition mathematical concepts to calculate energy from nutrients and the energy composition of a food item.

FUNDAMENTALS OF NUTRITION AND CULINARY ESSENTIALS (cont.)

HSE.HS.21.4 Integrate current dietary recommendations and guidelines to plan and analyze a healthy diet.

HSE.HS.21.4.a Recognize reliable sources of nutrition information (e.g., Dietary Reference Intakes, Dietary Guidelines, MyPlate model, food labels).

HSE.HS.21.4.b Compare and contrast personal eating habits to current recommendations for a healthy diet.

HSE.HS.21.4.c Apply current dietary recommendations and guidelines to meal planning.

HSE.HS.21.4.d Identify package labeling components.

HSE.HS.21.4.e Analyze the Nutrition Facts label to determine nutrient contributions of a variety of foods.

HSE.HS.21.5 Demonstrate effective food and kitchen safety and sanitation procedures.

HSE.HS.21.5.a Identify microorganisms which are related to food spoilage and foodborne illnesses.

HSE.HS.21.5.b Apply proper personal hygiene, health habits, and industry-standard apparel.

HSE.HS.21.5.c Sequence the requirements for proper receiving and storage of prepared foods and identify signs of food spoilage and contamination (e.g., FIFO - first in first out).

HSE.HS.21.5.d Identify the critical control points and the Temperature Danger Zone during all food handling processes as a method for minimizing the risk of foodborne illness (HACCP system).

HSE.HS.21.5.e Demonstrate kitchen safety practices to prevent accidents (e.g., slips, burns, fires, shock, cuts, equipment accidents, poisoning).

HSE.HS.21.5.f Implement a safety and sanitation inspection and identify modifications necessary for compliance with standards.

FUNDAMENTALS OF NUTRITION AND CULINARY ESSENTIALS (cont.)

HSE.HS.21.6 Demonstrate foundational food preparation techniques.

HSE.HS.21.6.a Demonstrate foundational culinary techniques (measuring, knife skills, folding, creaming) and correct use of kitchen equipment.

HSE.HS.21.6.b Demonstrate mise en place.

HSE.HS.21.6.c Demonstrate proper scaling techniques to convert recipes to yield smaller and larger quantities.

HSE.HS.21.6.d Apply the fundamentals of time, temperature, and cooking methods (dry, moist, combination) to cooking, cooling, reheating, and holding a variety of foods.

HSE.HS.21.6.e Demonstrate the preparation techniques for common essential nutrient-dense food sources (fruits, vegetables, proteins, carbohydrates, dairy products).

HSE.HS.21.6.f Label and store fresh and finished food products appropriately to reduce spoilage.

HSE.HS.21.7 Create a meal plan based on the dietary recommendations for individuals and families across the lifespan.

HSE.HS.21.7.a Identify food purchasing strategies used by consumers (e.g., store layout, comparison shopping).

HSE.HS.21.7.b Develop a market order and time management plan.

HSE.HS.21.7.c Identify the categories of a menu (e.g., appetizers, sandwiches, entrees).

HSE.HS.21.7.d Apply recommended portion sizes to food preparation and serving.

HSE.HS.21.7.e Recognize and make dietary modifications for special dietary needs.

NUTRITION

COURSE DESCRIPTION

This intermediate course provides students with an introduction to the science of nutrition building on concepts from the introductory course. Topics covered include careers in nutrition, digestion and metabolism, functions of the six essential nutrients, nutrient recommendations, diets, meal planning, creating accommodations for consumers, and impacts of the national food system on production and consumerism. Food safety will also be reinforced in this course through hands-on learning opportunities.

STANDARDS AND INDICATORS:

HSE.HS.32.1 Analyze career paths within the food, nutrition, and wellness field.

HSE.HS.32.1.a Summarize education, training, and credentialing requirements and career opportunities in the food, nutrition, and wellness field.

HSE.HS.32.1.b Differentiate between personal attitudes and traits of food, nutrition, and wellness professionals in regards to responsibility, accountability, ethics, and effectiveness in the workplace.

HSE.HS.32.2 Identify and Explain the parts and functions of the digestive system.

HSE.HS.32.2.a Identify the anatomy of the gastrointestinal system.

HSE.HS.32.2.b Explain the digestive process.

HSE.HS.32.2.c Explain the utilization and short, medium, and long-term storage of nutrients inside the body.

HSE.HS.32.2.d Explain how the body excretes waste products.

NUTRITION (cont.)

HSE.HS.32.3 Analyze individual characteristics specific to macronutrients, micronutrients, and water.

HSE.HS.32.3.a Identify the chemical composition and energy yield of carbohydrates, proteins, and fats.

HSE.HS.32.3.b Differentiate between soluble and insoluble fiber and complete and incomplete proteins.

HSE.HS.32.3.c Identify the functions of vitamins, minerals, and water.

HSE.HS.32.3.d Identify the categories of vitamins (including fat and water soluble) and minerals (including major and trace).

HSE.HS.32.3.e Identify the recommended intake levels of and food sources high in vitamins, minerals, and water.

HSE.HS.32.3.f Explain deficiencies and toxicities related to vitamin and mineral consumption.

HSE.HS.32.4 Analyze current dietary recommendations and guidelines for planning a healthy diet.

HSE.HS.32.4.a Explain the Dietary Reference Intake terms Estimated Average Requirement (EAR), Recommended Daily Allowance (RDA), Adequate Intake (AI), and Tolerable Upper Intake Level (UL).

HSE.HS.32.4.b Describe the concepts of variety, moderation, and balance as the foundation of a healthy diet.

HSE.HS.32.4.c Compare and contrast various food recording tools.

HSE.HS.32.4.d Utilize nutrition information to calculate nutrient composition of foods, meals, and daily intake.

HSE.HS.32.4.e Discuss short- and long-term impact of current dietary intake habits.

HSE.HS.32.4.f Compare and contrast the nutrient density of whole foods, convenience foods, and prepared foods to make informed food choices.

NUTRITION (cont.)

HSE.HS.32.5 Analyze the effects of dietary patterns and practices on an individual's health and well-being across the lifespan.

HSE.HS.32.5.a Identify a variety of healthy dietary patterns.

HSE.HS.32.5.b Compare and contrast popular fad diets and food industry trends.

HSE.HS.32.5.c Describe energy balance, physical activity, and weight control to prevent obesity and achieve nutritional adequacy.

HSE.HS.32.5.d Explain weight gain/weight loss concepts considering basal metabolic rate (BMR) and total daily energy expenditure (TDEE).

HSE.HS.32.5.e Identify the prevention, symptoms, and treatment of eating disorders.

HSE.HS.32.5.f Compare and contrast food allergies and food intolerances.

HSE.HS.32.5.g Apply dietary recommendations and guidelines to design meal plans for individuals with special dietary needs (e.g., heart disease, diabetes, celiac disease).

HSE.HS.32.6 Analyze U.S. and global food systems and impacts on individual, family, and community health.

HSE.HS.32.6.a Explain the biological, social, psychological, economic, political, and/or cultural influences on individual and community nutrition practices.

HSE.HS.32.6.b Summarize the effects of social determinants on personal food choices, food systems, and public health.

HSE.HS.32.6.c Explain the impact of cultural influences on food consumption and traditions within family units.

HSE.HS.32.6.d Analyze the impact of the rising cost of food, poverty, food deserts, food insecurity, and the growing world population on individuals, families, communities, and society.

HSE.HS.32.6.e Compare and contrast food and nutrition policies and their impact on individuals, families, communities, and society.

HSE.HS.32.6.f Discuss different approaches and solutions including the critical science perspective to address food system change through advocacy, policy, and/or political action.

FOOD SCIENCE

COURSE DESCRIPTION

This capstone course focuses on food science and the food science industry building on concepts from the introductory and intermediate courses. Topics of study include food science history and career opportunities, evaluation of the six essential nutrients, role of science and technology in food products, and food development, production, and marketing. Food safety will also be reinforced in this course through hands-on learning opportunities.

STANDARDS AND INDICATORS:

HSE.HS.19.1 Analyze the food science industry.

HSE.HS.19.1.a Explain the history of food science.

HSE.HS.19.1.b Identify career opportunities within the food science industry.

HSE.HS.19.1.c Compare and contrast food production companies and their products.

HSE.HS.19.1.d Analyze career opportunities matched to personal life skills, talents, career goals, and local industry trends within the food science industry.

HSE.HS.19.2 Demonstrate the recommended procedures and safe equipment use in the food science lab facility.

HSE.HS.19.2.a Demonstrate leadership, effective communication, and teamwork skills in the food science lab.

HSE.HS.19.2.b Demonstrate the safe and accurate use of measuring, preparation, heating, packaging, and storage equipment in the lab setting.

HSE.HS.19.2.c Utilize the scientific method.

HSE.HS.19.3 Identify and evaluate the basic principles of proper nutrition, including the identification and evaluation of the six essential nutrients needed for good health.

HSE.HS.19.3.a Identify the roles and properties of carbohydrates, fats, proteins, vitamins, minerals and water.

HSE.HS.19.3.b Analyze the effects of food science and technology on meeting nutritional needs.

HSE.HS.19.3.c Analyze how the scientific and technical advances in product development, food processing, storage, and distribution influence nutrition and wellness.

FOOD SCIENCE (cont.)

HSE.HS.19.4 Outline the fundamentals of food chemistry.

HSE.HS.19.4.a Define basic food chemistry principles (e.g., elements, compounds, heterogeneous and homogeneous mixtures, solutions, colloidal dispersions, emulsions, pH applications, catalysts, use of enzymes, use of leavening agents, thermodynamics).

HSE.HS.19.4.b Describe basic chemical reactions that happen during food preparation and their effect(s) on nutrition.

HSE.HS.19.4.c Differentiate between simple and complex carbohydrates and their uses in foods for impact on digestion, nutrition, and food preparation procedures.

HSE.HS.19.4.d Describe the functions of amino acids and proteins and their uses in foods for impact on digestion, nutrition, and food preparation procedures.

HSE.HS.19.4.e Relate the composition of fats and proteins to their functions in foods and their i mpact on digestion, nutrition, and food preparation procedures.

HSE.HS.19.4.f Identify the role of water in food production.

HSE.HS.19.5 Analyze the role of food safety and sanitation on microorganisms in food products.

HSE.HS.19.5.a Differentiate between parasites, bacteria, yeasts, molds, and viruses.

HSE.HS.19.5.b Identify microorganisms that cause foodborne illness in humans and how to control or eliminate them.

HSE.HS.19.5.c Analyze the effects of technological advances on selection, preparation, packaging, and storage of food.

HSE.HS.19.5.d Analyze state and federal laws and regulations governing food inspection standards.

HSE.HS.19.5.e Identify appropriate packaging for food safety and label requirements.

HSE.HS.19.5.f Demonstrate safe preparation/heating/storage methods on a variety of food products.

FOOD SCIENCE (cont.)

HSE.HS.19.6 Assess the biology and physics of food production.

HSE.HS.19.6.a	Describe the structure of water in different states and its influence on a food product's viscosity/fluidity and water activity.
HSE.HS.19.6.b	Explain the difference between smoke point, flash point, and fire point when dealing with oils in processing foods.
HSE.HS.19.6.c	Classify the chemical reactions and physical changes that occur in a variety of cooking/preparation methods.
HSE.HS.19.6.d	Identify the purpose of natural and artificial food additives.
HSE.HS.19.6.e	Identify agencies involved in regulating food additives.
HSE.HS.19.5.f	Describe properties of a desirable food preservative.

HSE.HS.19.7 Evaluate food products for appropriate production and marketing strategies.

HSE.HS.19.7.a	Analyze various factors that affect food preferences in the marketing of food to a variety of populations.
HSE.HS.19.7.b	Compare and contrast flavor, texture, aroma, and appearance of various foods.
HSE.HS.19.7.c	Analyze the impact of food presentation methods and techniques on consumer appeal of food and products.
HSE.HS.19.7.d	Analyze data when making development and marketing decisions.
HSE.HS.19.7.e	Review food product cost and price recommendations for wholesale and retail sales.

ENTREPRENEURSHIP (BMM)

COURSE DESCRIPTION

Entrepreneurship is a course with emphasis on the evaluation of the business skills and commitment necessary to successfully operate an entrepreneurial venture and review the challenges and rewards of entrepreneurship. The role of entrepreneurial businesses in the United States and the impact on the national and global economy will be explored.

STANDARDS AND INDICATORS:

BMM.HS.13.1 Identify characteristics and skills of entrepreneurs.

BMM.HS.13.1.a	Analyze personal strengths, skills, and talents necessary to be an entrepreneur.
BMM.HS.13.1.b	Identify responsible behavior, attitude, and leadership ability.
BMM.HS.13.1.c	Demonstrate problem-solving skills.
BMM.HS.13.1.d	Describe the history and development of successful and non-successful entrepreneurial ventures.
BMM.HS.13.1.e	Explore career opportunities in entrepreneurship.

BMM.HS.13.2 Evaluate business ownership as related to entrepreneurship.

BMM.HS.13.2.a	Identify and compare advantages and disadvantages of various forms of business ownership.
BMM.HS.13.2.b	Explain the legal and ethical issues affecting businesses.
BMM.HS.13.2.c	Analyze the advantages and disadvantages of methods of entering an entrepreneurial venture.

ENTREPRENEURSHIP (cont.)

BMM.HS.13.3 Analyze the management, financial, marketing, and legal skills necessary to successfully operate and grow an entrepreneurial venture.

BMM.HS.13.3.a	Describe the importance of strategic management to a small entrepreneurial business.
BMM.HS.13.3.b	Develop vision, mission, goals, objectives, and policies for an entrepreneurial venture.
BMM.HS.13.3.c	Explain the importance of effective financial management in developing, growing, and sustaining an entrepreneurial venture.
BMM.HS.13.3.d	Develop a marketing plan and strategies to position the product and/or service in the target market.
BMM.HS.13.3.e	Identify the legal documents and financial records for business operations.
BMM.HS.13.3.f	Evaluate the venture idea utilizing the components of a business plan.

BMM.HS.13.4 Analyze the role of entrepreneurship in the global economy.

BMM.HS.13.4.a	Identify entrepreneurial venture opportunities in international trade.
BMM.HS.13.4.b	Analyze global issues and trends for entrepreneurial ventures.
BMM.HS.13.4.c	Determine the impact of cultural and social requirements on international trade.

INTRODUCTION TO AGRICULTURE, FOOD, AND NATURAL RESOURCES WITH WORK-BASED LEARNING EXPERIENCE (AFNR)

COURSE DESCRIPTION

The introductory course for the Agriculture, Food, and Natural Resources Career Cluster provides a knowledge base in the major components of the industry. Learners will be exposed to a broad range of agriculture, food, and natural resources careers, cluster foundation knowledge and skills, and introduction to leadership development and the National FFA Organization (FFA). Classroom and laboratory activities are supplemented through supervised agricultural experiences, work-based learning, and leadership activities.

STANDARDS AND INDICATORS:

AFNR.HS.20.1 Apply leadership skills and knowledge through the study of the FFA Career and Technical Student Organization (CTSO).

AFNR.HS.20.1.a	Summarize the three-component model of a comprehensive Agricultural Education Program.
AFNR.HS.20.1.b	Recognize the mission, purpose, and key historical moments in the National FFA Organization.
AFNR.HS.20.1.c	Investigate opportunities available for a member of FFA.
AFNR.HS.20.1.d	Examine and practice public speaking.
AFNR.HS.20.1.e	Apply the basics of Parliamentary Procedure.

AFNR.HS.20.2 Apply career readiness principles in an authentic workplace environment.

AFNR.HS.20.2.a	Summarize the five components of a Foundational Supervised Agricultural Experience (SAE).
AFNR.HS.20.2.b	Investigate the five options for an Immersion SAE (Work-Based Learning experience).
AFNR.HS.20.2.c	Articulate elements of career plans (e.g., academic, AFNR/CTE coursework, FFA/CTSO participation, immersion SAE) required in an AFNR workplace setting.

INTRODUCTION TO AGRICULTURE, FOOD, AND NATURAL RESOURCES WITH WORK-BASED LEARNING EXPERIENCE (cont.)

AFNR.HS.20.3 Examine career options within agriculture, food, and natural resource systems and perform research based on personal interests.

AFNR.HS.20.3.a	Summarize the three-component model of a comprehensive Agricultural Education Program.
AFNR.HS.20.3.b	Recognize the mission, purpose, and key historical moments in the National FFA Organization.
AFNR.HS.20.3.c	Investigate opportunities available for a member of FFA.
AFNR.HS.20.3.d	Examine and practice public speaking.
AFNR.HS.20.3.e	Apply the basics of Parliamentary Procedure.
AFNR.HS.20.3.c	Determine common qualities of a specific career area (e.g., educational requirements, work environment).
AFNR.HS.20.3.d	Identify necessary steps to prepare for a specific AFNR careers (coursework, post-secondary, needed skills).
AFNR.HS.20.3.e	Identify opportunities for work placed learning within your community.

AFNR.HS.20.4 Evaluate the role of water, air, soil, and habitat in the management of natural resource systems.

AFNR.HS.20.4.a	Summarize and classify the different natural resources (e.g., water, soil, renewable, non-renewable).
AFNR.HS.20.4.b	Summarize the components that comprise all ecosystems.
AFNR.HS.20.4.c	Compare and categorize biotic and abiotic factors in various habitats.
AFNR.HS.20.4.d	Identify the importance of water and air quality.
AFNR.HS.20.4.e	Identify the physical qualities of the soil that determine use for the environmental service system.
AFNR.HS.20.4.f	Describe the importance of water conservation.

INTRODUCTION TO AGRICULTURE, FOOD, AND NATURAL RESOURCES WITH WORK-BASED LEARNING EXPERIENCE (cont.)

AFNR.HS.20.5 Differentiate key terms, components, and uses for animals in animal systems.

AFNR.HS.20.5.a Identify and summarize key terminology used in animal systems (e.g., heifer vs. cow, bull vs. steer, calving, farrowing, bovine, equine).

AFNR.HS.20.5.b Define the function of basic external and internal organs of animals.

AFNR.HS.20.5.c Differentiate production animals from companion animals.

AFNR.HS.20.5.d Classify the major components of production animal systems (e.g., feedlots, cow-calf operations, farrow, finish) and regional distribution.

AFNR.HS.20.5.e Categorize uses for and products generated from production animals.

AFNR.HS.20.5.f Classify and determine uses for companion animals.

AFNR.HS.20.6 Summarize knowledge of plant anatomy and the functions of plant structures and processes to activities associated with plant systems.

AFNR.HS.20.6.a Classify major components of the plant industry.

AFNR.HS.20.6.b Classify plants according to life cycles.

AFNR.HS.20.6.c Identify the function of plant parts.

AFNR.HS.20.6.d Identify basic processes and role of photosynthesis, respiration, and transpiration.

AFNR.HS.20.6.e Differentiate between sexual and asexual propagation techniques.

AFNR.HS.20.7 Synthesize the historical, social, cultural, and potential applications of biotechnology.

AFNR.HS.20.7.a Summarize biotechnology and the historical impact it has had on agriculture.

AFNR.HS.20.7.b Identify current and future applications of biotechnology in agriculture, food, and natural resources.

AFNR.HS.20.7.c Identify common methodologies used in biotechnology.

AFNR.HS.20.7.d Identify basic cellular structures and genetic terminology.

AFNR.HS.20.7.e Summarize the scientific and social implications of modern genetically modified organisms.

INTRODUCTION TO AGRICULTURE, FOOD, AND NATURAL RESOURCES (cont.)

AFNR.HS.20.8 Summarize knowledge of the food products & processing industry.

AFNR.HS.20.8.a	Evaluate how different foods affect the human body and its physical and cellular processes.
AFNR.HS.20.8.b	Identify food safety and sanitation procedures for handling and processing to as sure food quality.
AFNR.HS.20.8.c	Summarize food safety procedures when storing and distributing products to consumption.
AFNR.HS.20.8.d	Explain the producer-to-consumer processes in the food industry.

AFNR.HS.20.9 Summarize management principles, skills, and practices in agribusiness.

AFNR.HS.20.9.a	Define major sectors within the agribusiness industry.
AFNR.HS.20.9.b	Identify standard production and agribusiness records and plans.
AFNR.HS.20.9.c	Identify common agribusiness terminology and tools to track and analyze business decisions and transactions.
AFNR.HS.20.9.d	Articulate the role of markets, trade, competition, and price in relation to business sales and market planning.
AFNR.HS.20.9.e	Identify aspects needed to develop and implement an effective record keeping strategy for financial and human resources.

AFNR.HS.20.10 Synthesize the historical, social, cultural, and potential applications of biotechnology.

AFNR.HS.20.10.a	Identify and practice safe laboratory practices and procedures.
AFNR.HS.20.10.b	Select and operate proper tools and equipment related to agricultural processes observing all safety precautions.
AFNR.HS.20.10.c	Develop an agricultural project plan with the required project plan components (e.g., purpose, materials, budget, skills required, timeframe).
AFNR.HS.20.10.d	Assess a project plan to completion.

LIFESPAN NUTRITION AND WELLNESS

COURSE DESCRIPTION

This capstone course focuses on nutritional needs throughout the lifespan building on concepts from the introductory and intermediate courses. This course focuses on connecting lifespan development to nutrition and exercise practices with the intent of contributing to wellness and longevity. Food safety will also be reinforced in this course through hands-on learning opportunities.

STANDARDS AND INDICATORS:

HSE.HS.31.1 Identify and explain basic nutrition principles for meeting nutrition and wellness needs.

- HSE.HS.31.1.a Identify the function and nutrient dense sources of the six essential nutrients.
- HSE.HS.31.1.b Explain current dietary recommendations.
- HSE.HS.31.1.c Calculate energy intake for weight management.
- HSE.HS.31.1.d Describe useful nutrition assessment tools for use with each stage of the lifespan.
- HSE.HS.31.1.e Explain resources for nutrition and wellness needs to use with each stage of the lifespan.

HSE.HS.31.2 Evaluate nutrition and wellness needs during pre-conception, pregnancy, and lactation.

- HSE.HS.31.2.a Analyze the essential nutrients for optimal health for individuals during pre-conception, pregnancy and lactation.
- HSE.HS.31.2.b Explain nutrition-related medical conditions that may occur during pregnancy and their impact on the mother and fetus.
- HSE.HS.31.2.c Classify the recommendations for physical activity during preconception and pregnancy.
- HSE.HS.31.2.d Compare and contrast the ideal diet for a pregnant woman with the ideal diet for a lactating mother, highlighting the specific nutritional differences.
- HSE.HS.31.2.e Explain circumstances under which a mother should not breastfeed.

LIFESPAN NUTRITION & WELLNESS (cont.)

HSE.HS.31.3 Evaluate nutrition and wellness needs during infancy, toddler, preschool, and middle childhood stages.

HSE.HS.31.3.a Summarize the connection between good nutrition and physical, intellectual, emotional, and social development.

HSE.HS.31.3.b Identify diet recommendations for infants, toddlers, preschoolers, and primary grade children.

HSE.HS.31.3.c Compare the nutritional value of breastmilk to the nutritional value of formula.

HSE.HS.31.3.d Explain specific nutrient roles in the body of a developing child, giving special attention to vitamins and minerals.

HSE.HS.31.3.e Examine the role of a caregiver in providing food from infancy through middle childhood.

HSE.HS.31.3.f Describe the challenges associated with children's diets and outline strategies for dealing with such problems (e.g., childhood allergies, childhood obesity, aversions, influence of media and screen time).

HSE.HS.31.4 Evaluate nutrition and wellness needs during adolescence.

HSE.HS.31.4.a Explain the growth and consequent nutritional needs of adolescence.

HSE.HS.31.4.b Describe how eating patterns in adolescents affect overall health (e.g., sleep quality, energy, mood, physical development).

HSE.HS.31.4.c Identify nutrition-related medical conditions that may occur during adolescence along with prevention/intervention strategies.

HSE.HS.31.4.d Explain the spectrum of body dissatisfaction, dieting, disordered eating, and eating disorders.

HSE.HS.31.4.e Explain the recommendations for physical activity during adolescence.

LIFESPAN NUTRITION & WELLNESS (cont.)

HSE.HS.31.5 Evaluate the difference between the recommendations for a typical adolescent versus an adolescent involved in vigorous physical activity.

HSE.HS.31.5.a Describe the role of each nutrient for peak performance of the physically active adolescent.

HSE.HS.31.5.b Differentiate nutrient needs based on type, frequency, intensity, and duration of exercise.

HSE.HS.31.5.c Summarize the recommendations for assessing and maintaining healthy hydration.

HSE.HS.31.5.d Evaluate pre- and post-workout diet plans and timing of meals and snack intake for the physically active adolescent.

HSE.HS.3156.e Describe supplements and their use.

HSE.HS.31.6 Evaluate nutrition and wellness needs during adulthood and older adulthood.

HSE.HS.31.6.a Identify nutrient needs for adulthood and why they change over time.

HSE.HS.31.6.b Outline nutrition-related medical conditions that may occur during adulthood along with prevention/intervention strategies.

HSE.HS.31.6.c Identify strategies for weight management and the challenges of weight management during adulthood and older adulthood.

HSE.HS.31.6.d Examine the role of nutrition in fostering longevity and in reducing the risk of chronic diseases.

HSE.HS.31.6.e Explain the recommendations for physical activity during adulthood.

HSE.HS.31.7 Identify career options as they pertain to nutrition and wellness throughout the lifespan.

HSE.HS.31.7.a Identify a variety of careers related to nutrition and wellness through the lifespan (e.g., job shadowing, guest speakers, interview professionals, visit a professional or educational setting).

HSE.HS.31.7.b Summarize skills and knowledge necessary for a successful career in nutrition and wellness careers.

HSE.HS.31.7.c Identify professional and ethical considerations in various nutrition and wellness work settings.

FUNDAMENTALS OF NUTRITION AND CULINARY ESSENTIALS

COURSE DESCRIPTION

This introductory course provides students with foundational knowledge and skills in food preparation and nutrition planning. Topics covered include career exploration, global food systems, six essential nutrients, dietary recommendations, kitchen and food safety and sanitation, food preparation skills, and meal planning concepts.

STANDARDS AND INDICATORS:

HSE.HS.21.1 Apply skills to meet career goals within the food, nutrition, and culinary industries.

HSE.HS.21.1.a Demonstrate working as a member of a diverse team.

HSE.HS.21.1.b Demonstrate professional practices required in the workplace.

HSE.HS.21.1.c Summarize roles, responsibilities, education, training, and credentialing requirements for careers within the food, nutrition, and culinary industries.

HSE.HS.21.1.d Compare and contrast personal strengths, talents, interests, and passions to the skills and traits required of the workplace.

HSE.HS.21.2 Analyze U.S. and global food systems and their impact on personal health.

HSE.HS.21.2.a Compare and contrast definitions of health and wellness.

HSE.HS.21.2.b Analyze farm to table for a variety of food products grown locally and globally.

HSE.HS.21.2.c Identify issues surrounding global production of food and how sustainability and conservation practices are connected.

HSE.HS.21.3 Analyze the six essential nutrients and their purposes in the body.

HSE.HS.21.3.a Identify key bodily functions of the six essential nutrients and the components of each.

HSE.HS.21.3.b Summarize the digestion, absorption, and metabolic processes associated with the use of nutrients in the digestive system.

HSE.HS.21.3.c Identify the nutrient density of a variety of foods for each of the nutrients.

HSE.HS.21.3.d Interpret the impact and effects of over or underconsumption of each nutrient.

HSE.HS.21.3.e Explain the concept of calories and energy density of foods.

HSE.HS.21.3.f Apply nutrition mathematical concepts to calculate energy from nutrients and the energy composition of a food item.

FUNDAMENTALS OF NUTRITION AND CULINARY ESSENTIALS (cont.)

HSE.HS.21.4 Integrate current dietary recommendations and guidelines to plan and analyze a healthy diet.

HSE.HS.21.4.a Recognize reliable sources of nutrition information (e.g., Dietary Reference Intakes, Dietary Guidelines, MyPlate model, food labels).

HSE.HS.21.4.b Compare and contrast personal eating habits to current recommendations for a healthy diet.

HSE.HS.21.4.c Apply current dietary recommendations and guidelines to meal planning.

HSE.HS.21.4.d Identify package labeling components.

HSE.HS.21.4.e Analyze the Nutrition Facts label to determine nutrient contributions of a variety of foods.

HSE.HS.21.5 Demonstrate effective food and kitchen safety and sanitation procedures.

HSE.HS.21.5.a Identify microorganisms which are related to food spoilage and foodborne illnesses.

HSE.HS.21.5.b Apply proper personal hygiene, health habits, and industry-standard apparel.

HSE.HS.21.5.c Sequence the requirements for proper receiving and storage of prepared foods and identify signs of food spoilage and contamination (e.g., FIFO - first in first out).

HSE.HS.21.5.d Identify the critical control points and the Temperature Danger Zone during all food handling processes as a method for minimizing the risk of foodborne illness (HACCP system).

HSE.HS.21.5.e Demonstrate kitchen safety practices to prevent accidents (e.g., slips, burns, fires, shock, cuts, equipment accidents, poisoning).

HSE.HS.21.5.f Implement a safety and sanitation inspection and identify modifications necessary for compliance with standards.

FUNDAMENTALS OF NUTRITION AND CULINARY ESSENTIALS (cont.)

HSE.HS.21.6 Demonstrate foundational food preparation techniques.

HSE.HS.21.6.a Demonstrate foundational culinary techniques (measuring, knife skills, folding, creaming) and correct use of kitchen equipment.

HSE.HS.21.6.b Demonstrate mise en place.

HSE.HS.21.6.c Demonstrate proper scaling techniques to convert recipes to yield smaller and larger quantities.

HSE.HS.21.6.d Apply the fundamentals of time, temperature, and cooking methods (dry, moist, combination) to cooking, cooling, reheating, and holding a variety of foods.

HSE.HS.21.6.e Demonstrate the preparation techniques for common essential nutrient-dense food sources (fruits, vegetables, proteins, carbohydrates, dairy products).

HSE.HS.21.6.f Label and store fresh and finished food products appropriately to reduce spoilage.

HSE.HS.21.7 Create a meal plan based on the dietary recommendations for individuals and families across the lifespan.

HSE.HS.21.7.a Identify food purchasing strategies used by consumers (e.g., store layout, comparison shopping).

HSE.HS.21.7.b Develop a market order and time management plan.

HSE.HS.21.7.c Identify the categories of a menu (e.g., appetizers, sandwiches, entrees, etc).

HSE.HS.21.7.d Apply recommended portion sizes to food preparation and serving.

HSE.HS.21.7.e Recognize and make dietary modifications for special dietary needs.

INTRODUCTION TO FAMILY AND CONSUMER SCIENCES

COURSE DESCRIPTION

This introductory course is intended to provide a basic overview of all areas within Family and Consumer Sciences. Basic knowledge and career skills that are applicable to personal growth and career development will be covered. Additional course topics include: leadership, communication, child development, mental health, nutrition and food preparation, clothing and interior design, and personal finance.

STANDARDS AND INDICATORS:

HSE.HS.27.1 Apply career-readiness skills and identify potential career opportunities.

HSE.HS.27.1.a	Summarize the history of Family and Consumer Sciences and the impact of the field on individuals, families, and communities to make connections to current career-ready skills.
HSE.HS.27.1.b	Identify personal traits and compare them with potential career opportunities.
HSE.HS.27.1.c	Investigate career opportunities, including but not limited to careers within Family and Consumer Sciences.

HSE.HS.27.2 Apply leadership in family, workplace, and community.

HSE.HS.27.2.a	Investigate goal setting and resource management.
HSE.HS.27.2.b	Explain leadership styles and the impact of each style on others.
HSE.HS.27.2.c	Demonstrate strategies that utilize the strengths and minimize the limitations of team members.
HSE.HS.27.2.d	Describe the decision-making process.
HSE.HS.27.2.e	Demonstrate leadership skills within the family, workplace, or community.
HSE.HS.27.2.f	Investigate opportunities available for a member of FCCLA and/or Educators Rising.

INTRODUCTION TO FAMILY AND CONSUMER SCIENCES (cont.)

HSE.HE.27.3 Evaluate personal and work relationships.

HSE.HS.27.3.a Compare and contrast healthy and unhealthy personal and work relationships.

HSE.HS.27.3.b Evaluate personal traits and how they can be used to improve relationships.

HSE.HS.27.3.c Demonstrate effective communication using a variety of delivery methods that can improve personal and work relationships.

HSE.HS.27.3.d Demonstrate critical thinking and conflict resolution in personal and career settings.

HSE.HS.27.3.e Demonstrate inclusive teamwork in the family, workplace, or community.

HSE.HS.27.4 Assess the family unit during each stage of the lifespan.

HSE.HS.27.4.a Identify the stages of development across the lifespan.

HSE.HS.27.4.b Categorize milestones of development in the areas of physical, intellectual, emotional, and social across the lifespan.

HSE.HS.27.4.c Analyze family as the basic unit of society.

HSE.HS.27.4.d Describe the impact of conditions that could influence the well-being of individuals and families.

HSE.HS.27.5 Identify careers in counseling, mental health, and human behavior.

HSE.HS.27.5.a Identify the importance of self-care and self-awareness.

HSE.HS.27.5.b Summarize empathy.

HSE.HS.27.5.c Examine the influence of cultural and societal issues on mental and emotional health.

HSE.HS.27.5.d Connect the role of mental health and counseling to today's society

INTRODUCTION TO FAMILY AND CONSUMER SCIENCES (cont.)

HSE.HS.27.6 Differentiate skills for food preparation and maintaining nutrition and wellness.

HSE.HS.27.6.a Identify basic food safety and sanitation practices.

HSE.HS.27.6.b Demonstrate basic food preparation practices.

HSE.HS.27.6.c Create meal plans that utilize food availability and cost effectiveness.

HSE.HS.27.6.d Identify basic kitchen equipment and terminology.

HSE.HS.27.6.e Analyze effects of personal choices on nutrition and wellness.

HSE.HS.27.6.f Identify basic nutrients required for healthy living.

HSE.HS.27.7 Apply skills required for fashion construction, housing, and interior design.

HSE.HS.27.7.a Classify the elements and principles of design.

HSE.HS.27.7.b Describe the basic care of different textiles.

HSE.HS.27.7.c Compare and contrast design features in fashion and/or interior design.

HSE.HS.27.7.d Produce, alter, or repair fashion and apparel items.

HSE.HS.27.7.e Apply the principles and elements of design to design a room reflecting personal, family, or community style and needs.

HSE.HS.27.8 Explain consumerism and personal finance.

HSE.HS.27.8.a Identify factors that influence consumer choices.

HSE.HS.27.8.b Summarize the rights and responsibilities of consumers.

HSE.HS.27.8.c Outline the steps for creating a budget.

HSE.HS.27.8.d Describe procedures for using savings and checking accounts.

HSE.HS.27.8.e Compare the benefits and costs of credit.

NUTRITION

COURSE DESCRIPTION

This intermediate course provides students with an introduction to the science of nutrition building on concepts from the introductory course. Topics covered include careers in nutrition, digestion and metabolism, functions of the six essential nutrients, nutrient recommendations, diets, meal planning, creating accommodations for consumers, and impacts of the national food system on production and consumerism. Food safety will also be reinforced in this course through hands-on learning opportunities.

STANDARDS AND INDICATORS:

HSE.HS.32.1 Analyze career paths within the food, nutrition, and wellness field.

HSE.HS.32.1.a Summarize education, training, and credentialing requirements and career opportunities in the food, nutrition, and wellness field.

HSE.HS.32.1.b Differentiate between personal attitudes and traits of food, nutrition, and wellness professionals in regards to responsibility, accountability, ethics, and effectiveness in the workplace.

HSE.HS.32.2 Identify and Explain the parts and functions of the digestive system.

HSE.HS.32.2.a Identify the anatomy of the gastrointestinal system.

HSE.HS.32.2.b Explain the digestive process.

HSE.HS.32.2.c Explain the utilization and short, medium, and long-term storage of nutrients inside the body.

HSE.HS.32.2.d Explain how the body excretes waste products.

NUTRITION (cont.)

HSE.HS.32.3 Analyze individual characteristics specific to macronutrients, micronutrients, and water.

HSE.HS.32.3.a Identify the chemical composition and energy yield of carbohydrates, proteins, and fats.

HSE.HS.32.3.b Differentiate between soluble and insoluble fiber and complete and incomplete proteins.

HSE.HS.32.3.c Identify the functions of vitamins, minerals, and water.

HSE.HS.32.3.d Identify the categories of vitamins (including fat and water soluble) and minerals (including major and trace).

HSE.HS.32.3.e Identify the recommended intake levels of and food sources high in vitamins, minerals, and water.

HSE.HS.32.3.f Explain deficiencies and toxicities related to vitamin and mineral consumption.

HSE.HS.32.4 Analyze current dietary recommendations and guidelines for planning a healthy diet.

HSE.HS.32.4.a Explain the Dietary Reference Intake terms Estimated Average Requirement (EAR), Recommended Daily Allowance (RDA), Adequate Intake (AI), and Tolerable Upper Intake Level (UL).

HSE.HS.32.4.b Describe the concepts of variety, moderation, and balance as the foundation of a healthy diet.

HSE.HS.32.4.c Compare and contrast various food recording tools.

HSE.HS.32.4.d Utilize nutrition information to calculate nutrient composition of foods, meals, and daily intake.

HSE.HS.32.4.e Discuss short- and long-term impact of current dietary intake habits.

HSE.HS.32.4.f Compare and contrast the nutrient density of whole foods, convenience foods, and prepared foods to make informed food choices.

NUTRITION (cont.)

HSE.HS.32.5 Analyze the effects of dietary patterns and practices on an individual's health and well-being across the lifespan.

HSE.HS.32.5.a Identify a variety of healthy dietary patterns.

HSE.HS.32.5.b Compare and contrast popular fad diets and food industry trends.

HSE.HS.32.5.c Describe energy balance, physical activity, and weight control to prevent obesity and achieve nutritional adequacy.

HSE.HS.32.5.d Explain weight gain/weight loss concepts considering basal metabolic rate (BMR) and total daily energy expenditure (TDEE).

HSE.HS.32.5.e Identify the prevention, symptoms, and treatment of eating disorders.

HSE.HS.32.5.f Compare and contrast food allergies and food intolerances.

HSE.HS.32.5.g Apply dietary recommendations and guidelines to design meal plans for individuals with special dietary needs (e.g., heart disease, diabetes, celiac disease).

HSE.HS.32.6 Analyze U.S. and global food systems and impacts on individual, family, and community health.

HSE.HS.32.6.a Explain the biological, social, psychological, economic, political, and/or cultural influences on individual and community nutrition practices.

HSE.HS.32.6.b Summarize the effects of social determinants on personal food choices, food systems, and public health.

HSE.HS.32.6.c Explain the impact of cultural influences on food consumption and traditions within family units.

HSE.HS.32.6.d Analyze the impact of the rising cost of food, poverty, food deserts, food insecurity, and the growing world population on individuals, families, communities, and society.

HSE.HS.32.6.e Compare and contrast food and nutrition policies and their impact on individuals, families, communities, and society.

HSE.HS.32.6.f Discuss different approaches and solutions including the critical science perspective to address food system change through advocacy, policy, and/or political action.

LIFESPAN NUTRITION AND WELLNESS

COURSE DESCRIPTION

This capstone course focuses on nutritional needs throughout the lifespan building on concepts from the introductory and intermediate courses. This course focuses on connecting lifespan development to nutrition and exercise practices with the intent of contributing to wellness and longevity. Food safety will also be reinforced in this course through hands-on learning opportunities.

STANDARDS AND INDICATORS:

HSE.HS.31.1 Identify and explain basic nutrition principles for meeting nutrition and wellness needs.

- HSE.HS.31.1.a Identify the function and nutrient dense sources of the six essential nutrients.
- HSE.HS.31.1.b Explain current dietary recommendations.
- HSE.HS.31.1.c Calculate energy intake for weight management.
- HSE.HS.31.1.d Describe useful nutrition assessment tools for use with each stage of the lifespan.
- HSE.HS.31.1.e Explain resources for nutrition and wellness needs to use with each stage of the lifespan.

HSE.HS.31.2 Evaluate nutrition and wellness needs during pre-conception, pregnancy, and lactation.

- HSE.HS.31.2.a Analyze the essential nutrients for optimal health for individuals during pre-conception, pregnancy and lactation.
- HSE.HS.31.2.b Explain nutrition-related medical conditions that may occur during pregnancy and their impact on the mother and fetus.
- HSE.HS.31.2.c Classify the recommendations for physical activity during preconception and pregnancy.
- HSE.HS.31.2.d Compare and contrast the ideal diet for a pregnant woman with the ideal diet for a lactating mother, highlighting the specific nutritional differences.
- HSE.HS.31.2.e Explain circumstances under which a mother should not breastfeed.

LIFESPAN NUTRITION & WELLNESS (cont.)

HSE.HS.31.3 Evaluate nutrition and wellness needs during infancy, toddler, preschool, and middle childhood stages.

HSE.HS.31.3.a Summarize the connection between good nutrition and physical, intellectual, emotional, and social development.

HSE.HS.31.3.b Identify diet recommendations for infants, toddlers, preschoolers, and primary grade children.

HSE.HS.31.3.c Compare the nutritional value of breastmilk to the nutritional value of formula.

HSE.HS.31.3.d Explain specific nutrient roles in the body of a developing child, giving special attention to vitamins and minerals.

HSE.HS.31.3.e Examine the role of a caregiver in providing food from infancy through middle childhood.

HSE.HS.31.3.f Describe the challenges associated with children's diets and outline strategies for dealing with such problems (e.g., childhood allergies, childhood obesity, aversions, influence of media and screen time).

HSE.HS.31.4 Evaluate nutrition and wellness needs during adolescence.

HSE.HS.31.4.a Explain the growth and consequent nutritional needs of adolescence.

HSE.HS.31.4.b Describe how eating patterns in adolescents affect overall health (e.g., sleep quality, energy, mood, physical development).

HSE.HS.31.4.c Identify nutrition-related medical conditions that may occur during adolescence along with prevention/intervention strategies.

HSE.HS.31.4.d Explain the spectrum of body dissatisfaction, dieting, disordered eating, and eating disorders.

HSE.HS.31.4.e Explain the recommendations for physical activity during adolescence.

LIFESPAN NUTRITION & WELLNESS (cont.)

HSE.HS.31.5 Evaluate the difference between the recommendations for a typical adolescent versus an adolescent involved in vigorous physical activity.

HSE.HS.31.5.a Describe the role of each nutrient for peak performance of the physically active adolescent.

HSE.HS.31.5.b Differentiate nutrient needs based on type, frequency, intensity, and duration of exercise.

HSE.HS.31.5.c Summarize the recommendations for assessing and maintaining healthy hydration.

HSE.HS.31.5.d Evaluate pre- and post-workout diet plans and timing of meals and snack intake for the physically active adolescent.

HSE.HS.31.6.e Describe supplements and their use.

HSE.HS.31.6 Evaluate nutrition and wellness needs during adulthood and older adulthood.

HSE.HS.31.6.a Identify nutrient needs for adulthood and why they change over time.

HSE.HS.31.6.b Outline nutrition-related medical conditions that may occur during adulthood along with prevention/intervention strategies.

HSE.HS.31.6.c Identify strategies for weight management and the challenges of weight management during adulthood and older adulthood.

HSE.HS.31.6.d Examine the role of nutrition in fostering longevity and in reducing the risk of chronic diseases.

HSE.HS.31.6.e Explain the recommendations for physical activity during adulthood.

HSE.HS.31.7 Identify career options as they pertain to nutrition and wellness throughout the lifespan.

HSE.HS.31.7.a Identify a variety of careers related to nutrition and wellness through the lifespan (e.g., job shadowing, guest speakers, interview professionals, visit a professional or educational setting).

HSE.HS.31.7.b Summarize skills and knowledge necessary for a successful career in nutrition and wellness careers.

HSE.HS.31.7.c Identify professional and ethical considerations in various nutrition and wellness work settings.

FOOD SCIENCE

COURSE DESCRIPTION

This capstone course focuses on food science and the food science industry building on concepts from the introductory and intermediate courses. Topics of study include food science history and career opportunities, evaluation of the six essential nutrients, role of science and technology in food products, and food development, production, and marketing. Food safety will also be reinforced in this course through hands-on learning opportunities.

STANDARDS AND INDICATORS:

HSE.HS.19.1 Analyze the food science industry.

HSE.HS.19.1.a Explain the history of food science.

HSE.HS.19.1.b Identify career opportunities within the food science industry.

HSE.HS.19.1.c Compare and contrast food production companies and their products.

HSE.HS.19.1.d Analyze career opportunities matched to personal life skills, talents, career goals, and local industry trends within the food science industry.

HSE.HS.19.2 Demonstrate the recommended procedures and safe equipment use in the food science lab facility.

HSE.HS.19.2.a Demonstrate leadership, effective communication, and teamwork skills in the food science lab.

HSE.HS.19.2.b Demonstrate the safe and accurate use of measuring, preparation, heating, packaging, and storage equipment in the lab setting.

HSE.HS.19.2.c Utilize the scientific method.

HSE.HS.19.3 Identify and evaluate the basic principles of proper nutrition, including the identification and evaluation of the six essential nutrients needed for good health.

HSE.HS.19.3.a Identify the roles and properties of carbohydrates, fats, proteins, vitamins, minerals and water.

HSE.HS.19.3.b Analyze the effects of food science and technology on meeting nutritional needs.

HSE.HS.19.3.c Analyze how the scientific and technical advances in product development, food processing, storage, and distribution influence nutrition and wellness.

FOOD SCIENCE (cont.)

HSE.HS.19.4 Outline the fundamentals of food chemistry.

HSE.HS.19.4.a Define basic food chemistry principles (e.g., elements, compounds, heterogeneous and homogeneous mixtures, solutions, colloidal dispersions, emulsions, pH applications, catalysts, use of enzymes, use of leavening agents, thermodynamics).

HSE.HS.19.4.b Describe basic chemical reactions that happen during food preparation and their effect(s) on nutrition.

HSE.HS.19.4.c Differentiate between simple and complex carbohydrates and their uses in foods for impact on digestion, nutrition, and food preparation procedures.

HSE.HS.19.4.d Describe the functions of amino acids and proteins and their uses in foods for impact on digestion, nutrition, and food preparation procedures.

HSE.HS.19.4.e Relate the composition of fats and proteins to their functions in foods and their i mpact on digestion, nutrition, and food preparation procedures.

HSE.HS.19.4.f Identify the role of water in food production.

HSE.HS.19.5 Analyze the role of food safety and sanitation on microorganisms in food products.

HSE.HS.19.5.a Differentiate between parasites, bacteria, yeasts, molds, and viruses.

HSE.HS.19.5.b Identify microorganisms that cause foodborne illness in humans and how to control or eliminate them.

HSE.HS.19.5.c Analyze the effects of technological advances on selection, preparation, packaging, and storage of food.

HSE.HS.19.5.d Analyze state and federal laws and regulations governing food inspection standards.

HSE.HS.19.5.e Identify appropriate packaging for food safety and label requirements.

HSE.HS.19.5.f Demonstrate safe preparation/heating/storage methods on a variety of food products.

FOOD SCIENCE (cont.)

HSE.HS.19.6 Assess the biology and physics of food production.

HSE.HS.19.6.a Describe the structure of water in different states and its influence on a food product's viscosity/fluidity and water activity.

HSE.HS.19.6.b Explain the difference between smoke point, flash point, and fire point when dealing with oils in processing foods.

HSE.HS.19.6.c Classify the chemical reactions and physical changes that occur in a variety of cooking/preparation methods.

HSE.HS.19.6.d Identify the purpose of natural and artificial food additives.

HSE.HS.19.6.e Identify agencies involved in regulating food additives.

HSE.HS.19.5.f Describe properties of a desirable food preservative.

HSE.HS.19.7 Evaluate food products for appropriate production and marketing strategies.

HSE.HS.19.7.a Analyze various factors that affect food preferences in the marketing of food to a variety of populations.

HSE.HS.19.7.b Compare and contrast flavor, texture, aroma, and appearance of various foods.

HSE.HS.19.7.c Analyze the impact of food presentation methods and techniques on consumer appeal of food and products.

HSE.HS.19.7.d Analyze data when making development and marketing decisions.

HSE.HS.19.7.e Review food product cost and price recommendations for wholesale and retail sales.

FOUNDATIONS OF LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY

COURSE DESCRIPTION

This introductory course focuses on the career options in law and public safety. The topics covered provide foundational knowledge of the five career fields within this career cluster: correction services, emergency and fire management services, law enforcement services, legal services, and security and protective services including exposure to careers and concepts across all career fields.

STANDARDS AND INDICATORS:

HSE.HS.15.1 Describe various career opportunities in law, public safety, corrections, and security.

HSE.HS.15.1.a Identify the career pathways in law, public safety, corrections, and security.

HSE.HS.15.1.b Explain the role of each career pathway in society.

HSE.HS.15.1.c Describe possible careers in each law, public safety, corrections, and security field (e.g., correction services, emergency and fire management services, law enforcement services, legal services, and security and protective services).

HSE.HS.15.1.d Compare and contrast various law, public safety, corrections, and security careers.

HSE.HS.15.1.e Identify personal traits and compare them with potential career opportunities.

HSE.HS.15.2 Analyze the qualities needed for employment in the law, public safety, corrections, and security fields.

HSE.HS.15.2.a Recall personal qualities and professional skills used in various workplaces.

HSE.HS.15.2.b Describe biases and personality traits that could influence service to others.

HSE.HS.15.2.c Distinguish between appropriate and inappropriate characteristics for a public safety career.

HSE.HS.15.2.d Describe the importance of service, professionalism, and personal qualities in law, public safety, corrections, and security.

FOUNDATIONS OF LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY (cont.)

HSE.HS.15.3 Analyze the role of the public safety agencies and occupations at the local, state, and federal levels.

HSE.HS.15.3.a Identify the origin and source of United States law.

HSE.HS.15.3.b Outline the structure and organization of the federal, state, and local government.

HSE.HS.15.3.c Identify public safety agencies and their role.

HSE.HS.15.3.d Explain public safety agencies and their relation to the public.

HSE.HS.15.4 Describe ethical and professional behavior while acknowledging diverse perspectives, backgrounds, and populations.

HSE.HS.15.4.a Explain the importance of integrity, professionalism, and confidentiality in the workplace.

HSE.HS.15.4.b Define ethical conduct.

HSE.HS.15.4.c Identify factors in making ethical decisions.

HSE.HS.15.4.d Identify the value and impact of diverse perspectives on ethical actions and decision-making.

INTRODUCTION TO CRIMINAL JUSTICE

COURSE DESCRIPTION

This intermediate course will provide an overview of the history, development, and philosophies for crime control building on concepts from the introductory course. Topics include an examination of the criminal justice system with an emphasis on the police, courts (prosecution and defense), and correctional agencies, the role of law enforcement within a democratic society, and exposure to careers related to criminal justice.

STANDARDS AND INDICATORS:

HSE.HS.27.1 Analyze the criminal justice system.

HSE.HS.27.1.a Identify the three areas of criminal justice.

HSE.HS.27.1.b Summarize the history and development of the modern criminal justice system.

HSE.HS.27.1.c Distinguish the relationship between individual rights and the rule of law.

HSE.HS.27.1.d Differentiate between the various roles within the criminal justice system.

HSE.HS.27.2 Analyze crime, criminal behavior, and criminal law.

HSE.HS.27.2.a Define crime, criminal behavior, and criminal law.

HSE.HS.27.2.b Identify theories of criminal behavior.

HSE.HS.27.2.c Recognize the effects that crime has on individuals, society, and laws.

HSE.HS.27.2.d Apply theories of crime causation to understand crime and law.

HSE.HS.27.3 Explain the role of law enforcement in criminal justice.

HSE.HS.27.3.a Identify and define law enforcement.

HSE.HS.27.3.b Describe the development of law enforcement.

HSE.HS.27.3.c Identify the responsibilities, authority, and roles of various law enforcement agencies.

HSE.HS.27.3.d Summarize the changing role of law enforcement and its impact on society.

INTRODUCTION TO CRIMINAL JUSTICE (cont.)

HSE.HS.27.4 Distinguish the role and process of the courts in criminal justice.

HSE.HS.27.4.a Describe the sequence of the court process.

HSE.HS.27.4.b Categorize each component and actor in the court process.

HSE.HS.27.4.c Differentiate between the juvenile and adult court systems.

HSE.HS.27.4.d Explain various sequences of court processes.

HSE.HS.27.5 Explain the role of corrections in the criminal justice field.

HSE.HS.27.5.a Compare and contrast jails and prisons.

HSE.HS.27.5.b Summarize probation, parole, and community corrections.

HSE.HS.27.5.c Summarize characteristics of those that work in corrections and their roles.

HSE.HS.27.5.d Analyze the impact of social constructs on the correctional setting.

INTRODUCTION TO CORRECTIONS

COURSE DESCRIPTION

This intermediate course focuses on the history, progression, and current state of corrections within the United States building on concepts from the introductory course. Topics covered include corrections within the American criminal justice system, the historical evolution of corrections within the United States, the organization, culture of correctional institutions, and the progress and future of corrections.

STANDARDS AND INDICATORS:

HSE.HS.36.1 Explain the history of punishment and corrections in the modern era.

HSE.HS.36.1.a Define crime, punishment, and corrections.

HSE.HS.36.1.b Describe the various approaches and movements in corrections over time.

HSE.HS.36.1.c Relate societal changes over time with various movements/eras in corrections.

HSE.HS.36.2 Analyze the relationship between parole, probation, jail, and prison within the correctional system in the United States.

HSE.HS.36.2.a Define parole and probation.

HSE.HS.36.2.b Compare and contrast between the roles of jails and prisons in society.

HSE.HS.36.2.c Differentiate between probation and parole.

HSE.HS.36.2.d Analyze the strengths and weaknesses of parole, probation, jail, and prison.

HSE.HS.36.3 Analyze the correctional experience from diverse perspectives.

HSE.HS.36.3.a Identify the various roles and perspectives found in the American correctional system.

HSE.HS.36.3.b Identify various prison cultures and subcultures.

HSE.HS.36.3.c Explain the impact of race, gender, and roles in the correctional system.

HSE.HS.36.3.d Compare the experiences of correctional clients and correctional officers.

INTRODUCTION TO CORRECTIONS (cont.)

HSE.HS.36.4 Evaluate the organization and processes of correctional institutions in the United States.

HSE.HS.36.4.a Summarize the general organization of a correctional agency.

HSE.HS.36.4.b Summarize the general intake and management processes of correctional institutions.

HSE.HS.36.4.c Differentiate between various organization and management approaches used in corrections.

HSE.HS.36.5 Evaluate the relationship between trends in corrections and social problems.

HSE.HS.36.5.a Identify the impact of society and law on corrections in the United States.

HSE.HS.36.5.b Describe modern changes and trends in the correctional field.

HSE.HS.36.5.c Assess the impact and response of corrections in addressing societal problems.

HSE.HS.36.6 Describe the progress and trends of corrections in the United States.

HSE.HS.36.6.a Identify the modern trends of corrections.

HSE.HS.36.6.b Identify the changes over time in the American correctional system.

HSE.HS.36.6.c Compare new approaches to corrections and punishment including rehabilitation and education.

HSE.HS.36.6.d Explain the impact of new approaches to corrections on the future.

COURTS AND JUDICIAL PROCESSES

COURSE DESCRIPTION

This capstone course examines courts and judicial processes in the United States building on concepts from the introductory and intermediate courses. The primary focus is on police and correctional due process, application of the law, and civil liability concerns. Topics include search and seizure, arrest and interrogation, revocation and probation and parole, probable cause and other timely issues.

STANDARDS AND INDICATORS:

HSE.HS.7.1 Analyze the history and structure of courts in the United States.

- HSE.HS.7.1.a Describe the purpose of the courts.
- HSE.HS.7.1.b Explain the functions of the court.
- HSE.HS.7.1.c Describe the evolution of the court system.
- HSE.HS.7.1.d Summarize the role of courts within the criminal justice system.
- HSE.HS.7.1.e Differentiate between state courts, federal courts, and specialized courts.

HSE.HS.7.2 Differentiate between the various types of law.

- HSE.HS.7.2.a Define public law and civil law.
- HSE.HS.7.2.b Compare and contrast criminal law, procedural law, and civil law.
- HSE.HS.7.2.c Summarize the importance of law in society.

HSE.HS.7.3 Analyze the roles and responsibilities of individuals within the court system.

- HSE.HS.7.3.a Identify the roles within the court system (e.g., judge, prosecuting attorney, defense attorney).
- HSE.HS.7.3.b Describe how technology has changed the court system.
- HSE.HS.7.3.c Describe the responsibilities of a judge.
- HSE.HS.7.3.d Explain the roles of prosecuting attorney and defense attorney.
- HSE.HS.7.3.e Summarize the roles and rights of the defendants, victims, witnesses, and others involved in the case (e.g., advocates, experts).

COURTS AND JUDICIAL PROCESSES (cont.)

HSE.HS.7.4 Outline the steps in the court process.

HSE.HS.7.4.a Summarize the arrest process.

HSE.HS.7.4.b Describe pre-trial procedures.

HSE.HS.7.4.c Compare and contrast the types of pleas.

HSE.HS.7.4.d Describe plea bargaining, sentencing, and appeals.

HSE.HS.7.4.e Explain the jury selection process.

HSE.HS.7.4.f Outline the trial process.

HSE.HS.7.5 Analyze how current issues affect the courts and the court process.

HSE.HS.7.5.a Identify the impact of historical discrimination on courts.

HSE.HS.7.5.b Analyze how gender, race, and income affect court outcomes.

HSE.HS.7.5.c Evaluate wrongful convictions and exonerations.

POLICE AND SOCIETY

COURSE DESCRIPTION

This capstone course will examine the relationship between the police and the community building on concepts from the introductory and intermediate courses. Topics covered include the history, practices, and issues related to the law enforcement function in our society and an overview of police functions and responsibilities at the local, state, and federal levels. Police operations will be examined relative to effectiveness in crime control, delivery of services, and maintenance of order.

STANDARDS AND INDICATORS:

HSE.HS.32.1 Explain the history of police and policing in American society.

HSE.HS.32.1.a Identify events that have impacted the development of policing in America.

HSE.HS.32.1.b Describe major factors that have shaped modern policing.

HSE.HS.32.1.c Describe the effect of political influence on policing.

HSE.HS.32.1.d. Summarize the police professionalism movement.

HSE.HS.32.2 Outline the general structure and organization of police agencies.

HSE.HS.32.2.a Differentiate between local, state, and federal police agencies.

HSE.HS.32.2.b Explain the requirements for the selection process for police officers.

HSE.HS.32.2.c Discuss qualities of an ethical, professional, and respected police officer.

HSE.HS.32.2.d Explain the hierarchy and promotion process of police.

HSE.HS.32.2.e Describe the responsibilities of a police officer.

HSE.HS.32.2.f Describe the management of police agencies.

POLICE AND SOCIETY (cont.)

HSE.HS.32.3 Analyze the impact of serving a multicultural society.

HSE.HS.32.3.a Describe the implications of working in a multicultural society and the challenges facing law enforcement.

HSE.HS.32.3.b Examine patterns of interaction between police and the diverse American population.

HSE.HS.32.3.c Analyze the issues of gender and race in hiring within police agencies.

HSE.HS.32.3.d Identify current crime trends and how crime is policed.

HSE.HS.32.3.e Analyze the effects of social trends and police reforms.

HSE.HS.32.4 Evaluate the importance of ethics, professionalism, discretion, and integrity within policing.

HSE.HS.32.4.a Define ethics, professionalism, discretion, and integrity within policing.

HSE.HS.32.4.b Summarize the impact of ethics, professionalism, discretion, and integrity within policing.

HSE.HS.32.4.c Analyze ethical decision making in American policing.

HSE.HS.32.5 Explain the impact of politics, police cultures, and police subcultures on law enforcement in the United States.

HSE.HS.32.5.a Identify police culture and subcultures in law enforcement.

HSE.HS.32.5.b Describe the characteristics of the police personality.

HSE.HS.32.5.c Summarize the "code of silence" and its impact on police and society.

HSE.HS.32.5.d Describe the current impact of special interest groups and politics on policing.

FAMILIES IN CRISIS

COURSE DESCRIPTION

This intermediate course will explore the impact of crisis situations on families building on concepts from the introductory course(s). Topics include stress, changes in the family life cycle, grief and loss, and mental health disorders. An emphasis will be placed on services available to support families while developing foundational knowledge and skills.

STANDARDS AND INDICATORS:

HSE.HS.13.1 Analyze non-therapeutic helper careers which serve individuals, families, and communities.

HSE.HS.13.1.a Outline the six types of helpers (professional helpers, paraprofessional helpers, helping as a part of their work, volunteer helpers, peer helpers, and informal helpers).

HSE.HS.13.1.b Describe the role of each of the six types of helpers in the process of supporting families in crisis situations.

HSE.HS.13.2 Analyze factors that influence crisis in a family.

HSE.HS.13.2.a List characteristics of healthy and unhealthy families and their effect on society.

HSE.HS.13.2.b Compare and contrast a variety of diverse family structures.

HSE.HS.13.2.c Describe how families help meet the needs of individuals using Maslow's Hierarchy of Needs.

HSE.HS.13.2.d Explain the importance of healthy communication and conflict resolution in a family.

HSE.HS.13.2.e Compare and contrast financial, physical, social, emotional, cultural, and spiritual issues and the role of stress in families.

HSE.HS.13.2.f Define crisis and differentiate a crisis situation from a stressful situation.

HSE.HS.13.2.g Identity common crisis situations families face (e.g., mental illness, abuse, addiction, grief, suicide, job loss, homelessness).

FAMILIES IN CRISIS (cont.)

HSE.HS.13.3 Evaluate societal views of mental health and common mental health disorders.

HSE.HS.13.3.a Define stigma and explain its effects on those with mental illness.

HSE.HS.13.3.b Identify ways to minimize stigma surrounding mental illness and seeking help for mental health problems.

HSE.HS.13.3.c Identify and analyze common risk factors for developing mental disorders (genetic, environmental).

HSE.HS.13.3.d Analyze the process of diagnosing mental illness.

HSE.HS.13.3.e Explain the effects mental illness and suicide has on the family.

HSE.HS.13.3.f Assess the signs and symptoms of a potential suicidal individual and steps that should be taken to seek help.

HSE.HS.13.3.g Identify community resources to help families facing mental health crises.

HSE.HS.13.4 Evaluate the effects of abuse on a family.

HSE.HS.13.4.a Identify types of abuse, causes, and common signs and symptoms in each stage of the family life cycle.

HSE.HS.13.4.b Analyze the roles and their characteristics in an abuse situation (bystander, abuser, victim/survivor).

HSE.HS.13.4.c Identify mandatory reporting laws and processes in Nebraska and resources available to help families.

HSE.HS.13.4.d Explain Adverse Childhood Experiences (ACEs) and their potential effects.

HSE.HS.13.4.e Compare and contrast healthy and unhealthy relationships.

HSE.HS.13.4.f Explain the stages of the Cycle of Abuse considering the barriers surrounding generational abuse.

FAMILIES IN CRISIS (cont.)

HSE.HS.13.5 Evaluate the effects of addiction on the family unit.

HSE.HS.13.5.a Define addiction and explore the risk factors associated with developing an addiction (genetic, environmental).

HSE.HS.13.5.b Analyze the science of physical and psychological addiction and how they are connected.

HSE.HS.13.5.c Assess community resources, treatment, and recovery methods of addiction.

HSE.HS.13.5.d Explain the connection (comorbidity) between mental illness and addiction.

HSE.HS.13.5.e Analyze the effects of multiple family members living with addiction at the same time.

HSE.HS.13.6 Analyze the process of grieving.

HSE.HS.13.6.a Define grief and explain that grief can occur with a variety of losses (e.g., loss of a friendship or pet, moving, loss of experience).

HSE.HS.13.6.b Compare and contrast a variety of theories of grief (Five Stages, Tonkin's Model, Four Tasks of Grieving, Six Rs, Dual Process Model, Reconstruction of Meaning).

HSE.HS.13.6.c Analyze family relationships in the grieving process.

HSE.HS.13.6.d Compare and contrast healthy and unhealthy coping mechanisms for dealing with grief.

HSE.HS.13.6.e Identify community resources to help families facing grief.

HSE.HS.13.7 Analyze methods of overcoming crisis.

HSE.HS.13.7.a Describe the qualities of a resilient individual.

HSE.HS.13.7.b Define mindfulness and techniques used to be mindful in everyday life.

HSE.HS.13.7.c Explain the importance of mindfulness and self-awareness in overcoming crisis.

HSE.HS.13.7.d Explain the importance of self-care and list strategies for implementing self-care.

HSE.HS.13.7.e Describe the importance of growth mindset in regards to neuroplasticity.

HSE.HS.13.7.f Identify common mental distortions (filtering, overgeneralizing, catastrophizing, personalization).

FOUNDATIONS OF LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY

COURSE DESCRIPTION

This introductory course focuses on the career options in law and public safety. The topics covered provide foundational knowledge of the five career fields within this career cluster: correction services, emergency and fire management services, law enforcement services, legal services, and security and protective services including exposure to careers and concepts across all career fields.

STANDARDS AND INDICATORS:

HSE.HS.8.1 Describe various career opportunities in law, public safety, corrections, and security.

HSE.HS.8.1.a Identify the career pathways in law, public safety, corrections, and security.

HSE.HS.8.1.b Explain the role of each career pathway in society.

HSE.HS.8.1.c Describe possible careers in each law, public safety, corrections, and security field (e.g., correction services, emergency and fire management services, law enforcement services, legal services, and security and protective services).

HSE.HS.8.1.d Compare and contrast various law, public safety, corrections, and security careers.

HSE.HS.8.1.e Identify personal traits and compare them with potential career opportunities.

HSE.HS.8.2 Analyze the qualities needed for employment in the law, public safety, corrections, and security fields.

HSE.HS.8.2.a Recall personal qualities and professional skills used in various workplaces.

HSE.HS.8.2.b Describe biases and personality traits that could influence service to others.

HSE.HS.8.2.c Distinguish between appropriate and inappropriate characteristics for a public safety career.

HSE.HS.8.2.d Describe the importance of service, professionalism, and personal qualities in law, public safety, corrections, and security.

FOUNDATIONS OF LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY (cont.)

HSE.HS.8.3 Analyze the role of the public safety agencies and occupations at the local, state, and federal levels.

HSE.HS.8.3.a Identify the origin and source of United States law.

HSE.HS.8.3.b Outline the structure and organization of the federal, state, and local government.

HSE.HS.8.3.c Identify public safety agencies and their role.

HSE.HS.8.3.d Explain public safety agencies and their relation to the public.

HSE.HS.8.4 Describe ethical and professional behavior while acknowledging diverse perspectives, backgrounds, and populations.

HSE.HS.8.4.a Explain the importance of integrity, professionalism, and confidentiality in the workplace.

HSE.HS.8.4.b Define ethical conduct.

HSE.HS.8.4.c Identify factors in making ethical decisions.

HSE.HS.8.4.d Identify the value and impact of diverse perspectives on ethical actions and decision-making.

EMERGENCY AND FIRE MANAGEMENT

COURSE DESCRIPTION

This intermediate course focuses on the skills needed within fire and emergency services building on concepts from the introductory course. The topics covered include careers within the emergency response field, skills needed to take control over emergency situations, essential leadership qualities, and safety protocols. The technical skills and responsibilities of fire and emergency services professionals will be demonstrated and explored..

STANDARDS AND INDICATORS:

HSE.HS.8.1 Analyze the characteristics of different careers within the emergency response field.

HSE.HS.8.1.a Identify emergency response employee qualifications, training, and certification requirements.

HSE.HS.8.1.b Describe the roles and responsibilities of emergency response agencies.

HSE.HS.8.1.c Identify the responsibilities, requirements, and advancement opportunities in emergency response careers.

HSE.HS.8.1.d Summarize the laws, regulations, and organizational protocol that define the guideline governing emergency agency and service.

HSE.HS.8.2 Analyze the processes by which emergency personnel exert command and control.

HSE.HS.8.2.a Identify the core set of concepts, principles, terminology, and technologies of emergency response management.

HSE.HS.8.2.b Describe the principles and responsibilities of the Incident Command System (ICS) and the National Incident Management System (NIMS).

HSE.HS.8.2.c Explain multiagency coordination, unified command, training, identification and management of resources, qualification and certification, and the collection, tracking, evaluation, and dissemination of information.

HSE.HS.8.2.d Examine the importance of an organized Command and Control System to provide for interoperability, efficiency, and effectiveness.

EMERGENCY AND FIRE MANAGEMENT (cont.)

HSE.HS.8.3 Analyze leadership qualities, team concepts, and personal integrity for emergency response personnel.

HSE.HS.8.3.a Identify the characteristics of successful teams (e.g., leadership, cooperation, collaboration, effective decision-making skills).

HSE.HS.8.3.b Describe emergency response techniques and methods of active listening.

HSE.HS.8.3.c Identify a variety of effective methods of communication.

HSE.HS.8.3.d Summarize effective professional approaches to the Health Insurance Portability and Accountability Act (HIPAA) regulations and agency guidelines regarding public and media communications.

HSE.HS.8.4 Apply safety procedures and protocols associated with local, state, and federal regulations within fire and emergency services.

HSE.HS.8.4.a Describe the basic elements of safety and survival for emergency response personnel.

HSE.HS.8.4.b Explain how to establish situational awareness, identify hazards, and assess personal, team, or environmental risks.

HSE.HS.8.4.c Demonstrate the use of appropriate personal protective equipment (PPE) required for emergency services duties.

HSE.HS.8.4.d Describe the function of emergency vehicles, use of medical and communication equipment, and the necessity of maintaining inventory.

HSE.HS.8.4.e Identify various communication methods used by local, state, and federal agencies.

HSE.HS.8.4.f Summarize how to respond to emergency situations with interagency communication.

EMERGENCY AND FIRE MANAGEMENT (cont.)

HSE.HS.8.5 Analyze fire services occupations and responsibilities.

HSE.HS.8.5.a Identify the history, organization, and operation of fire services.

HSE.HS.8.5.b Describe the skills and knowledge necessary for an entry-level firefighter.

HSE.HS.8.5.c Outline standard operating procedures for a fire service agency.

HSE.HS.8.5.d Explain the fundamentals and scientific principles of fire behavior, combustible materials, extinguishing agents, hazardous and toxic materials, forms of energy, and fire prevention/suppression techniques for all types of fires and conditions.

HSE.HS.8.5.e Explain the operation of fire protection equipment and systems.

HSE.HS.8.6 Demonstrate the immediate basic life support and interim medical care for a sick, injured, or compromised person.

HSE.HS.8.6.a Apply medical terminology and related knowledge of anatomy, physiology, diseases, diagnoses, pharmacology, therapeutics, and common abbreviations necessary for emergency medical services.

HSE.HS.8.6.b Describe the common acronyms used in fire and emergency services.

HSE.HS.8.6.c Explain the protocols in emergency management response.

HSE.HS.8.6.d Assess the nature and extent of an illness or injury to establish and prioritize medical response.

HSE.HS.8.6.e Apply technical skills and equipment required in emergency response situations (e.g., airway, oxygen, and ventilation procedures, suction, bleeding control, immobilization techniques, wound management).



CIA Department

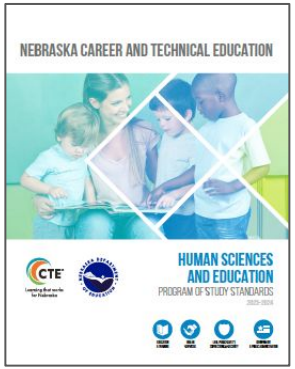
November 14, 2022

2022-23 CIA/EL Department Goals

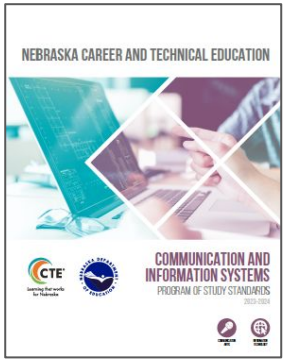
- Communication - succinct, honest, solution-based
- Curriculum in Action - Support teachers and have a presence in buildings & classrooms
- Instructional Leadership - Support principals and grow their instructional leadership
- Effectiveness & Accountability - Track our supports
- Positive Culture & Teacher Retainment



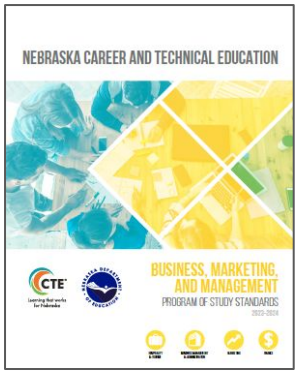
Nebraska Career & Technical Education Standards Approval Request



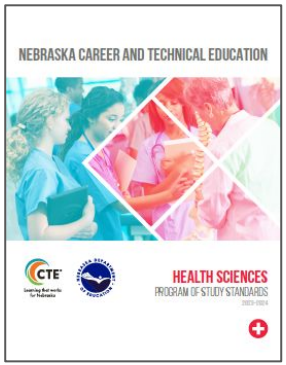
- Teaching as a Profession
- Cognitive Development in Education
- Human Growth & Development
- Early Childhood Education
- Early Childhood Education Practicum
- Child Development
- Human Relations & the Family
- Entrepreneurship
- Principles of Marketing
- Fundamentals of Food & Nutrition



- Digital Media
- Video Production
- Web Design
- Information Technology I
- Information Technology II



- Introduction to Business Market Management
- Personal Finance
- Accounting I
- Accounting II
- Principles of Marketing
- Marketing Management
- Entrepreneurship



- Health Science I
- Health Science II
- Nursing Assistant/CNA Certification

K-4 Proficiency Reporting Update

•All elementary teachers received on-site support on October 21st at Lost Creek

•Guidance was given to the teachers by Eric Edzards and Suzanne Stevenson

•Teachers successfully completed Quarter 1 Proficiency Reports

<u>Change for Quarter 2</u>

•Teachers made a request to have access to the Work Habit Window sooner

•The window will now be open 15 calendar days at the end of each quarter, originally was 5 calendar days

Professional Learning - Support for Teachers and Administrators

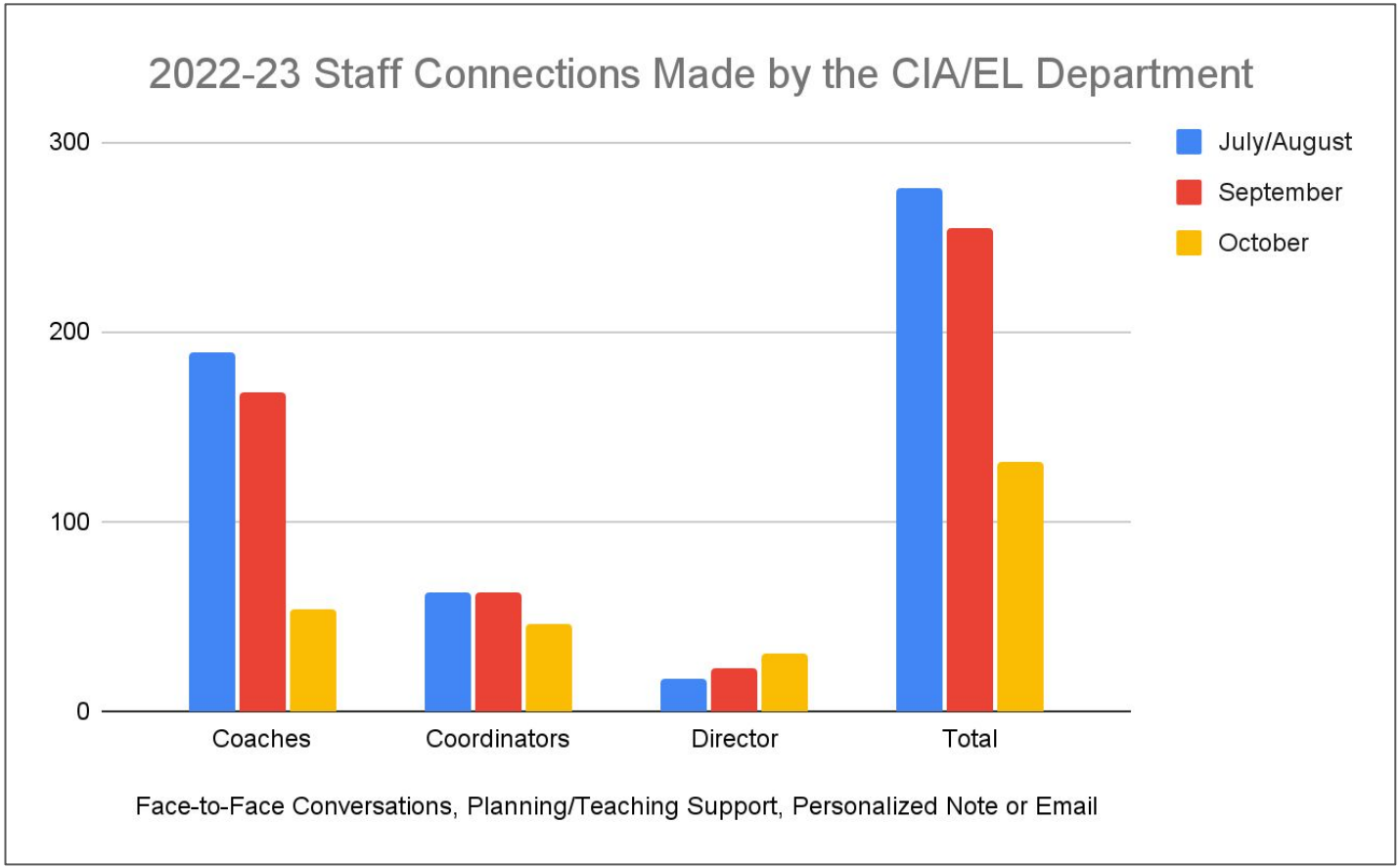
•Elementary On-site Support Sessions
- Completed

•Domain 3: Conditions for Learning from the CPS Focused Teacher Evaluation Model
- All CPS principals, Mr. Kay and Dr. Loeffelholz attended the training on Friday, November 4th
- Head principals used the same PD to train teachers on Friday, November 11th

•K-12 Math Vertical Alignment Session #1
- Took place on Friday, November 11th with a team of math teachers from every grade/course level
- Purpose was to determine the proficiency scale math topics after diving into the recently adopted Nebraska Math Standards

•Select-a-Session PD
- Sessions will be provided by CIA instructional coaches, CIA coordinators, all CPS Directors, Dr. Loeffelholz, ESU staff developers, and a number of CPS certified staff members
- Will take place on December 9th

CIA Department Staff Connections



TEMPORARY EARLY RETIREMENT INCENTIVE PROGRAM POLICY
2022-2023

A. PURPOSE

The purpose of this Temporary Early Retirement Incentive Program ("TERIP") is to encourage eligible certificated employees of Columbus Public Schools ("School District") who are considering an early-leaving decision to accelerate their retirement plans effective at the end of the 2022-2023 school year. Objectives include, but are not limited to, the following:

1. To offer financial incentives that will assist long-term employees considering early retirement or early-leaving decisions to complete such decisions.

2. To reduce costs to the School District by replacing employees with lesser salaried employees or by eliminating positions.

3. To buy-out the tenure rights (i.e., continuing contract rights) of certificated staff, and in effect, make payments to secure the release of unexpired contracts of employment in exchange for permanent certificated employees giving up their constitutional and contractual rights to tenure and relinquishing such tenure rights.

B. QUALIFICATIONS

1. Permanent Certificated Employee: To be a participant a person must be employed by the School District, as of date of acceptance of the person's application, in a position requiring that the employee have a certificate issued by the Nebraska Department of Education.

2. Full-Time Equivalency: A "certificated employee" is defined for purposes of this TERIP as a person employed at least one-half time or more. As such, employees who are employed on a less than .50 F.T.E. basis are not eligible.

3. Rule of 85 Eligibility: To be a participant a person must be eligible for retirement under the School Employees Retirement Act without reduction of benefits under such Act, on the basis of being at least fifty-five (55) years of age and the sum of the person's attained age and creditable service under that Act totals eighty-five (85). Age and creditable service are to be determined as of September 1, 2023.

Creditable service with the School District shall mean employment with the School District as a certificated employee through the employee's final year of service. Years of service need not be consecutive. Board approved military service, sabbatical and/or approved leave of absence, or other leave required to be granted according to law, shall be included as creditable years of service with the School District. In determining years of creditable service with the School District, part-time employment is counted at the full-time equivalency specified for each contract year.

4. Terminated Employee's Ineligibility: An employee who has received written notice of possible cancellation, termination or non-renewal for reasons other than reduction in force shall not be eligible and may not participate in this program, unless after a hearing before the Board of Education it is determined that the employee's contract should not be cancelled, non-renewed or terminated. An employee who has received written notice of possible termination for reason of a reduction in force shall be eligible and may participate in this program if, but only if, said employee

expressly waives all rights to which he or she may be entitled under the reduction in force law including, without limitation, substantive and procedural rights, staff development assistance and retirement incentive plan benefits, and recall rights.

C. ENROLLMENT REQUIREMENTS

1. Resignation: Participants in the program shall resign their employment with the School District effective at the end of the 2022-2023 school year.

2. Application and Agreement: Each eligible employee who wishes to participate in the TERIP must properly complete, execute, and submit an Application and Agreement form to the Superintendent on or before Thursday, February 9, 2023. **FAILURE TO SUBMIT THE APPLICATION AND AGREEMENT WITHIN THE TIME FRAME SPECIFIED SHALL RESULT IN THE REJECTION OF SUCH APPLICATION OR AGREEMENT.**

The Superintendent shall review the employee's record to determine eligibility. If eligible, the Board of Education shall approve the Application and Agreement, except as may be otherwise provided herein, at such time as deemed appropriate.

3. Acceptance or Rejection of Applications: The Board of Education of the School District, in its sole and absolute discretion, reserves the right to accept or reject any or all applications based on financial exigencies, availability of funds, budget, expenses, revenue, and other school finance issues. The Board of Education may grant preferences if numerous applications are filed based on: (1) length of service with the School District, (2) programs to be offered, (3) areas of certification and endorsement, (4) state and federal regulations which may mandate certain employment practices, (5) special qualifications which may require specific training and/or experience, (6) contributions to activity programs, (7) qualifications based on past performance and competence as determined by the Principal and/or Superintendent through employee evaluation procedures and review of any prior disciplinary action of incidents, (8) the organizational and educational impact created by multiple part time certificated employees and (9) salary levels of the applicants.

D. BENEFITS

1. Early Retirement Benefit: A qualified certificated employee who has requested and been accepted for participation in the TERIP shall receive an early retirement benefit administered by the District's third party administrator.

2. Source of Funds: The Certificated Employee shall be paid the sum of **$35,808**, subject to adjustment to a greater amount pursuant to subparagraph (d) below. Such sum is based on the single health (retired, $1,050 deductible, or as updated by EHA) and single dental premiums published by the Educators Health Alliance and in effect for the 2023-2024 school year and including a 7% increase for the 2024-25 and 2025-26 school years:

i) 2023-24 = $11,138 ($898.61 monthly health premium plus $29.54 monthly dental premium, multiplied by 12, = $11,137.800 and "rounded" to $11,138)

ii) 2024-25 = $11,918 ($11,138 plus 7% increase = $11,918)

iii) 2025-26 = $12,752 ($11,918 plus 7% increase = $12,752)

iv) In the event that EHA premiums increase more than 7% during either year two or three of this agreement, the School District will pay the actual calculated premium amounts.

v) Payments shall be made on or about September 20th of each designated school year in i, ii, iii.

3. Income Tax Consequences: The payments are made as nonelective contributions to the School District's 403(b) Plan, and under Section 1.403(b)-4(d)(1) of the Treasury Regulations, the former employee is deemed to have includable compensation for the taxable year of the employee in which he or she ceases to be an employee and through the end of each of the next five (5) taxable years. The employer shall not make any withholding for income, FICA, or Social Security taxes from the employer nonelective contribution according to Code Section 403(b) and its accompanying Treasury Regulations. In the event the School District or a participant are called upon to pay the federal government or the State of Nebraska, or any other state or federal authority, sums or payments that were not but should have been withheld from or contributed in relation to the early retirement benefit, including retirement contributions, FICA, FUTA, or state or federal unemployment contributions, the participant shall indemnify and hold the School District harmless from any and all sums which it is called up onto pay, including the employee's and employer's share thereof and any and all penalties and interest arising from either the employee's share or employer's share thereof.

4. COBRA Rights: Pursuant to COBRA, a participant will have the opportunity to continue participation in the School District's group health insurance plan for at least eighteen (18) months following resignation of employment upon payment by the employee of the monthly insurance premiums.

E. WAIVER AND RELEASE OF CLAIMS

Employees who participate in the TERIP shall be required to waive and release the School District from claims and rights as provided for in the Application and Agreement adopted as a part of this TERIP policy. The Superintendent shall give the requisite notices to eligible employees as required by law in order for the waiver and release to be fully enforceable.

The Superintendent shall deliver to all eligible certificated employees a copy of this TERIP Policy and a copy of the attendant Application and Agreement at least forty-five (45) days prior to the application deadline and provide eligible employees any additional information required by law.

A copy of the Application and Agreement shall also be made available at the Superintendent's office.

F. TERM OF PROGRAM

The TERIP program and policy, and all benefits provided herein, have been repealed and shall expire and be of no force and effect as of August 31, 2023.

COLUMBUS SCHOOLS
TEMPORARY EARLY RETIREMENT INCENTIVE PROGRAM
APPLICATION AND AGREEMENT

APPLICATION DEADLINE: FEBRUARY 9, 2023.

This Temporary Early Retirement Incentive Program ("TERIP") Application and Agreement is offered and made this ____ day of _____, 20___, between Platte County School District 0001, a/k/a Columbus Public Schools ("School District"), and

_____ ("Certificated Employee")
_____ (address)

WHEREAS, the School District has established a TERIP to be offered during the remainder of the 2021-22 school year only, for the purpose of encouraging eligible certificated employees who are considering an early leave decision to accelerate their retirement plans; and,

WHEREAS, the Certificated Employee is desirous of voluntarily participating in the TERIP and in voluntarily resigning from employment; and,

WHEREAS, the Certificated Employee affirms as a condition of this Application that the Certificated Employee is eligible for the TERIP and specifically meets each of the following conditions for eligibility:

A. The Certificated Employee is employed by the School District, as of date of acceptance of the application, in a position requiring that the employee have a certificate issued by the Nebraska Department of Education;

B. The Certificated Employee to be a participant in the TERIP must be eligible for retirement under the School Employees Retirement Act without reduction of benefits under such Act, on the basis of being at least fifty-five (55) years of age and the sum of the person's attained age and creditable service under that Act totals eighty-five (85) in the Nebraska Public Employees Retirement System (all determined as of September 1, 2023); and,

C. The Certificated Employee has not received written notice of possible cancellation, termination or non-renewal for reasons other than reduction in force; and,

WHEREAS, the Certificated Employee acknowledges that:

A. Forty-five (45) or more days prior to the Certificated Employee's execution of this Application and Agreement, the Certificated Employee received the TERIP Policy and Application form, which provided the Certificated Employee with information as to the TERIP program, eligibility factors for such program, and time limits applicable to such program;

B. The Certificated Employee has been advised in writing to consult with an attorney prior to executing this Application and Agreement;

C. The Certificated Employee will have had 45 or more days to consider participation in the TERIP;

D. The Certificated Employee understands that the Certificated Employee has the right, for a period of at least seven days following the execution of the TERIP Application and Agreement, to revoke the Agreement, and that the TERIP Application and Agreement does not become effective or enforceable until the revocation period has expired; and,

E. The Certificated Employee's participation in the TERIP is knowing and voluntary and the Certificated Employee was not coerced in any manner to participate in the TERIP.

NOW, THEREFORE, in consideration of the mutual covenants, conditions, and stipulations set forth in this Application and Agreement, the Certificated Employee and the School District hereby agree as follows:

1. CERTIFICATED EMPLOYEE'S RESIGNATION: The Certificated Employee, by signing this Application and Agreement, hereby voluntarily, unconditionally, and irrevocably resigns from the Certificated Employee's employment with the School District effective at the end of the 2022-23 school year. The Certificated Employee waives any and all notice of action by the Board of Education to accept the resignation and to terminate the Certificated Employee's continuing contract and employment with the School District. The Certificated Employee waives any and all rights the Certificated Employee may have under Neb. Rev. Stat. §§ 79-824 to 79-849 (the teacher tenure law), or other laws as they now exist or as they may be amended in the future relating to continued employment. The Certificated Employee authorizes the School District to advertise for, and contract with, a replacement certificated employee, if deemed appropriate, for the 2023-24 school year. The Certificated Employee authorizes the School District to approve and accept this Application and Agreement immediately upon its submission.

The School District, by approving and signing this Application and Agreement, hereby unconditionally and irrevocably accepts the Certificated Employee's resignation, ending all employment relations between the School District and the Certificated Employee, effective at the end of the 2022-23 school year.

2. EARLY RETIREMENT BENEFIT: In consideration of the Certificated Employee's resignation, and of other covenants and conditions set forth in this Application and Agreement, the Certificated Employee shall receive the following benefits and payments:

A. **Early Retirement Benefit:** The Certificated Employee shall be paid the sum of **$35,808**, subject to adjustment to a greater amount pursuant to subparagraph (d) below. Such sum is based on the single health (retired, $1,050 deductible, or as updated by EHA) and single dental premiums published by the Educators Health Alliance and in effect for the 2023-2024 school year and including a 7% increase for the 2024-25 and 2025-26 school years:

i) 2023-24 = $11,138 ($898.61 monthly health premium plus $29.54 monthly dental premium, multiplied by 12, = $11,137.800 and "rounded" to $11,138)
ii) 2024-25 = $11,918 ($11,138 plus 7% increase = $11,918)
iii) 2025-26 = $12,752 ($11,918 plus 7% increase = $12,752)
iv) In the event that EHA premiums increase more than 7% during either year two or three of this agreement, the School District will pay the actual calculated premium amounts.
v) Payments shall be made on or about September 20th of each designated school year in i, ii, and iii.

B. **Beneficiary Designation:** The Certificated Employee hereby designates_____,whose address is _____, Social Security No. _____, to be his/her beneficiary in case of his/her death. Any monies due the Certificated Employee will continue to the beneficiary until the total benefit distribution is paid in full pursuant to the provisions of this Agreement.

C. **Income Tax Consequences:** The payments are made as nonelective contributions to the School District's 403(b) Plan, and under Section 1.403(b)-4(d)(1) of the Treasury Regulations, the former employee is deemed to have includable compensation for the taxable year of the employee in which he or she ceases to be an employee and through the end of each of the next five (5) taxable years. The employer shall not make any withholding for income, FICA, or Social Security taxes from the employer nonelective contribution according to Code Section 403(b) and its accompanying Treasury Regulations. In the event the School District or a participant are called upon to pay the federal government or the State of Nebraska, or any other state or federal authority, sums or payments that were not but should have been withheld from or contributed in relation to the early retirement benefit, including retirement contributions, FICA, FUTA, or state or federal unemployment contributions, the participant shall indemnify and hold the School District harmless from any and all sums which it is called up onto pay, including the employee's and employer's share thereof and any and all penalties and interest arising from either the employee's share or employer's share thereof.

D. **COBRA Rights:** Pursuant to COBRA, a participant will have the opportunity to continue participation in the School District's group health insurance plan for at least eighteen (18) months following resignation of employment upon payment by the employee of the monthly insurance premiums.

3. WAIVER AND RELEASE OF CLAIMS: By entering into this Agreement the Certificated Employee hereby releases, waives, acquits, and forever discharges the School District, all past, present, and future members of the Board of Education of such School District in their official and individual capacities, the Administrators, and all other officers, agents, and employees of the School District, in their official and individual capacities, from any and all claims, however characterized, whether for damages, costs, expenses, compensation, penalties, wages, benefits, reinstatement, attorneys' fees, or attorneys' fees under 42 U.S.C. § 1988, or the like, with respect to, arising out of, or in relation to the Certificated Employee's employment with the School District, including, but not limited to, claims or rights:

- under the Age Discrimination in Employment Act (ADEA), the Older Workers Benefit Protection Act (OWBPA) (29 U.S.C. § 621 et seq.), and the Nebraska Age Discrimination in Employment Act (Neb. Rev. Stat. § 48-1001 et seq.);
- under the Employee Retirement Income Security Act of 1974 (ERISA) (29 U.S.C. ' 1001 et seq.)
- under Title VI (42 U.S.C. § 2000d et seq.; 34 CFR §100 et seq.), Title VII (42 U.S.C. §2000e, et seq.) and Title IX of the Civil Rights Act of 1964 (20 U.S.C §1681; 34 CFR 106.1 et seq.);
- under the Civil Rights Act of 1866 and 1871 (42 U.S.C. § 1981, through and including 42 U.S.C. § 1988);
- under the Americans with Disabilities Act (42 U.S.C. §12101 et seq.; 28 CFR §35.101 et seq.), Section 504 of the Rehabilitation Act (29 U.S.C. §791, et seq.; 34 CFR §104, et seq.), and the Family Medical Leave Act of 1993 (29 U.S.C. § 2601 et seq.);
- under the Nebraska Fair Employment Practices Act (Neb. Rev. Stat. §48-1101 et seq.); the Nebraska Equal Opportunity in Education Act (Neb. Rev. Stat. §79-2,116 et seq.), the Industrial Relations Act, including unfair labor practices claims under that Act (Neb. Rev. Stat. §48-801 et seq.), and civil rights claims under Neb. Rev. Stat. § 20-168 and other state and local laws;

- under the Wage Payment and Collection Act (Neb. Rev. Stat. §48-1228 et seq.), including claims or rights to be paid for any unused leave, but excluding rights to salary earned and unpaid for the final year of employment;
- of or relating to discrimination on the basis of race, ethnic background, color, religion, sex, age, disability, handicap, marital status or national origin, or other protected status, free speech, and unlawful retaliation, before the state or federal EEOC or NEOC, or any other agency or department or state or federal courts under any state or federal constitution, law, rule, or regulation;
- for breach of contract or tort, including but not limited to negligence, libel, slander, and breach of confidentiality or privacy; and,
- of whatsoever nature arising under any other state, federal, or local constitution, statute, regulation, or ordinance arising out of the Certificated Employee's employment with the School District, this Application and Agreement, the TERIP, or the Certificated Employee's resignation from such employment.

This waiver and release is given in exchange for good and valuable consideration (the TERIP severance benefit) beyond that to which the Certificated Employee is otherwise entitled to pursuant to law or agreement.

4. LEGAL NOTICES:

A. **Consult Attorney:** The Certificated Employee is advised to consult with an attorney before entering into the TERIP by signing this Application and Agreement.

B. **Time to Consider:** The Certificated Employee is given a period of at least 45 days within which to consider the TERIP policy and the Application and Agreement. The Certificated Employee acknowledges that the Certificated Employee has had sufficient time to consider the waiver and release of claims and all other matters contained in this Application and Agreement. In the event the Certificated Employee signs this Application and Agreement prior to the 45 day time period, the Certificated Employee hereby states and affirms that: (1) the Certificated Employee's decision to accept such shortening of time is knowing and voluntary; (2) the Certificated Employee's decision to accept such shortening of time was not induced by the School District through fraud or misrepresentation, and (3) the Certificated Employee's decision to accept such shortening of time was not induced by the School District through a threat to withdraw or alter the offer prior to the expiration of the 45 day time period, or by providing different terms to employees who sign the release prior to the expiration of such time period.

C. **Right to Revoke:** The Certificated Employee has the right, for a period of <u>seven days</u> following the execution of this Application and Agreement, to revoke this Application and Agreement. This Application and Agreement shall not become effective or enforceable until the revocation period has expired.

_____ _____

Certificated Employee's Legal Name – Printed **Certificated Employee's Legal Name – Signed**

STATE OF NEBRASKA)

) ss.

COUNTY OF PLATTE)

On this ___ day of _____, 20_____, before me, the undersigned notary public, duly commissioned and qualified in the aforesaid county, personally appeared _____, personally known to me to be the identical person who signed the above and foregoing Application and Agreement, and that such person acknowledged the execution of the Application and Agreement to be the person's voluntary act and deed.

_____
Notary Public

Acceptance

The above Temporary Early Retirement Incentive Program Application and Agreement is hereby accepted and approved.

DATED this _____ day of _____, 20_____.

PLATTE COUNTY SCHOOL DISTRICT 0001, a/k/a COLUMBUS SCHOOLS

BY: _____
President or Other Duly Authorized School Official

Columbus Public Schools

Date: 11-3-2022

School Fund Raising Application

Please submit this application to the building principal or the office of the Executive Director of Business/Human Relations **at least two weeks in advance** of the proposed date of your money-raising project. Please read the eight guides on page two. They will help you in answering the questions below.

School: [Select One] **Fund Raising Company (if applicable):** CHS Art Club

(School/Group Name), submits the following plans for its money-earning project, and requests permission to carry them out.

What is your school/group's money-earning plan?
To sell decorated cookies during fall 2022 Art Show

Approximately how much does your school/group expect to earn from this project?
$500

How will this money be used?
Money will be used for an Art Club Art Trip.

What are the proposed dates? 12-19-2022

Is this a recurring activity? ☐ Yes ☒ No
(If you selected yes, please specify the dates on which the activity will occur during the next twelve months.)

Are you selling tickets or a product? ☐ Tickets ☒ Product ☐ Neither
(If you selected product, please specify the product that you are selling.) Homemade Sugar Cookies

Will members be identified by t-shirts, etc. while carrying out this project? ☒ Yes ☐ No

Have you checked with other schools to avoid any overlapping while working? ☐ Yes ☒ No

Is your product/service in direct conflict with that offered by local merchants? ☐ Yes ☒ No

Are any contracts to be signed? ☐ Yes ☒ No **If yes, by whom?**

Has your school/group devised a budget plan to expend earnings? ☒ Yes ☐ No

Does the building principal give full approval for this plan? ☐ Yes ☐ No

Principal's Signature _____ **Date** 11/3/22

(for district use only)

Approved by _____ Date _____

Approved subject to the following conditions _____

Columbus Public Schools

Date: 11/4/22

School Fund Raising Application

Please submit this application to the building principal **at least two weeks in advance** of the proposed date of your money-raising project. Please read the eight guides on page two. They will help you in answering the questions below.

School: CHS
Fund Raising Company (if applicable): The Waffleman on Dec 19, 2022

CHS Music and Art department submits the following plans for its money-earning project, and requests permission to carry them out.

What is your school/group's money-earning plan?
Sell Waffles!

Approximately how much does your school/group expect to earn from this project?
$900

How will this money be used?
Money will be shared with between art and music activity accounts. Music will save the funds for future light expansion in the concert hall, art will use funds to fund art club field trips.

What are the proposed dates? December 19

Is this a recurring activity? ☐ Yes ☒ No
(If you selected yes, please specify the dates on which the activity will occur during the next twelve months.)

Are you selling tickets or a product? x Tickets ☐ Product Neither
(If you selected product, please specify the product that you are selling.)

Will members be identified by t-shirts, etc. while carrying out this project? ☐ Yes ☒ No
Have you checked with other schools to avoid any overlapping while working? ☐ Yes ☒ No

Is your product/service in direct conflict with that offered by local merchants? ☐ Yes ☒ No

Are any contracts to be signed? x Yes No **If yes, by whom?** Jeff Peabody / CHS Admin

Has your school/group devised a budget plan to expend earnings? ☐ Yes ☒ No

Does the building principal give full approval for this plan? ☐ Yes ☐ No

Principal's Signature _____ **Date** _____

(for district use only)

Approved by _____ Date _____

Approved subject to the following conditions _____

_____

_____

Columbus Public Schools **Date:**

School Fundraising Application

Please submit this application to the building principal **at least two weeks in advance** of the proposed date of your money-raising project. Please read the eight guides on page two. They will help you in answering the questions below.

School: CHS **Name:** Mandy Jaixen

Fund Raising Company (if applicable): Mad Dish Mixes

(School/Group Name), submits the following plans for its money-earning project, and requests permission to carry them out.

What is your school/group's money-earning plan?

Students will sell Mad Dash Mixes. The company takes care of ordering/shipping the product.

Approximately how much does your school/group expect to earn from this project?

$500

How will this money be used?

This money will be used for contest and conference regristration, offical dress, and supplies.

What are the proposed dates? Starting November 14th- April 1st

Is this a recurring activity? ■ Yes ☐ No

(If you selected yes, please specify the dates on which the activity will occur during the next twelve months.)

Are you selling tickets or a product? ☐ Tickets ■ Product ☐ Neither

(If you selected product, please specify the product that you are selling.) Dips, soups, and seasoning

Will members be identified by t-shirts, etc. while carrying out this project? ☑ Yes ☐ No

Have you checked with other schools to avoid any overlapping while working? ☐ Yes ☑ No

Is your product/service in direct conflict with that offered by local merchants? ☐ Yes ☑ No

Are any contracts to be signed? ☐ Yes ■ No **If yes, by whom?**

Has your school/group devised a budget plan to expend earnings? ☐ Yes ☑ No

Does the building principal give full approval for this plan? ☐ Yes ☐ No

Principal's Signature _____ **Date** 11/2/22

(for district use only)

Approved by _____ Date _____

Approved subject to the following conditions _____

Columbus Public Schools **Date**: 11/8/22

School Fundraising Application

Please submit this application to the building principal **at least two weeks in advance** of the proposed date of your money-raising project. Please read the eight guides on page two. They will help you in answering the questions below.

School: Emerson Elementary **Name: Ginger Darveau**

Fund Raising Company (if applicable): N/A

Emerson Elementary, submits the following plans for its money-earning project, and requests permission to carry them out.

What is your school/group's money-earning plan? Student Council will have quarterly snack sales after school to earn money for our Student Council account.

Approximately how much does your school/group expect to earn from this project? $500

How will this money be used? To purchase items students can earn as our positive reinforcement plan (crusader cash they spend at the crusader cart) as well as family activities and teacher appreciation gifts.

What are the proposed dates? December 7th & 8th Candy Cane & Hot Chocolate Sales
February 9th & 13th Valentines Day Popcorn Sales
May 3rd & 4th Popsicle Sales

Is this a recurring activity? x Yes ☐ No
(If you selected yes, please specify the dates on which the activity will occur during the next twelve months.) December 7th & 8th Candy Cane & Hot Chocolate Sales
February 9th & 13th Valentines Day Popcorn Sales
May 3rd & 4th Popsicle Sales

Are you selling tickets or a product? ☐ Tickets x Product ☐ Neither
(If you selected product, please specify the product that you are selling.) Candy canes & hot chocolate, popcorn with valentines colored M&Ms and Popsicles.

Will members be identified by t-shirts, etc. while carrying out this project? x Yes ☐ No

Have you checked with other schools to avoid any overlapping while working? x Yes ☐ No

Is your product/service in direct conflict with that offered by local merchants? ☐ Yes x No

Are any contracts to be signed? ☐ Yes x No **If yes, by whom?**

Has your school/group devised a budget plan to expend earnings? x Yes ☐ No

Does the building principal give full approval for this plan? x Yes ☐ No

Principal's Signature Angela R. Snell **Date** 11-8-22

(for district use only)

School Name

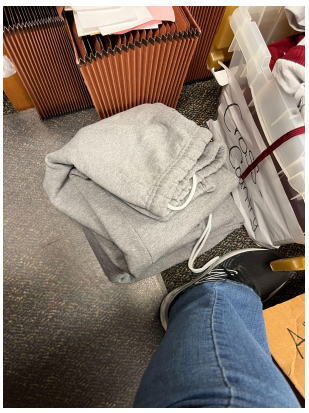
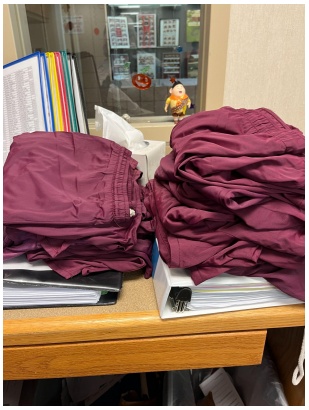
Columbus Middle School

DATE	11/4/22
BUILDING	CMS
PROGRAM	Athletic
PRINCIPAL/DIRECTOR SIGNATURE	*Amy Haynes*
These are old cross country uniforms that the high school sent over to us and we cannot use. Most of the shorts the elastic is bad.	

IMAGE INSERTED (If available)	DESCRIPTION	HOW WILL ITEMS BE DISPOSED OF
To insert an image here, place your cursor in this box and  select insert from the menu bar, then select image and choose the appropriate image.	44 - Maroon cross country shirts	Trash
	52 - Maroon Cross Country shorts	Trash

School Name

Columbus Middle School

	3 - Sweat Pants	Trash
	22 - Purplish shorts	Trash
	15 - Purplish shirts	Trash

DATE	10/27/22
BUILDING	CMS
PROGRAM	Library Media
PRINCIPAL/DIRECTOR SIGNATURE	X
Description of materials to surplus: Outdated and damaged library books	

IMAGE INSERTED (If available)	DESCRIPTION	HOW WILL ITEMS BE DISPOSED OF
To insert an image here, place your cursor in this box and select insert from the menu bar, then select image and choose the appropriate image.	Give a description and the reason the item is being declared surplus property.	Examples: trash, recycle, donated, etc. Items being moved to other CPS locations should not be declared surplus property.
	Damaged circulated books that can not be repaired.	Trash
	Outdated and aged titles	Trash

DATE	10/21/2022
BUILDING	Elementary
PROGRAM	Reading
PRINCIPAL/DIRECTOR SIGNATURE	Teresa Hausmann
Description of materials to surplus: Reading materials that are no longer used.	

IMAGE INSERTED (If available)	DESCRIPTION	HOW WILL ITEMS BE DISPOSED OF
	SRA Reading Laboratory	Discarded
	Decoding Strategies	Discarded
	Skill Applications	Discarded
	SRA Decoding Strategies	Discarded
	NWEA Vocabulary Cards	Discarded
	McGraw Hill Leveled Readers	Donated

DATE	10/20/2022
BUILDING	CHS
PROGRAM	English Learners
PRINCIPAL/DIRECTOR SIGNATURE	Dave Hiebner/Teresa Hausmann
Description of materials to surplus: ELA books that have been replaced.	

IMAGE INSERTED (If available)	DESCRIPTION	HOW WILL ITEMS BE DISPOSED OF
	National Geographic Life Level 1	Discarded
	National Geographic Life Level 2	Discarded
	National Geographic Life Level 3	Discarded

To:	Board of Education
From:	Leonard Kwapnioski
CC:	Dr. Loeffelholz
Date	November 4, 2022
Re:	Technology Surplus

It is my recommendation that the Board of Education declare all old obsolete technology surplus property. This surplus property is to include computers, chromebooks, ipads and other items such as projectors, apple tv's, monitors, servers, etc.. These items will be sold to the highest bidder as a whole. Any devices/equipment that is not sold will be disposed of in the cheapest possible way. All student devices were replaced during the summer of 2022. If you have any questions, please let me know.

Thanks.

Leonard

iPad Air 2 – 19 - 1 broke
iPad 5th Gen – 338 – 5 broke
iPad 6th Gen – 1221 – 8 broke
Chromebook HP G4 - 156
Chromebook HP G6 – 2346
Numerous parts from broken HP Chromebooks, screens, bottom cases
Dell Precision 3510 Laptop -30
HP ZBook 15 G4 Mobile – 30
Dell Precision Tower 3420 – 20
Dell P3418HW Monitor – 21
Dell Precision Tower 3420 – 30
Dell P2217 Monitor – 30
Dell Precision Tower – 18
ViewSonic VX2252MH – 18
iMac Mid-2107 21.5" – 28
Epson LCD Projectors - 330
Apple TV's - 330 Gen 2

Library Weeding Log

Columbus Middle School

From: 6/1/2021 To: 10/27/2022

10/26/2022 - Copies Removed: 1

The Unseen (Removed: 1)

Author: Snyder, Zilpha Keatley. ISBN: 0-385-73084-5 Published: 2004

Call Number	Barcode	Price	Acquired	Removed By
F SNY	T 80889	$22.95	11/15/2006	10540

Was Available -- Weeded

10/25/2022 - Copies Removed: 62

Am I the princess or the frog? : by Jamie Kelly (Removed: 1)

Author: Benton, Jim. ISBN: 978-0-329-58864-9 Published: 2005

Call Number	Barcode	Price	Acquired	Removed By
F BEN	T 88538	$13.00	11/14/2008	10540

Was Available -- Weeded

Ancient Egypt (Removed: 1)

Author: Raphael, Elaine. ISBN: 0-531-10698-5 Published: 1989

Call Number	Barcode	Price	Acquired	Removed By
741.932 RAP	T 84695	$11.80	11/15/2006	10540

Was Available -- Weeded

Ancient Greece (Removed: 1)

Author: Raphael, Elaine. ISBN: 0-531-10738-8 (lib. bdg.) Published: 1989

Call Number	Barcode	Price	Acquired	Removed By
741.938 RAP	T 84696	$12.40	11/15/2006	10540

Was Available -- Weeded

The best of the best in basketball (Removed: 1)

Author: Rutledge, Rachel. ISBN: 0-7613-1301-X (lib. bdg.) Published: 1998

Call Number	Barcode	Price	Acquired	Removed By
796.323092 RUT	T 95791	$22.90	11/15/2006	10540

Was Available -- Weeded

The best of the best in soccer (Removed: 1)

Author: Rutledge, Rachel. ISBN: 0-7613-1315-X (lib. bdg.) Published: 1998

Call Number	Barcode	Price	Acquired	Removed By
796.334092 RUT	T 95790	$22.90	11/15/2006	10540

Was Available -- Weeded

Bob Feller (Removed: 1)

Author: Eckhouse, Morris, 1959- ISBN: 0-7910-1174-7 Published: 1990

Call Number	Barcode	Price	Acquired	Removed By
796.357092 FEL	T 96136	$13.90	11/15/2006	10540

Was Available -- Weeded

Bone : Old man's cave. [6] (Removed: 1)

Author: Smith, Jeff, 1960 Feb. 27- ISBN: 978-1-42875508-6 Published: 2007

Call Number	Barcode	Price	Acquired	Removed By
741.5 SMI	T 89651	$17.00	2/25/2010	10540

Was Available -- Weeded

10/25/2022 - Copies Removed: 62

Bone: Treasure hunters. [8] (Removed: 1)

Author: Smith, Jeff, 1960 Feb. 27- | ISBN: 978-0-329-65711-6 (Follett bdg.) | Published: 2008

Call Number	Barcode	Price	Acquired	Removed By
741.5 SMI	T 88531	$20.00	11/12/2008	10540

Was Available -- Weeded

Camping and orienteering (Removed: 1)

Author: Jay, Michael. | ISBN: 0-531-19083-8 | Published: 1990

Call Number	Barcode	Price	Acquired	Removed By
796.54 JAY	T 86301	$12.90	11/15/2006	10540

Was Available -- Weeded

Cat burglar black (Removed: 1)

Author: Sala, Richard. | ISBN: 978-1-59643-144-7 | Published: 2009

Call Number	Barcode	Price	Acquired	Removed By
741.5 SAL	T 91817	$20.00	2/6/2012	10540

Was Available -- Weeded

The checkered flag : the history of racing cars (Removed: 1)

Author: Jefferis, David. | ISBN: 0-531-14122-5 | Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
796.72 JEF	T 80050	$11.90	11/15/2006	10540

Was Available -- Weeded

The cinema greats (Removed: 1)

Author: Pascall, Jeremy. | ISBN: 0-382-06639-1 | Published: 1983

Call Number	Barcode	Price	Acquired	Removed By
791.43092 PAS	T 87193	$10.00	11/15/2006	10540

Was Available -- Weeded

Cool careers without college for people who love video games (Removed: 2)

Author: Croce, Nicholas. | ISBN: 1-40420747-3 (library binding) | Published: 2006

Call Number	Barcode	Price	Acquired	Removed By
794.8023 CRO	T 87611	$29.95	12/4/2006	10540

Was Available -- Weeded

794.8023 CRO	T 87768	$29.95	1/12/2007	10540

Was Available -- Weeded

The creation of spider-man (Removed: 1)

Author: Kupperberg, Paul. | ISBN: 1-40420763-5 (library binding) | Published: 2006

Call Number	Barcode	Price	Acquired	Removed By
741.5 KUP	T 87692	$27.00	12/14/2006	10540

Was Available -- Weeded

Draw 50 dogs (Removed: 1)

Author: Ames, Lee J. | ISBN: 0-385-15687-1 (lib. bdg.) | Published: 1981

Call Number	Barcode	Price	Acquired	Removed By

10/25/2022 - Copies Removed: 62

743 AME	T 83868	$7.40	11/15/2006	10540

Was Available -- Weeded

Draw 50 famous faces. (Removed: 1)

Author: Ames, Lee J. ISBN: 0-385-13217-4 Published: 1978

Call Number	Barcode	Price	Acquired	Removed By
743 AME	T 84536	$9.75	11/15/2006	10540

Was Available -- Weeded

The dream team (Removed: 1)

Author: Rambeck, Richard. ISBN: 1-56766-050-9 Published: 1993

Call Number	Barcode	Price	Acquired	Removed By
796.323 RAM	T 96371	$14.95	11/15/2006	10540

Was Available -- Weeded

Gamers unite! : the video game revolution (Removed: 1)

Author: Frederick, Shane. ISBN: 978-0-7565-4244-3 (lib. bdg.) Published: 2010

Call Number	Barcode	Price	Acquired	Removed By
794.809 FRE	T 90454	$28.00	11/22/2010	10540

Was Available -- Weeded

The great fights : a pictorial history of boxing's greatest bouts (Removed: 1)

Author: Sugar, Bert Randolph. ISBN: 0-8317-3972-X Published: 1981

Call Number	Barcode	Price	Acquired	Removed By
796.83 SUG	T 86405	$7.95	11/15/2006	10540

Was Available -- Weeded

Gymnastics (Removed: 1)

Author: Gutman, Dan. ISBN: 0-670-86949-X Published: 1996

Call Number	Barcode	Price	Acquired	Removed By
796.44 GUT	T 98576	$15.00	11/15/2006	10540

Was Available -- Weeded

Hank Aaron : home run king (Removed: 1)

Author: Margolies, Jacob. ISBN: 0-531-20075-2 Published: 1992

Call Number	Barcode	Price	Acquired	Removed By
796.357092 AAR	T 92559	$12.40	11/15/2006	10540

Was Available -- Weeded

Hollywood dogs (Removed: 1)

Author: Goldish, Meish. ISBN: 978-1-59716-404-7 (library binding) Published: 2007

Call Number	Barcode	Price	Acquired	Removed By
791.4302 GOL	T 87925	$22.95	4/19/2007	10540

Was Available -- Weeded

How to make whirligigs and whimmy diddles and other American folkcraft obj (Removed: 1)

Author: Pettit, Florence Harvey. ISBN: 0-690-41389-0 Published: 1972

Call Number	Barcode	Price	Acquired	Removed By
745.5 PET	T 83909	$6.95	11/15/2006	10540

Was Available -- Weeded

10/25/2022 - Copies Removed: 62

Jackie Chan (Removed: 1)

Author: Poolos, J. | ISBN: 0-8239-3518-3 (library binding) | Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
791.43092 CHA	T 84719	$23.95	11/15/2006	10540

Was Available -- Weeded

Jackie Robinson : baseball pioneer (Removed: 1)

Author: Reiser, Howard. | ISBN: 0-531-20095-7 | Published: 1992

Call Number	Barcode	Price	Acquired	Removed By
796.357092 ROB	T 92548	$12.40	11/15/2006	10540

Was Available -- Weeded

Jeff Gordon rainbow warrior (Removed: 1)

Author: Stewart, Mark. | ISBN: 0-7613-1871-2 | Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
796.72092 STE	T 151928	$20.70	11/15/2006	10540

Was Available -- Weeded

Jennifer Lopez (Removed: 1)

Author: Hurst, Heidi | ISBN: 1-59018-325-8 | Published: 2004

Call Number	Barcode	Price	Acquired	Removed By
791.43092 LOP	T 84876	$27.50	11/15/2006	10540

Was Available -- Weeded

Jet skiing (Removed: 1)

Author: Italia, Bob, 1955- | ISBN: 1-56239-075-9 (lib. bdg.) | Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
797.37 ITA	T 80388	$12.50	11/15/2006	10540

Was Available -- Weeded

Joe DiMaggio (Removed: 1)

Author: Appel, Martin. | ISBN: 0-7910-1164-X | Published: 1990

Call Number	Barcode	Price	Acquired	Removed By
796.357092 DIM	T 96137	$13.90	11/15/2006	10540

Was Available -- Weeded

Katy Steding : pro basketball pioneer (Removed: 1)

Author: Gogol, Sara. | ISBN: 0-8225-3668-4 (hardcover : alk. paper) | Published: 1998

Call Number	Barcode	Price	Acquired	Removed By
796.323092 STE	T 151552	$18.95	11/15/2006	10540

Was Available -- Weeded

Kick scooters : techniques and tricks (Removed: 1)

Author: Rosenberg, Aaron. | ISBN: 0-8239-3846-8 (lib.) | Published: 2003

Call Number	Barcode	Price	Acquired	Removed By
796.6 ROS	T 82661	$24.95	11/15/2006	10540

Was Available -- Weeded

10/25/2022 - Copies Removed: 62

Let's pretend this never happened : by Jamie Kelly (Removed: 1)

Author: Benton, Jim. ISBN: 978-1-41554098-5 Published: 2004

Call Number	Barcode	Price	Acquired	Removed By
F BEN	T 88540	$13.00	11/14/2008	10540

Was Available -- Weeded

Mexico and Central America (Removed: 1)

Author: Franklin, Sharon. ISBN: 0-7398-0121-X Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
745.5 FRA	T 151500	$18.00	11/15/2006	10540

Was Available -- Weeded

Mia Hamm : striking superstar (Removed: 1)

Author: Rutledge, Rachel. ISBN: 0-7613-1802-X (lib. bdg.) Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
796.334092 HAM	T 151602	$20.90	11/15/2006	10540

Was Available -- Weeded

Mickey Mantle (Removed: 1)

Author: Gallagher, Mark. ISBN: 0-7910-1181-X Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
796.357092 MAN	T 96135	$13.90	11/15/2006	10540

Was Available -- Weeded

Mountain biking (Removed: 1)

Author: Italia, Bob, 1955- ISBN: 1-56239-074-0 (lib. bdg.) Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
796.6 ITA	T 80387	$12.50	11/15/2006	10540

Was Available -- Weeded

Never do anything, ever : by Jamie Kelly (Removed: 1)

Author: Benton, Jim. ISBN: 978-1-41563645-9 Published: 2005

Call Number	Barcode	Price	Acquired	Removed By
F BEN	T 88544	$13.00	11/14/2008	10540

Was Available -- Weeded

North America (Removed: 1)

Author: Tull, Mary Herd. ISBN: 0-7398-0117-1 Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
745.5 TUL	T 151499	$18.00	11/15/2006	10540

Was Available -- Weeded

Northern Asia (Removed: 1)

Author: Tull, Mary Herd. ISBN: 0-7398-0119-8 Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
745.5 TUL	T 151502	$18.00	11/15/2006	10540

Was Available -- Weeded

Old-time base ball and the first modern World Series (Removed: 1)

Author: Campbell, Peter A. ISBN: 0-7613-2466-6 (lib. bdg.) Published: 2002

Call Number	Barcode	Price	Acquired	Removed By

10/25/2022 - Copies Removed: 62

796.357 CAM	T 83315	$29.90	11/15/2006	10540

Was Available -- Weeded

One wild ride : the life of skateboarding superstar Tony Hawk (Removed: 1)

Author: Stewart, Mark. ISBN: 0-7613-2666-9 Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
796.22092 HAW	T 83316	$29.90	11/15/2006	10540

Was Available -- Weeded

Pele : the king of soccer (Removed: 1)

Author: Arnold, Caroline. ISBN: 0-531-20077-9 Published: 1992

Call Number	Barcode	Price	Acquired	Removed By
796.334092 PEL	T 92558	$12.40	11/15/2006	10540

Was Available -- Weeded

Performing dogs : stars of stage, screen, and television (Removed: 1)

Author: Ring, Elizabeth, 1920- ISBN: 1-56294-296-4 (lib. bdg.) Published: 1994

Call Number	Barcode	Price	Acquired	Removed By
791.8 RIN	T 96609	$13.90	11/15/2006	10540

Was Available -- Weeded

Quest for the spark. Book one (Removed: 1)

Author: Sniegoski, Tom. ISBN: 978-0-545-14102-4 (pbk.) Published: 2011

Call Number	Barcode	Price	Acquired	Removed By
741.5 SNI #1	T 91957	$19.00	2/16/2012	10540

Was Available -- Weeded

Roberto Clemente : baseball legend (Removed: 1)

Author: West, Alan, 1953- ISBN: 1-56294-367-7 (lib. bdg.) Published: 1993

Call Number	Barcode	Price	Acquired	Removed By
796.357092 CLE	T 95070	$10.95	11/15/2006	10540

Was Available -- Weeded

Sailboarding (Removed: 1)

Author: Italia, Bob, 1955- ISBN: 1-56239-078-3 (lib. bdg.) Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
797.33 ITA	T 80391	$12.50	11/15/2006	10540

Was Available -- Weeded

Scandinavia (Removed: 1)

Author: Franklin, Sharon. ISBN: 0-7398-0122-8 Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
745.5 FRA	T 151511	$18.00	11/15/2006	10540

Was Available -- Weeded

Shaquille O'Neal : superhero at center (Removed: 1)

Author: Smith, Pohla. ISBN: 0-8239-3577-9 (lib. bdg.) Published: 2003

Call Number	Barcode	Price	Acquired	Removed By
796.323 ONE	T 84775	$23.95	11/15/2006	10540

Was Available -- Weeded

10/25/2022 - Copies Removed: 62

Shirley Temple Black : actor and diplomat (Removed: 1)

Author: Blashfield, Jean F. | ISBN: 0-89434-338-6 | Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
791.43028092 TEM	T 81368	$21.95	11/15/2006	10540

Was Available -- Weeded

Skateboarding (Removed: 1)

Author: Gould, Marilyn. | ISBN: 1-56065-048-6 | Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
796.21 GOU	T 95949	$17.27	11/15/2006	10540

Was Available -- Weeded

Southwest Pacific (Removed: 1)

Author: Franklin, Sharon. | ISBN: 0-7398-0120-1 | Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
745.5 FRA	T 151515	$18.00	11/15/2006	10540

Was Available -- Weeded

Steven Spielberg (Removed: 1)

Author: Woog, Adam, 1953- | ISBN: 1-56006-361-0 (lib. bdg. : alk. paper) | Published: 1999

Call Number	Barcode	Price	Acquired	Removed By
791.43092 SPI	T 151567	$19.00	11/15/2006	10540

Was Available -- Weeded

Swimming and scuba diving (Removed: 1)

Author: Jay, Michael. | ISBN: 0-531-19084-6 (lib. bdg.) | Published: 1990

Call Number	Barcode	Price	Acquired	Removed By
797.23 JAY	T 80059	$12.90	11/15/2006	10540

Was Available -- Weeded

Terror in ghost mansion (Removed: 1)

Author: Storrie, Paul D. | ISBN: 978-0-8225-6778-3 (pbk.) | Published: 2007

Call Number	Barcode	Price	Acquired	Removed By
741.5973 STO	T 90234	$11.00	3/25/2013	10540

Was Available -- Weeded

Tim Allen (Removed: 1)

Author: Dougherty, Terri. | ISBN: 1-59018-241-3 | Published: 2003

Call Number	Barcode	Price	Acquired	Removed By
791.45092 ALL	T 82596	$26.95	11/15/2006	10540

Was Available -- Weeded

Tom Brady : heart of the huddle (Removed: 1)

Author: Stewart, Mark, 1960- | ISBN: 0-7613-2907-2 (lib. bdg.) | Published: 2003

Call Number	Barcode	Price	Acquired	Removed By
796.332092 BRA	T 81891	$22.20	11/15/2006	10540

Was Available -- Weeded

10/25/2022 - Copies Removed: 62

Tony Hawk: skateboarding champion (Removed: 1)

Author: Wingate, Brian. ISBN: 0-8239-3651-1 Published: 2003

Call Number	Barcode	Price	Acquired	Removed By
796.22092 WIN	T 81056	$24.95	11/15/2006	10540

Was Available -- Weeded

Twenthieth century authors : a biograhpical dictionary of modern literature (Removed: 1)

Author: Kunitz, Stanley, 1905- Published: 1942

Call Number	Barcode	Price	Acquired	Removed By
R 920 KUN	T 84309	$8.50	11/15/2006	10540

Was Available -- Weeded

Video games (Removed: 1)

Author: Sturm, Jeanne. ISBN: 978-1-60472-333-5 (lib. bdg.) Published: 2008

Call Number	Barcode	Price	Acquired	Removed By
794.8 STR	T 90706	$26.00	2/15/2011	10540

Was Available -- Weeded

Walt Disney (Removed: 1)

Author: Nardo, Don, 1947- ISBN: 1-56006-605-9 Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
791.43092 NAR	T 151840	$24.95	11/15/2006	10540

Was Available -- Weeded

The World of M.C. Escher, (Removed: 1)

Author: Escher, M. C. (Maurits Cornelis), 1898-1972. Published: 1971

Call Number	Barcode	Price	Acquired	Removed By
769.92 ESC	T 85252	$6.50	11/15/2006	10540

Was Available -- Weeded

10/24/2022 - Copies Removed: 4

Infocus adapter DVI-VGA adapter. (Removed: 4)

Call Number	Barcode	Price	Acquired	Removed By
IMC 2	T 88265		5/23/2008	jahna

Was Available -- Deleted

IMC 3	T 88266		5/23/2008	jahna

Was Available -- Deleted

IMC 4	T 88267		5/23/2008	jahna

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IMC 5	T 88268		5/23/2008	jahna

Was Available -- Deleted

10/21/2022 - Copies Removed: 34

10/21/2022 - Copies Removed: 34

20th century hockey chronicle (Removed: 1)

Author: Fischler, Stan. ISBN: 0-7853-0705-2 Published: 1994

Call Number	Barcode	Price	Acquired	Removed By
O 796.962 FIS	T 98022	$59.95	11/15/2006	10540

Was Available -- Weeded

100 things for kids to make and do : step-by-step (Removed: 1)

Author: Boase, Petra. ISBN: 1-86035-131-X Published: 1996

Call Number	Barcode	Price	Acquired	Removed By
O 745.5 BOA	T 99578	$9.95	11/15/2006	10540

Was Available -- Weeded

Amazing origami (Removed: 1)

Author: Kasahara, Kunihiko, 1941- ISBN: 0-8069-7420-6 (pbk.) Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
736.982 KAS PB	T 88680	$12.00	2/12/2009	10540

Was Available -- Weeded

Architectural wonder of the world, Nebraska's State Capitol building (Removed: 1)

Author: Brown, Elinor L. Published: 1965

Call Number	Barcode	Price	Acquired	Removed By
725.11 BRO	T 84020	$5.00	11/15/2006	10540

Was Available -- Weeded

The art of the old West. (Removed: 1)

Author: Glubok, Shirley. LCCN: 79-123138 /AC/r85 Published: 1971

Call Number	Barcode	Price	Acquired	Removed By
709.73 GLU	T 90159	$5.95	11/15/2006	10540

Was Available -- Weeded

Atlas of the prehistoric world (Removed: 1)

Author: Palmer, Douglas. ISBN: 1-56331-829-6 Published: 1999

Call Number	Barcode	Price	Acquired	Removed By
O 912 PAL	T 151766	$40.00	11/15/2006	10540

Was Available -- Weeded

Beyond the dinosaurs! : sky dragons sea monsters mega-mammals and other pr (Removed: 1)

Author: Zimmerman, Howard. ISBN: 0-689-84113-2 Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
O 567.9 ZIM	T 81073	$23.00	11/15/2006	10540

Was Available -- Weeded

Bioenergy (Removed: 1)

Author: Houghton, Graham, 1950- ISBN: 0-8368-0707-3 Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
662.87 HOU	T 88939	$12.50	11/15/2006	10540

Was Available -- Weeded

Easy origami (Removed: 1)

Author: Nakano, Dokuōtei. ISBN: 0-670-80382-0 Published: 1985

Call Number	Barcode	Price	Acquired	Removed By

10/21/2022 - Copies Removed: 34

736.982 NAK	T 94895	$9.95	11/15/2006	10540

Was Available -- Weeded

Everything you need to know about romantic breakup (Removed: 1)

Author: Thomas, Alicia. ISBN: 0-8239-1219-1 Published: 1990

Call Number	Barcode	Price	Acquired	Removed By
646.77 THO	T 80111	$12.50	11/15/2006	10540

Was Available -- Weeded

Great State seals of the United States (Removed: 1)

Author: Berg, Annemarie. ISBN: 0-396-07705-6 Published: 1979

Call Number	Barcode	Price	Acquired	Removed By
737.6 BER	T 84662	$6.95	11/15/2006	10540

Was Available -- Weeded

High-flying paper airplanes (Removed: 1)

Author: Botermans, Jack. ISBN: 1-40272422-5 (pbk.) Published: 2005

Call Number	Barcode	Price	Acquired	Removed By
736.982 BOT	T 90240	$11.00	9/18/2010	10540

Was Available -- Weeded

A history of art : an introduction to painting and sculpture (Removed: 1)

Author: Lynton, Norbert. ISBN: 0-531-09188-0 Published: 1981

Call Number	Barcode	Price	Acquired	Removed By
709 LYN	T 83986	$14.90	11/15/2006	10540

Was Available -- Weeded

How they built long ago (Removed: 1)

Author: Fagg, Christopher. ISBN: 0-531-09184-8 Published: 1981

Call Number	Barcode	Price	Acquired	Removed By
690.28 FAG	T 85786	$9.90	11/15/2006	10540

Was Available -- Weeded

How things are made. (Removed: 1)

ISBN: 0-87044-334-8 Published: 1981

Call Number	Barcode	Price	Acquired	Removed By
670 HOW	T 85684	$10.30	11/15/2006	10540

Was Available -- Weeded

Inside the Hindenburg (Removed: 1)

Author: Majoor, Mireille. ISBN: 0-316-12386-2 Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
O 629.13324 MAJ	T 151970	$23.95	11/15/2006	10540

Was Available -- Weeded

Life: Our century in pictures / edited by Richard B. Stolley ; Tony Chiu, (Removed: 1)

ISBN: 0-8212-2633-9 Published: 1999

Call Number	Barcode	Price	Acquired	Removed By
O 909.82 LIF	T 151107	$45.00	11/15/2006	10540

Was Available -- Weeded

10/21/2022 - Copies Removed: 34

Lost empires, living tribes (Removed: 1)

Author: [prepared by National Geographic book Service ; Ross S. Bennett, editor]. ISBN: 0-87044-434-4 Published: 1982

Call Number	Barcode	Price	Acquired	Removed By
O 970.00497 LOS	T 95650	$29.95	11/15/2006	10540

Was Available -- Weeded

The man who made time travel (Removed: 1)

Author: Lasky, Kathryn. ISBN: 0-374-34788-3 Published: 2003

Call Number	Barcode	Price	Acquired	Removed By
O 526.6209 LAS	T 84086	$22.00	11/15/2006	10540

Was Available -- Weeded

The National Museum of American History (Removed: 1)

Author: Abbott, Shirley. ISBN: 0-8109-1363-1 Published: 1981

Call Number	Barcode	Price	Acquired	Removed By
O 973 ABB	T 89762	$50.00	11/15/2006	10540

Was Available -- Weeded

Nebraska 24/7 : 24 hours, 7 days : extraordinary images of one week in Neb (Removed: 1)

Author: created by Rick Smolan and David Elliot Cohen. ISBN: 0-7566-0067-7 Published: 2004

Call Number	Barcode	Price	Acquired	Removed By
O 978.2 NEB	T 88551	$20.00	11/14/2008	10540

Was Available -- Weeded

The new book of El Nino (Removed: 1)

Author: Beecroft, Simon. ISBN: 0-7613-0920-9 Published: 1999

Call Number	Barcode	Price	Acquired	Removed By
O 551.524 BEE	T 94501	$26.90	11/15/2006	10540

Was Available -- Weeded

The new book of treasures under the ocean (Removed: 1)

Author: Dipper, Frances, 1951- ISBN: 0-7613-0703-6 (lib. bdg.) Published: 1997

Call Number	Barcode	Price	Acquired	Removed By
O 551.46 DIP	T 92723	$24.00	11/15/2006	10540

Was Available -- Weeded

North American birds. (Removed: 1)

Author: Burn, Barbara, 1940- ISBN: 0-517-44741-X Published: 1984

Call Number	Barcode	Price	Acquired	Removed By
O 598.297 BUR	T 88993	$6.95	11/15/2006	10540

Was Available -- Weeded

Practical & decorative woodworking joints (Removed: 1)

Author: Bairstow, John E. N. ISBN: 0-8069-7948-8 (pbk.) Published: 1985

Call Number	Barcode	Price	Acquired	Removed By
684 BAI	T 85761	$17.95	11/15/2006	10540

Was Available -- Weeded

10/21/2022 - Copies Removed: 34

Science encyclopedia (Removed: 1)

Author: /contributors, Ian Graham...[et.al.] ISBN: 1-84084-762-X Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
O 503 SCI	T 151796	$35.00	11/15/2006	10540

Was Available -- Weeded

The Sears Tower (Removed: 1)

Author: Doherty, Craig A. ISBN: 1-56711-109-2 (lib. bdg. : alk. paper) Published: 1995

Call Number	Barcode	Price	Acquired	Removed By
725.23 DOH	T 97599	$14.95	11/15/2006	10540

Was Available -- Weeded

Skin, hair, and hygiene (Removed: 1)

Author: Green, Jen. ISBN: 1-59604-053-X Published: 2005

Call Number	Barcode	Price	Acquired	Removed By
646.7/2 GRE	T 80584	$32.00	11/15/2006	10540

Was Available -- Weeded

Steel beams & iron men (Removed: 1)

Author: Cherry, Mike, 1934- ISBN: 0-590-07591-8 Published: 1980

Call Number	Barcode	Price	Acquired	Removed By
691.023 CHE	T 85751	$9.95	11/15/2006	10540

Was Available -- Weeded

Structures that changed the way the world looked (Removed: 1)

Author: Singer, Donna. ISBN: 0-8114-4937-8 Published: 1995

Call Number	Barcode	Price	Acquired	Removed By
720 SIN	T 96506	$16.00	11/15/2006	10540

Was Available -- Weeded

Take me out to the ballpark : an illustrated tour of baseball parks past a (Removed: 1)

Author: Leventhal, Josh, 1971- ISBN: 1-57912-112-8 Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
O 796.357 LEV	T 152510	$38.00	11/15/2006	10540

Was Available -- Weeded

Working with wood, (Removed: 1)

Author: by the editors of Time-Life Books. Published: 1979

Call Number	Barcode	Price	Acquired	Removed By
694 WOR	T 85790	$11.95	11/15/2006	10540

Was Available -- Weeded

The world of origami. (Removed: 1)

Author: Honda, Isao. Published: 1965

Call Number	Barcode	Price	Acquired	Removed By
736.98 HON-1	T 91295	$19.45	11/15/2006	10540

Was Available -- Weeded

10/21/2022 - Copies Removed: 34

You can whittle and carve, (Removed: 1)

Author: Hellum, Amanda Watkins. LCCN: 42-50226 Published: 1942

Call Number	Barcode	Price	Acquired	Removed By
736.4 HEL	T 84642	$7.95	11/15/2006	10540

Was Available -- Weeded

10/19/2022 - Copies Removed: 1

Marcus Vega doesn't speak Spanish : / : sound recording (Removed: 1)

Author: Cartaya, Pablo, ISBN: 978-0-525-62557-5 Published: 2018

Call Number	Barcode	Price	Acquired	Removed By
F CAR MP3	T 98057	$43.00	2/12/2019	jahna

Was Available -- Weeded

10/18/2022 - Copies Removed: 1

Lucinda's secret (Removed: 1)

Author: DiTerlizzi, Tony. ISBN: 0-439-59742-0 Published: 2004

Call Number	Barcode	Price	Acquired	Removed By
F DIT	T 88165	$13.00	2/19/2008	10540

Was Available -- Weeded

10/12/2022 - Copies Removed: 60

Al Gore : fighting for a greener planet (Removed: 1)

Author: Stefoff, Rebecca, 1951- ISBN: 978-1-57505-948-8 (lib. bdg. : alk. paper) Published: 2009

Call Number	Barcode	Price	Acquired	Removed By
B GOR	T 90396	$23.00	10/8/2010	10540

Was Available -- Weeded

Alice Walker : author of The color purple (Removed: 1)

Author: Kramer, Barbara. ISBN: 0-89490-620-8 Published: 1995

Call Number	Barcode	Price	Acquired	Removed By
B WAL	T 94328	$20.75	11/15/2006	10540

Was Available -- Weeded

Amelia Earhart (Removed: 1)

Author: Shore, Nancy. ISBN: 1-55546-651-6 (lib. bdg.) Published: 1987

Call Number	Barcode	Price	Acquired	Removed By
B EAR	T 96177	$17.35	11/15/2006	10540

Was Available -- Weeded

Andrew Jackson (Removed: 1)

Author: Osinski, Alice. ISBN: 0-516-01387-4 Published: 1987

Call Number	Barcode	Price	Acquired	Removed By
B JAC	T 90499	$10.95	11/15/2006	10540

Was Available -- Weeded

Andrew Jackson (Removed: 1)

Author: Viola, Herman J. ISBN: 0-87754-587-1 Published: 1986

Call Number	Barcode	Price	Acquired	Removed By

10/12/2022 - Copies Removed: 60

B JAC	T 86785	$16.95	11/15/2006	10540

Was Available -- Weeded

Anthony Burns : the defeat and triumph of a fugitive slave (Removed: 1)

Author: Hamilton, Virginia, 1936-2002. ISBN: 0-394-88185-0 Published: 1988

Call Number	Barcode	Price	Acquired	Removed By
B BUR	T 92581	$16.20	11/15/2006	10540

Was Available -- Weeded

Bill Clinton : United States president (Removed: 1)

Author: Cole, Michael D. ISBN: 0-89490-437-X Published: 1994

Call Number	Barcode	Price	Acquired	Removed By
B CLI	T 94339	$20.75	11/15/2006	10540

Was Available -- Weeded

Bill Gates : a twentieth century life (Removed: 1)

Author: Aronson, Marc. ISBN: 978-0-670-06348-2 (trade) Published: 2009

Call Number	Barcode	Price	Acquired	Removed By
B GAT	T 88886	$20.00	9/1/2009	10540

Was Available -- Weeded

Bob Dole : legendary senator (Removed: 1)

Author: Lisandrelli, Elaine Slivinski. ISBN: 0-89490-825-1 Published: 1997

Call Number	Barcode	Price	Acquired	Removed By
B DOL	T 94564	$20.75	11/15/2006	10540

Was Available -- Weeded

Charlie Brown, Snoopy and me, and all the other Peanuts characters (Removed: 1)

Author: Schulz, Charles M. ISBN: 0-385-15805-X Published: 1980

Call Number	Barcode	Price	Acquired	Removed By
B SCH	T 84683	$9.05	11/15/2006	10540

Was Available -- Weeded

Cheaper by the dozen (Removed: 1)

Author: Gilbreth, Frank B. 1911-2001 (Frank Bunker), ISBN: 0-06-076313-2 Published: 2005

Call Number	Barcode	Price	Acquired	Removed By
B GIL	T 82096	$24.95	11/15/2006	10540

Was Available -- Weeded

Christopher Columbus : voyager to the unknown (Removed: 1)

Author: Levinson, Nancy Smiler. ISBN: 0-525-67292-3 Published: 1990

Call Number	Barcode	Price	Acquired	Removed By
B COL	T 92264	$16.95	11/15/2006	10540

Was Available -- Weeded

Colin Powell : U.S. General and Secretary of State (Removed: 1)

Author: Flanagan, Alice K. ISBN: 0-89434-372-6 Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
B POW	T 81405	$21.95	11/15/2006	10540

Was Available -- Weeded

10/12/2022 - Copies Removed: 60

Elizabeth 1 (Removed: 1)

Author: Frost, Abigail. ISBN: 1-85435-113-3 Published: 1989

Call Number	Barcode	Price	Acquired	Removed By
B ELI	T 86840	$10.95	11/15/2006	10540

Was Available -- Weeded

Ferdinand and Isabella. (Removed: 1)

Author: Stevens, Paul. ISBN: 0-87754-523-5 Published: 1988

Call Number	Barcode	Price	Acquired	Removed By
B FER	T 86712	$16.95	11/15/2006	10540

Was Available -- Weeded

Ferdinand Marcos (Removed: 1)

Author: Slack, Gordy. ISBN: 1-55546-842-X Published: 1988

Call Number	Barcode	Price	Acquired	Removed By
B MAR	T 87124	$16.95	11/15/2006	10540

Was Available -- Weeded

Floods and tidal waves (Removed: 1)

Author: Jennings, Terry J. ISBN: 1-929298-46-3 Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
551.47 JEN	T 96377	$18.00	10/12/2022	jahna

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Gandhi (Removed: 1)

Author: Clarke, Brenda. ISBN: 0-86307-926-1 Published: 1988

Call Number	Barcode	Price	Acquired	Removed By
B GAN	T 89077	$10.35	11/15/2006	10540

Was Available -- Weeded

Gandhi (Removed: 1)

Author: Hunter, Nigel. ISBN: 0-531-18093-X Published: 1987

Call Number	Barcode	Price	Acquired	Removed By
B GAN	T 95093	$5.85	11/15/2006	10540

Was Available -- Weeded

George Washington (Removed: 1)

Author: Bruns, Roger. ISBN: 0-87754-584-7 Published: 1987

Call Number	Barcode	Price	Acquired	Removed By
B WAS	T 87211	$16.95	11/15/2006	10540

Was Available -- Weeded

George Washington (Removed: 1)

Author: Williams, Brian, 1943- ISBN: 0-86307-922-9 Published: 1988

Call Number	Barcode	Price	Acquired	Removed By
B WAS	T 89046	$10.35	11/15/2006	10540

Was Available -- Weeded

Gerald R. Ford : 38th president of the United States. (Removed: 1)

Author: Collins, David R. ISBN: 0-944483-65-8 Published: 1990

Call Number	Barcode	Price	Acquired	Removed By

10/12/2022 - Copies Removed: 60

B FOR	T 86717	$12.95	11/15/2006	10540

Was Available -- Weeded

Henry Ford (Removed: 1)

Author: Harris, Jacqueline L. ISBN: 0-531-04754-7 Published: 1984

Call Number	Barcode	Price	Acquired	Removed By
B FOR	T 84571	$9.90	11/15/2006	10540

Was Available -- Weeded

The hypnotists (Removed: 1)

Author: Korman, Gordon. ISBN: 978-0-545-50322-8 Published: 2013

Call Number	Barcode	Price	Acquired	Removed By
F KOR #1	T 93484	$20.00	11/26/2013	jahna

Was Available -- Weeded

The importance of Mohandas Gandhi (Removed: 1)

Author: Furbee, Mary R. (Mary Rodd), 1954- ISBN: 1-56006-674-1 Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
B GAN	T 151839	$24.95	11/15/2006	10540

Was Available -- Weeded

The importance of Simon Wiesenthal (Removed: 1)

Author: Altman, Linda Jacobs, 1943- ISBN: 1-56006-490-0 Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
B WIE	T 151841	$24.95	11/15/2006	10540

Was Available -- Weeded

Jacques-Yves Cousteau : exploring the wonders of the deep (Removed: 1)

Author: Markham, Lois. ISBN: 0-8172-4404-2 Published: 1997

Call Number	Barcode	Price	Acquired	Removed By
B COU	T 87844	$19.00	11/15/2006	10540

Was Available -- Weeded

James Madison (Removed: 1)

Author: Leavell, J. Perry. ISBN: 1-55546-815-2 Published: 1988

Call Number	Barcode	Price	Acquired	Removed By
B MAD	T 87118	$16.95	11/15/2006	10540

Was Available -- Weeded

James Monroe : fifth President of the United States (Removed: 1)

Author: Fitz-Gerald, Christine Maloney. ISBN: 0-516-01383-1 (lib. bdg.) Published: 1987

Call Number	Barcode	Price	Acquired	Removed By
B MON	T 87050	$10.95	11/15/2006	10540

Was Available -- Weeded

Jeane Kirkpatrick (Removed: 1)

Author: Harrison, Pat (Pat E.) ISBN: 1-55546-663-X Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
B KIR	T 96180	$17.35	11/15/2006	10540

Was Available -- Weeded

10/12/2022 - Copies Removed: 60

Jeff Bezos : business genius of Amazon.com (Removed: 1)

Author: Garty, Judy. ISBN: 0-7660-1972-1 Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
B BEZ	T 91182	$23.00	10/4/2011	10540

Was Available -- Weeded

Jeff Bezos King of Amazon (Removed: 1)

Author: Sherman, Josepha. ISBN: 0-7613-1963-8 Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
B BEZ	T 152037	$22.20	11/15/2006	10540

Was Available -- Weeded

J.K. Rowling (Removed: 1)

Author: Steffens, Bradley, 1955- ISBN: 1-56006-776-4 Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
B ROW	T 82615	$26.95	11/15/2006	10540

Was Available -- Weeded

John Brown of Harper's Ferry (Removed: 1)

Author: Scott, John Anthony, 1916- ISBN: 0-8160-1347-0 Published: 1988

Call Number	Barcode	Price	Acquired	Removed By
B BRO	T 86554	$16.95	11/15/2006	10540

Was Available -- Weeded

Julius, Caesar. (Removed: 1)

Author: Bruns, Roger. ISBN: 0-87754-514-6 Published: 1987

Call Number	Barcode	Price	Acquired	Removed By
B CAE	T 86685	$16.95	11/15/2006	10540

Was Available -- Weeded

Larry Ellison : sheer nerve (Removed: 1)

Author: Sherman, Josepha. ISBN: 0-7613-1962-X (lib bdg.) Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
B ELL	T 152396	$20.00	11/15/2006	10540

Was Available -- Weeded

The Leakeys : uncovering the origins of humankind (Removed: 1)

Author: Poynter, Margaret. ISBN: 0-89490-788-3 Published: 1997

Call Number	Barcode	Price	Acquired	Removed By
B LEA	T 92784	$18.55	11/15/2006	10540

Was Available -- Weeded

The life of Charles Drew (Removed: 1)

Author: Talmadge, Katherine S. ISBN: 0-941477-65-7 Published: 1992

Call Number	Barcode	Price	Acquired	Removed By
B DRE	T 84592	$13.95	11/15/2006	10540

Was Available -- Weeded

The life of Louis Pasteur (Removed: 1)

Author: Newfield, Marcia. ISBN: 0-941477-67-3 Published: 1992

Call Number	Barcode	Price	Acquired	Removed By

10/12/2022 - Copies Removed: 60

B PAS	T 84590	$13.95	11/15/2006	10540

Was Available -- Weeded

Marc Andreessen : Web warrior (Removed: 1)

Author: Ehrenhaft, Daniel. ISBN: 0-7613-1964-6 Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
B AND	T 152036	$20.00	11/15/2006	10540

Was Available -- Weeded

Margaret Thatcher (Removed: 1)

Author: Garfinkel, Bernard Max, 1929- ISBN: 0-87754-552-9 Published: 1985

Call Number	Barcode	Price	Acquired	Removed By
B THA	T 87032	$16.95	11/15/2006	10540

Was Available -- Weeded

Marian Wright Edelman : fighting for children's rights (Removed: 1)

Author: Old, Wendie C. ISBN: 0-89490-623-2 Published: 1995

Call Number	Barcode	Price	Acquired	Removed By
B EDE	T 94567	$20.75	11/15/2006	10540

Was Available -- Weeded

Marie Curie : discoverer of radium (Removed: 1)

Author: Poynter, Margaret. ISBN: 0-89490-477-9 Published: 1994

Call Number	Barcode	Price	Acquired	Removed By
B CUR	T 92776	$18.55	11/15/2006	10540

Was Available -- Weeded

Memory maze (Removed: 1)

Author: Korman, Gordon. ISBN: 978-0-545-50329-7 (trade) Published: 2014

Call Number	Barcode	Price	Acquired	Removed By
F KOR #2	T 150989	$19.00	7/8/2022	jahna

Was In Processing -- Weeded

The Mount Rushmore story (Removed: 1)

Author: St. George, Judith, 1931- ISBN: 0-399-21117-9 Published: 1985

Call Number	Barcode	Price	Acquired	Removed By
B BOR	T 86509	$13.95	11/15/2006	10540

Was Available -- Weeded

My own two feet : a memoir (Removed: 1)

Author: Cleary, Beverly. ISBN: 0-688-14267-2 (lib. bdg.) Published: 1995

Call Number	Barcode	Price	Acquired	Removed By
B CLE	T 97581	$15.00	11/15/2006	10540

Was Available -- Weeded

Prince Henry the Navigator (Removed: 1)

Author: Fisher, Leonard Everett. ISBN: 0-02-735231-5 Published: 1990

Call Number	Barcode	Price	Acquired	Removed By
B HEN	T 80248	$14.95	11/15/2006	10540

Was Available -- Weeded

10/12/2022 - Copies Removed: 60

Queen Victoria (Removed: 1)

Author: Turner, Dorothy. ISBN: 0-531-18283-5 Published: 1989

Call Number	Barcode	Price	Acquired	Removed By
B VIC	T 95092	$5.85	11/15/2006	10540

Was Available -- Weeded

Robert Fulton. (Removed: 1)

Author: Landau, Elaine. ISBN: 0-531-20016-7 Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
B FUL	T 80040	$11.90	11/15/2006	10540

Was Available -- Weeded

Ronald Reagan (Removed: 1)

Author: Schwartzberg, Renée. ISBN: 1-55546-849-7 Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
B REA	T 80269	$17.95	11/15/2006	10540

Was Available -- Weeded

Roosevelt and the Americans at war (Removed: 1)

Author: Cross, Robin. ISBN: 0-531-17254-6 (lib. bdg.) Published: 1990

Call Number	Barcode	Price	Acquired	Removed By
B ROO	T 91297	$11.90	11/15/2006	10540

Was Available -- Weeded

Son (Removed: 1)

Author: Lowry, Lois. ISBN: 978-0-544-34066-4 Published: 2014

Call Number	Barcode	Price	Acquired	Removed By
F LOW #4	T 96508	$13.00	10/12/2022	jahna

Was In Processing -- Deleted

Steve Jobs Thinks different (Removed: 1)

Author: Brashares, Ann. ISBN: 0-7613-1959-X Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
B JOB	T 152035	$22.20	11/15/2006	10540

Was Available -- Weeded

The tale of Despereaux : being the story of a mouse, a princess, some soup (Removed: 2)

Author: DiCamillo, Kate. ISBN: 0-7636-1722-9 Published: 2003

Call Number	Barcode	Price	Acquired	Removed By
F DIC	T 80779	$23.00	11/15/2006	jahna

Was Available -- Weeded

F DIC	T 85463	$23.00	11/15/2006	jahna

Was Available -- Weeded

Theodore Roosevelt (Removed: 1)

Author: Markham, Lois. ISBN: 0-87754-553-7 Published: 1985

Call Number	Barcode	Price	Acquired	Removed By
B ROO	T 86987	$16.95	11/15/2006	10540

Was Available -- Weeded

10/12/2022 - Copies Removed: 60

Thomas Jefferson : the revolutionary aristocrat (Removed: 1)

Author: Meltzer, Milton, 1915- ISBN: 0-531-11069-9 (lib. bdg) Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
B JEF	T 92310	$15.90	11/15/2006	10540

Was Available -- Weeded

A voice for the people : the life and work of Harold Courlander (Removed: 1)

Author: Jaffe, Nina. ISBN: 0-8050-3444-7 (alk. paper) Published: 1997

Call Number	Barcode	Price	Acquired	Removed By
B COU	T 87739	$16.95	11/15/2006	10540

Was Available -- Weeded

Winston Churchill (Removed: 1)

Author: Williams, Brian, 1943- ISBN: 0-86307-925-3 Published: 1988

Call Number	Barcode	Price	Acquired	Removed By
B CHU	T 86675	$10.35	11/15/2006	10540

Was Available -- Weeded

A writer's story : from life to fiction (Removed: 1)

Author: Bauer, Marion Dane. ISBN: 0-395-72094-X Published: 1995

Call Number	Barcode	Price	Acquired	Removed By
B BAU	T 91758	$16.00	4/20/2012	10540

Was Available -- Weeded

10/11/2022 - Copies Removed: 9

A giant problem (Removed: 1)

Author: DiTerlizzi, Tony. ISBN: 978-0-689-87132-0 Published: 2008

Call Number	Barcode	Price	Acquired	Removed By
F DIT	T 88615	$14.00	2/3/2009	10540

Was Available -- Weeded

The Ironwood tree (Removed: 1)

Author: DiTerlizzi, Tony. ISBN: 0-439-70040-X Published: 2004

Call Number	Barcode	Price	Acquired	Removed By
F DIT	T 88166	$13.00	2/19/2008	10540

Was Available -- Weeded

New moon (Removed: 1)

Author: Meyer, Stephenie, 1973- ISBN: 0-329-64880-2 Published: 2008

Call Number	Barcode	Price	Acquired	Removed By
F MEY	T 88559	$17.00	11/17/2008	10540

Was Available -- Weeded

The nixie's song (Removed: 2)

Author: DiTerlizzi, Tony. ISBN: 978-0-689-87131-3 Published: 2007

Call Number	Barcode	Price	Acquired	Removed By
F DIT	T 90036	$14.00	9/10/2010	10540

Was Available -- Weeded

F DIT	T 91385	$15.00	12/13/2011	10540

Was Available -- Weeded

10/11/2022 - Copies Removed: 9

The seeing stone (Removed: 1)

Author: DiTerlizzi, Tony. ISBN: 0-689-85937-6 Published: 2003

Call Number	Barcode	Price	Acquired	Removed By
F DIT	T 88164	$13.00	2/19/2008	10540

Was Available -- Weeded

Spring fling (Removed: 1)

Author: James, Sabrina. ISBN: 978-0-545-13603-7 (pbk.) Published: 2010

Call Number	Barcode	Price	Acquired	Removed By
F JAM	T 92029	$10.00	2/21/2012	10540

Was Available -- Weeded

The wrath of mulgarath (Removed: 1)

Author: Diterlizzi, Tony. ISBN: 0-689-85940-6 Published: 2004

Call Number	Barcode	Price	Acquired	Removed By
F DIT	T 88167	$13.00	2/19/2008	10540

Was Available -- Weeded

The wyrm king (Removed: 1)

Author: DiTerlizzi, Tony. ISBN: 978-0-689-87133-7 Published: 2009

Call Number	Barcode	Price	Acquired	Removed By
F DIT	T 91384	$15.00	12/13/2011	10540

Was Available -- Weeded

10/7/2022 - Copies Removed: 2

Rebel genius (Removed: 1)

Author: DiMartino, Michael Dante. ISBN: 978-1-62672-336-8 Published: 2016

Call Number	Barcode	Price	Acquired	Removed By
F DIM #1	T 96573	$20.00	1/11/2017	10540

Was Available -- Weeded

The roar (Removed: 1)

Author: Clayton, Emma. ISBN: 978-0-439-92593-8 (trade) Published: 2009

Call Number	Barcode	Price	Acquired	Removed By
F CLA #1	T 94774	$19.00	4/6/2015	10540

Was Available -- Weeded

10/6/2022 - Copies Removed: 16

The Alcatraz escape (Removed: 1)

Author: Bertman, Jennifer Chambliss. ISBN: 978-1-62779-963-8 Published: 2018

Call Number	Barcode	Price	Acquired	Removed By
F BER #3	T 97498	$20.00	8/28/2018	10540

Was Available -- Weeded

Allie Finkle's rules for girls : moving day (Removed: 1)

Author: Cabot, Meg. ISBN: 978-0-545-03947-5 Published: 2008

Call Number	Barcode	Price	Acquired	Removed By
F CAB	T 88422	$19.00	10/10/2008	10540

Was Available -- Weeded

10/6/2022 - Copies Removed: 16

Blast from the past (Removed: 1)

Author: Cabot, Meg. ISBN: 978-0-545-04048-8 (trade) Published: 2010

Call Number	Barcode	Price	Acquired	Removed By
F CAB #6	T 95058	$19.00	6/28/2016	10540

Was Available -- Weeded

Everlost (Removed: 1)

Author: Shusterman, Neal. ISBN: 978-0-689-87237-2 (trade bdg.) Published: 2005

Call Number	Barcode	Price	Acquired	Removed By
F SHU #1	T 91222	$20.00	10/25/2011	10540

Was Available -- Weeded

The ghosts of Tupelo Landing (Removed: 1)

Author: Turnage, Sheila. ISBN: 978-0-8037-3671-9 (trade) Published: 2014

Call Number	Barcode	Price	Acquired	Removed By
F TUR #2	T 94431	$20.00	9/15/2014	10540

Was Available -- Weeded

Glitter girls and the great fake out (Removed: 1)

Author: Cabot, Meg. ISBN: 978-0-545-04047-1 (trade) Published: 2010

Call Number	Barcode	Price	Acquired	Removed By
F CAB #5	T 94579	$19.00	1/5/2015	10540

Was Available -- Weeded

Jaguar (Removed: 1)

Author: Smith, Roland, 1951- ISBN: 0-7868-2226-0 (lib. bdg.) Published: 1997

Call Number	Barcode	Price	Acquired	Removed By
F SMI	T 94409	$16.90	11/15/2006	10540

Was Available -- Weeded

The Mediator: Darkest hour (Removed: 1)

Author: Cabot, Meg. ISBN: 978-1-41557630-4 Published: 2005

Call Number	Barcode	Price	Acquired	Removed By
F CAB	T 88631	$16.00	2/5/2009	10540

Was Available -- Weeded

The Mediator: Ninth Key (Removed: 1)

Author: Cabot, Meg. ISBN: 978-1-41557620-5 Published: 2005

Call Number	Barcode	Price	Acquired	Removed By
F CAB	T 88629	$16.00	2/5/2009	10540

Was Available -- Weeded

The Mediator: Reunion (Removed: 1)

Author: Meg Cabot. ISBN: 978-1-41557619-9 Published: 2005

Call Number	Barcode	Price	Acquired	Removed By
F CAB	T 88630	$16.00	2/5/2009	10540

Was Available -- Weeded

10/6/2022 - Copies Removed: 16

The Mediator: Shadowland (Removed: 1)

Author: Cabot, Meg. ISBN: 978-1-41557614-4 Published: 2005

Call Number	Barcode	Price	Acquired	Removed By
F CAB	T 88628	$16.00	2/5/2009	10540

Was Available -- Weeded

The Mediator: Twilight (Removed: 1)

Author: Cabot, Meg. ISBN: 978-1-41564772-1 Published: 2006

Call Number	Barcode	Price	Acquired	Removed By
F CAB	T 88633	$16.00	2/5/2009	10540

Was Available -- Weeded

The Mediator:Haunted (Removed: 1)

Author: Cabot, Meg. ISBN: 978-1-41557624-3 Published: 2005

Call Number	Barcode	Price	Acquired	Removed By
F CAB	T 88632	$16.00	2/5/2009	10540

Was Available -- Weeded

The new girl (Removed: 1)

Author: Cabot, Meg. ISBN: 0-545-04049-3 (trade) Published: 2008

Call Number	Barcode	Price	Acquired	Removed By
F CAB	T 88421	$19.00	10/10/2008	10540

Was Available -- Weeded

Stage fright (Removed: 1)

Author: Cabot, Meg. ISBN: 978-0-545-04045-7 (trade) Published: 2009

Call Number	Barcode	Price	Acquired	Removed By
F CAB #4	T 95057	$19.00	6/28/2016	10540

Was Available -- Weeded

Wonkenstein (Removed: 1)

Author: Skye, Obert. ISBN: 978-0-8050-9268-4 (trade : hc) Published: 2011

Call Number	Barcode	Price	Acquired	Removed By
F SKY	T 92083	$16.00	2/27/2012	10540

Was Available -- Weeded

10/5/2022 - Copies Removed: 2

My life as a ninja (Removed: 1)

Author: Tashjian, Janet. ISBN: 978-1-62779-889-1 Published: 2017

Call Number	Barcode	Price	Acquired	Removed By
F TAS #6	T 98345	$15.00	3/20/2019	jahna

Was Available -- Weeded

Wings of fire. The graphic novel. Book one, The dragonet prophecy (Removed: 1)

Author: Deutsch, Barry. ISBN: 978-0-545-94215-7 Published: 2018

Call Number	Barcode	Price	Acquired	Removed By
741.5 DEU #1	T 151009	$23.00	7/8/2022	jahna

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10/3/2022 - Copies Removed: 209

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24 hours in a forest. (Removed: 1)

Author: Watts, Barrie. ISBN: 0-531-14036-9 Published: 1990

Call Number	Barcode	Price	Acquired	Removed By
574.5 WAT	T 84788	$11.90	11/15/2006	10540

Was Available -- Weeded

Adventure in space : the flight to fix the Hubble (Removed: 1)

Author: Scott, Elaine, 1940- ISBN: 0-7868-2031-4 (lib. bdg.) Published: 1995

Call Number	Barcode	Price	Acquired	Removed By
522.29 SCO	T 97587	$16.90	11/15/2006	10540

Was Available -- Weeded

The Age of chivalry, part 1 : the 8th to the 15th century (Removed: 1)

Author: Funcken, Liliane. Published: 1983

Call Number	Barcode	Price	Acquired	Removed By
355.82 FUN	T 90172	$17.95	11/15/2006	10540

Was Available -- Weeded

The age of chivalry, part 3: The Renaissance: arms, horses and tournaments (Removed: 1)

Author: Funcken, Liliane. Published: 1983

Call Number	Barcode	Price	Acquired	Removed By
355.82 FUN	T 82734	$17.95	11/15/2006	10540

Was Available -- Weeded

Aircraft (Removed: 1)

Author: Woodward, Kay. ISBN: 1-58340-724-3 Published: 2005

Call Number	Barcode	Price	Acquired	Removed By
629.13334 WOO	T 83548	$27.50	11/15/2006	10540

Was Available -- Weeded

Alcohol : an opposing viewpoints guide (Removed: 1)

Author: William Dudley, book editor. ISBN: 0-7377-3192-3 Published: 2006

Call Number	Barcode	Price	Acquired	Removed By
362.292 DUD	T 87512	$27.95	11/15/2006	10540

Was Available -- Weeded

Amebic dysentery (Removed: 1)

Author: Apel, Melanie Ann. ISBN: 0-8239-4196-5 (lib.) Published: 2004

Call Number	Barcode	Price	Acquired	Removed By
616.9 APE	T 82644	$24.95	11/15/2006	10540

Was Available -- Weeded

An American plague : the true and terrifying story of the yellow fever epi (Removed: 1)

Author: Murphy, Jim, 1947- ISBN: 0-395-77608-2 Published: 2003

Call Number	Barcode	Price	Acquired	Removed By
614.541097481109033 MUR	T 81518	$22.00	11/15/2006	10540

Was Available -- Weeded

10/3/2022 - Copies Removed: 209

Animal ecology (Removed: 1)

Author: Lambert, Mark, 1946- ISBN: 0-531-18155-3 (lib. bdg.) Published: 1988

Call Number	Barcode	Price	Acquired	Removed By
574.5 LAM	T 84773	$11.90	11/15/2006	10540

Was Available -- Weeded

Animal life (Removed: 1)

Author: Kerrod, Robin. ISBN: 1-85435-623-2 Published: 1994

Call Number	Barcode	Price	Acquired	Removed By
591 KER	T 95676	$16.95	11/15/2006	10540

Was Available -- Weeded

Animal movement (Removed: 1)

Author: Flegg, Jim. ISBN: 1-878137-22-0 Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
591.18 FLE	T 95134	$12.40	11/15/2006	10540

Was Available -- Weeded

Animal Testing The Animal Rights Debate (Removed: 1)

Author: Hayhurst, Chris. ISBN: 0-8239-3213-3 Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
179.4 HAY	T 151194	$21.95	11/15/2006	10540

Was Available -- Weeded

Animals have cousins too : five surprising relatives of animals you know (Removed: 2)

Author: Gutfreund, Geraldine Marshall. ISBN: 0-531-10861-9 Published: 1990

Call Number	Barcode	Price	Acquired	Removed By
591.3 GUT	T 83389	$11.90	11/15/2006	10540

Was Available -- Weeded

591.3 GUT	T 92618	$11.90	11/15/2006	10540

Was Available -- Weeded

Aquatic life of the world. (Removed: 11)

ISBN: 0-7614-7170-7 (set) Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
578.76 AQU V.1	T 151977	$30.00	11/15/2006	10540

Was Available -- Weeded

578.76 AQU V.2	T 151974	$30.00	11/15/2006	10540

Was Available -- Weeded

578.76 AQU V.3	T 151975	$30.00	11/15/2006	10540

Was Available -- Weeded

578.76 AQU V.4	T 151976	$30.00	11/15/2006	10540

Was Available -- Weeded

578.76 AQU V.5	T 151978	$30.00	11/15/2006	10540

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578.76 AQU V.6	T 151979	$30.00	11/15/2006	10540

Was Available -- Weeded

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578.76 AQU V.7	T 151980	$30.00	11/15/2006	10540
Was Available -- Weeded				
578.76 AQU V.8	T 151981	$30.00	11/15/2006	10540
Was Available -- Weeded				
578.76 AQU V.9	T 151982	$30.00	11/15/2006	10540
Was Available -- Weeded				
578.76 AQU V.10	T 151983	$30.00	11/15/2006	10540
Was Available -- Weeded				
578.76 AQU V.11	T 151984	$30.00	11/15/2006	10540
Was Available -- Weeded				

Are we alone? : scientists search for life in space (Removed: 1)

Author: Skurzynski, Gloria. ISBN: 0-7922-6567-X Published: 2004

Call Number	Barcode	Price	Acquired	Removed By
576.839 SKU	T 81864	$23.95	11/15/2006	10540

Was Available -- Weeded

The arms trade (Removed: 1)

Author: Hibbert, Adam. ISBN: 1-932889-42-6 Published: 2004

Call Number	Barcode	Price	Acquired	Removed By
327.174 HIB	T 86981	$23.95	11/15/2006	10540

Was Available -- Weeded

Around the home (Removed: 1)

Author: Bender, Lionel. ISBN: 0-531-17348-8 (lib. ed.) Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
640 BEN	T 96302	$8.70	11/15/2006	10540

Was Available -- Weeded

Astronomer (Removed: 1)

Author: Graham, Ian, 1953- ISBN: 0-531-17314-3 Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
520 GRA	T 92565	$12.40	11/15/2006	10540

Was Available -- Weeded

Astronomy (Removed: 1)

Author: Graham, Ian, 1953- ISBN: 0-8114-3841-4 Published: 1995

Call Number	Barcode	Price	Acquired	Removed By
520 GRA	T 96859	$17.00	11/15/2006	10540

Was Available -- Weeded

Bears (Removed: 1)

Author: Schwabacher, Martin. ISBN: 0-7614-1169-0 Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
599.78 SCH	T 151850	$21.95	11/15/2006	10540

Was Available -- Weeded

10/3/2022 - Copies Removed: 209

Birds of prey. (Removed: 1)

Author: Petty, Kate. Published: 1987

Call Number	Barcode	Price	Acquired	Removed By
598.9 PET	T 84755	$10.90	11/15/2006	10540

Was Available -- Weeded

The birth of our universe (Removed: 1)

Author: Asimov, Isaac, 1920- ISBN: 0-8368-3964-1 (lib. bdg.) Published: 2005

Call Number	Barcode	Price	Acquired	Removed By
523.1 ASI	T 82787	$29.70	11/15/2006	10540

Was Available -- Weeded

Blame it on El Nino (Removed: 1)

Author: Gold, Susan Dudley. ISBN: 0-7398-1376-5 Published: 1999

Call Number	Barcode	Price	Acquired	Removed By
551.6 GOL	T 151579	$18.00	11/15/2006	10540

Was Available -- Weeded

Body marks tattooing, piercing, and scarification (Removed: 1)

Author: Gay, Kathlyn. ISBN: 0-7613-2352-X Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
391.65 GAY	T 83261	$34.90	11/15/2006	10540

Was Available -- Weeded

Bones (Removed: 1)

Author: Ballard, Carol. ISBN: 1-40340194-2 Published: 2003

Call Number	Barcode	Price	Acquired	Removed By
611.71 BAL	T 81705	$24.95	11/15/2006	10540

Was Available -- Weeded

Botulism (Removed: 1)

Author: Rosaler, Maxine. ISBN: 0-8239-4197-3 (lib.) Published: 2004

Call Number	Barcode	Price	Acquired	Removed By
614.5 ROS	T 82646	$24.95	11/15/2006	10540

Was Available -- Weeded

Brain (Removed: 1)

Author: Parker, Steve. ISBN: 1-40340748-7 Published: 2003

Call Number	Barcode	Price	Acquired	Removed By
612.82 PAR	T 83579	$32.00	11/15/2006	10540

Was Available -- Weeded

Bridges : from my side to yours (Removed: 1)

Author: Adkins, Jan. ISBN: 0-7613-2510-7 Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
624.2 ADK	T 82912	$23.95	11/15/2006	10540

Was Available -- Weeded

Buddha and Buddhism (Removed: 1)

Author: Marchant, Kerena. ISBN: 1-58340-222-5 (alk. paper) Published: 2002

Call Number	Barcode	Price	Acquired	Removed By

10/3/2022 - Copies Removed: 209

294.3 MAR	T 95808	$21.00	7/12/2017	10540

Was Available -- Weeded

Building the transcontinental railroad (Removed: 1)

Author: Barter, James, 1946- ISBN: 1-56006-880-9 Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
385.0973 BAR	T 81689	$29.25	11/15/2006	10540

Was Available -- Weeded

Burning and melting. (Removed: 1)

Author: Lafferty, Peter. ISBN: 0-531-17235-X Published: 1990

Call Number	Barcode	Price	Acquired	Removed By
536 LAF	T 83558	$11.90	11/15/2006	10540

Was Available -- Weeded

Careers for animal lovers (Removed: 1)

Author: Shorto, Russell. ISBN: 1-56294-160-7 (lib. bdg.) Published: 1992

Call Number	Barcode	Price	Acquired	Removed By
636 SHO	T 84485	$13.90	11/15/2006	10540

Was Available -- Weeded

Carnivorous plants (Removed: 1)

Author: Nielsen, Nancy J. ISBN: 0-531-20056-6 Published: 1992

Call Number	Barcode	Price	Acquired	Removed By
581.5 NIE	T 92546	$12.40	11/15/2006	10540

Was Available -- Weeded

Causes and consequences of the African American civil rights movement (Removed: 1)

Author: Weber, Michael, 1945- ISBN: 0-8172-4058-6 Published: 1998

Call Number	Barcode	Price	Acquired	Removed By
323.1 WEB	T 91588	$19.00	11/15/2006	10540

Was Available -- Weeded

Chimpanzees (Removed: 1)

Author: Greenberg, Daniel A. ISBN: 0-7614-1165-8 Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
599.885 GRE	T 151847	$21.95	11/15/2006	10540

Was Available -- Weeded

Chipmunks ; Beavers (Removed: 1)

Author: by Merebeth Switzer [for Chipmunks] ; Elin Kelsey [for Beavers] ISBN: 0-7172-8487-5 Published: 1996

Call Number	Barcode	Price	Acquired	Removed By
599.364 SWI	T 80958	$14.95	11/15/2006	10540

Was Available -- Weeded

Chocolate legs : sweet mother, savage killer? (Removed: 1)

Author: Cheek, Roland. ISBN: 0-918981-07-7 Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
599.784 CHE	T 85067	$24.95	11/15/2006	10540

Was Available -- Weeded

10/3/2022 - Copies Removed: 209

Christianity (Removed: 1)

Author: Martin, Nancy. ISBN: 0-531-18064-6 Published: 1986

Call Number	Barcode	Price	Acquired	Removed By
200 MAR	T 82089	$10.90	11/15/2006	10540

Was Available -- Weeded

Classic myths Volume 1 (Removed: 1)

Author: edited by Kathleen Myers ISBN: 0-8124-9146-7 Published: 1990

Call Number	Barcode	Price	Acquired	Removed By
292.1 MYE	T 86319	$10.95	11/15/2006	10540

Was Available -- Deleted

Classic myths Volume 2 (Removed: 1)

Author: edited by Kathleen Myers ISBN: 0-89598-994-8 Published: 1990

Call Number	Barcode	Price	Acquired	Removed By
398.22 MYE	T 86048	$10.95	11/15/2006	10540

Was Available -- Weeded

Classic myths Volume 3 (Removed: 1)

Author: Uhls, Jim ISBN: 0-7807-1664-7 Published: 1993

Call Number	Barcode	Price	Acquired	Removed By
292.1 UHL	T 84924	$10.95	11/15/2006	10540

Was Available -- Deleted

Communications (Removed: 1)

Author: Buller, Laura. ISBN: 1-85435-313-6 Published: 1990

Call Number	Barcode	Price	Acquired	Removed By
621.382 BUL	T 80100	$15.00	11/15/2006	10540

Was Available -- Weeded

Computer animation (Removed: 1)

Author: Lockman, Darcy, 1972- ISBN: 0-7614-1048-1 Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
006.696 LOC	T 151820	$20.95	11/15/2006	10540

Was Available -- Weeded

Computer investigation (Removed: 1)

Author: Bauchner, Elizabeth. ISBN: 1-42220035-3 Published: 2006

Call Number	Barcode	Price	Acquired	Removed By
363.25968 NOZ	T 87629	$37.80	12/5/2006	10540

Was Available -- Weeded

Cool careers without college for math and science wizards (Removed: 1)

Author: Burnett, Betty, 1940- ISBN: 0-8239-3502-7 Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
602.3 BUR	T 87694	$29.95	2/26/2007	10540

Was Available -- Weeded

Cool careers without college for people who love houses (Removed: 1)

Author: Beco, Alice. ISBN: 1-40420753-8 (library binding) Published: 2007

Call Number	Barcode	Price	Acquired	Removed By

10/3/2022 - Copies Removed: 209

640.23 BEC	T 87775	$29.95	2/26/2007	10540

Was Available -- Weeded

Cool careers without college for people who love to organize, manage, and (Removed: 1)

Author: Greenberger, Robert. ISBN: 1-40420752-X (library binding) Published: 2007

Call Number	Barcode	Price	Acquired	Removed By
640.23 GRE	T 87776	$29.95	1/15/2007	10540

Was Available -- Weeded

Coping with anxiety and panic attacks (Removed: 1)

Author: Lee, Jordan. ISBN: 0-8239-2548-X Published: 1997

Call Number	Barcode	Price	Acquired	Removed By
616.8522 LEE	T 87875	$16.95	11/15/2006	10540

Was Available -- Weeded

Coping with compulsive eating (Removed: 1)

Author: Simpson, Carolyn. ISBN: 0-8239-2516-1 Published: 1997

Call Number	Barcode	Price	Acquired	Removed By
616.8526 SIM	T 87876	$16.95	11/15/2006	10540

Was Available -- Weeded

Creating electronic graphic organizers (Removed: 1)

Author: Wolny, Philip. ISBN: 978-1-43589428-0 (lib. bdg.) Published: 2011

Call Number	Barcode	Price	Acquired	Removed By
371.33 WOL PB	T 90574	$12.00	11/10/2010	10540

Was Available -- Weeded

The Dead Sea scrolls (Removed: 1)

Author: Cooper, Ilene. ISBN: 0-688-14300-8 Published: 1997

Call Number	Barcode	Price	Acquired	Removed By
296.15 COO	T 99839	$15.00	11/15/2006	10540

Was Available -- Weeded

The death penalty (Removed: 1)

Author: William Dudley, book editor. ISBN: 0-7377-3208-3 (lib. : alk. paper) Published: 2006

Call Number	Barcode	Price	Acquired	Removed By
179.7 DUD	T 87485	$25.95	11/15/2006	10540

Was Available -- Weeded

Deer ; Rabbits (Removed: 1)

Author: by Laima Dingwall [for Deer] ; by Merebeth Switzer [for Rabbits] ISBN: 0-7172-8489-1 Published: 1996

Call Number	Barcode	Price	Acquired	Removed By
599.65 DIN	T 80959	$14.95	11/15/2006	10540

Was Available -- Weeded

Dengue fever (Removed: 1)

Author: White, Katherine. ISBN: 0-8239-4200-7 (lib.) Published: 2004

Call Number	Barcode	Price	Acquired	Removed By

10/3/2022 - Copies Removed: 209

616.9 WHI	T 82653	$24.95	11/15/2006	10540

Was Available -- Weeded

The Department of Commerce (Removed: 1)

Author: Goldberg, Jan. ISBN: 1-40420207-2 (library binding) Published: 2006

Call Number	Barcode	Price	Acquired	Removed By
381.0973 GOL	T 83197	$24.95	11/15/2006	10540

Was Available -- Weeded

The Department of Transportation (Removed: 1)

Author: Orr, Tamra. ISBN: 1-40420211-0 (library binding) Published: 2005

Call Number	Barcode	Price	Acquired	Removed By
388.0973 ORR	T 83295	$24.95	11/15/2006	10540

Was Available -- Weeded

The digestive system (Removed: 1)

Author: Ballard, Carol. ISBN: 1-40340195-0 Published: 2003

Call Number	Barcode	Price	Acquired	Removed By
612.3 BAL	T 81777	$32.00	11/15/2006	10540

Was Available -- Weeded

Dinosaurs : facts, things to make, activities (Removed: 1)

Author: Lambert, David, 1932- ISBN: 0-531-14159-4 Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
567.91 LAM	T 92591	$11.90	11/15/2006	10540

Was Available -- Weeded

Discovering pond life. (Removed: 1)

Author: Milkins, Colin S. ISBN: 0-531-18304-1 Published: 1990

Call Number	Barcode	Price	Acquired	Removed By
574.5 MIL	T 84774	$11.90	11/15/2006	10540

Was Available -- Weeded

Divorce (Removed: 1)

Author: Friedrich, Liz. ISBN: 0-531-17122-1 Published: 1988

Call Number	Barcode	Price	Acquired	Removed By
306.89 FRI	T 81129	$11.90	11/15/2006	10540

Was Available -- Weeded

Dolphins at daybreak (Removed: 1)

Author: Osborne, Mary Pope. ISBN: 0-679-98338-4 Published: 1997

Call Number	Barcode	Price	Acquired	Removed By
J OSB	T 80367	$10.00	11/15/2006	jahna

Was Lost on 3/19/2020 by Burton, Tara A (Student: 10016420) - fine was satisfied -- Deleted

Drug abuse? (Removed: 1)

Author: Haughton, Emma. LCCN: 2004-62521 Published: 2005

Call Number	Barcode	Price	Acquired	Removed By
362.29 HAU	T 83469	$27.50	11/15/2006	10540

Was Available -- Weeded

10/3/2022 - Copies Removed: 209

E. coli (Removed: 1)

Author: Hayhurst, Chris. | ISBN: 0-8239-4201-5 (lib.) | Published: 2004

Call Number	Barcode	Price	Acquired	Removed By
616 HAY	T 82655	$24.95	11/15/2006	10540

Was Available -- Weeded

Ears (Removed: 1)

Author: Ballard, Carol. | ISBN: 1-40340749-5 | Published: 2003

Call Number	Barcode	Price	Acquired	Removed By
612.85 BAL	T 84122	$32.00	11/15/2006	10540

Was Available -- Weeded

The earth (Removed: 1)

Author: Parker, Steve. | ISBN: 1-56294-913-6 (lib. bdg. : alk. paper) | Published: 1995

Call Number	Barcode	Price	Acquired	Removed By
550 PAR	T 94292	$18.95	11/15/2006	10540

Was Available -- Weeded

Earth time (Removed: 1)

Author: Williams, Brian. | ISBN: 1-58340-210-1 | Published: 2003

Call Number	Barcode	Price	Acquired	Removed By
551.7 WIL	T 81357	$21.95	11/15/2006	10540

Was Available -- Weeded

Ebola (Removed: 1)

Author: Stimola, Aubrey. | ISBN: 978-1-43589433-4 (lib.) | Published: 2011

Call Number	Barcode	Price	Acquired	Removed By
614.5 STI	T 91367	$27.00	11/28/2011	10540

Was Available -- Weeded

Electricity and magnets (Removed: 1)

Author: Taylor, Barbara, 1954- | ISBN: 0-531-14083-0 (lib. bdg.) | Published: 1990

Call Number	Barcode	Price	Acquired	Removed By
537 TAY	T 83566	$11.40	11/15/2006	10540

Was Available -- Weeded

Elephants (Removed: 1)

Author: Schwabacher, Martin. | ISBN: 0-7614-1168-2 | Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
599.67 SCH	T 151849	$21.95	11/15/2006	10540

Was Available -- Weeded

The environment (Removed: 1)

Author: edited by Laura K. Egendord. | ISBN: 0-7377-1252-X (hbk.) | Published: 2004

Call Number	Barcode	Price	Acquired	Removed By
333.70207 EGE	T 83606	$27.50	11/15/2006	10540

Was Available -- Weeded

10/3/2022 - Copies Removed: 209

The European Union today (Removed: 1)

Author: Ponsford, Simon. ISBN: 978-1-59771-124-1 (lib. bdg.) Published: 2009

Call Number	Barcode	Price	Acquired	Removed By
341.2422 PON	T 91603	$26.00	11/18/2011	10540

Was Available -- Weeded

Everything you need to know about stress (Removed: 1)

Author: Ayer, Eleanor H. ISBN: 0-8239-3467-5 Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
155.9 AYE	T 82637	$23.95	11/15/2006	10540

Was Available -- Weeded

Everything you need to know about the dangers of tattooing and body pierci (Removed: 1)

Author: Reybold, Laura. ISBN: 0-8239-3469-1

Call Number	Barcode	Price	Acquired	Removed By
391.65 REY	T 151483	$28.95	11/15/2006	10540

Was Available -- Weeded

Everything you need to know if you and your parents are new Americans (Removed: 1)

Author: Santos, Edward J. ISBN: 0-8239-3547-7 (lib.) Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
304.8 SAN	T 82639	$23.95	11/15/2006	10540

Was Available -- Weeded

Exploring the library (Removed: 1)

Author: Flanagan, Alice K. ISBN: 0-8368-2955-7 Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
027 FLA	T 151462	$27.60	11/15/2006	10540

Was Available -- Weeded

Extraordinary blogs and ezines (Removed: 1)

Author: Rominger, Lynne. ISBN: 0-531-16765-8 Published: 2006

Call Number	Barcode	Price	Acquired	Removed By
006.7 ROM	T 90451	$25.00	11/22/2010	10540

Was Available -- Weeded

Eyes (Removed: 1)

Author: Ballard, Carol. ISBN: 1-40340750-9 Published: 2003

Call Number	Barcode	Price	Acquired	Removed By
612.84 BAL	T 83173	$32.00	11/15/2006	10540

Was Available -- Weeded

The fire next time (Removed: 1)

Author: Baldwin, James, 1924-1987. ISBN: 0-03-055442-X Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
305.896073 BAL	T 94315	$15.00	4/11/2014	10540

Was Available -- Weeded

10/3/2022 - Copies Removed: 209

The flower alphabet book (Removed: 1)

Author: Pallotta, Jerry. ISBN: 0-88106-459-9 Published: 1988

Call Number	Barcode	Price	Acquired	Removed By
582.13 PAL	T 80262	$10.10	11/15/2006	10540

Was Available -- Weeded

Flyers (Removed: 1)

Author: Brown, Douglas. ISBN: 0-382-06667-7 Published: 1982

Call Number	Barcode	Price	Acquired	Removed By
629.1309 BRO	T 85519	$5.00	11/15/2006	10540

Was Available -- Weeded

Food in Japan (Removed: 1)

Author: Takeshita, Jiro, 1956- ISBN: 0-86625-340-8 Published: 1989

Call Number	Barcode	Price	Acquired	Removed By
394.10952 TAK	T 96146	$10.65	11/15/2006	10540

Was Available -- Weeded

Forest fire (Removed: 1)

Author: Lampton, Christopher. ISBN: 1-56294-033-3 Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
634.9618 LAM	T 80447	$12.90	11/15/2006	10540

Was Available -- Weeded

From the water to the land (Removed: 1)

Author: Massa, Renato. ISBN: 0-8172-4310-0 Published: 1997

Call Number	Barcode	Price	Acquired	Removed By
581 MAS	T 87846	$18.00	11/15/2006	10540

Was Available -- Weeded

From top hats to baseball caps, from bustles to blue jeans : why we dress (Removed: 1)

Author: Perl, Lila. ISBN: 0-89919-872-4 Published: 1990

Call Number	Barcode	Price	Acquired	Removed By
391 PER	T 80223	$14.95	11/15/2006	10540

Was Available -- Weeded

Frost : causes and effects (Removed: 1)

Author: Steele, Philip, 1948- ISBN: 0-531-11025-7 Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
551.525 STE	T 92597	$12.40	11/15/2006	10540

Was Available -- Weeded

Fuels for the future (Removed: 1)

Author: Parker, Steve. ISBN: 0-8172-4937-0 Published: 1998

Call Number	Barcode	Price	Acquired	Removed By
333.79 PAR	T 91581	$17.50	11/15/2006	10540

Was Available -- Weeded

Glacier. (Removed: 1)

Author: Bender, Lionel. ISBN: 0-531-10647-0 Published: 1988

Call Number	Barcode	Price	Acquired	Removed By

10/3/2022 - Copies Removed: 209

551.312 BEN	T 83751	$10.40	11/15/2006	10540

Was Available -- Weeded

Great American astronauts (Removed: 1)

Author: Crocker, Chris, 1959- ISBN: 0-531-10500-8 (lib. bdg.) Published: 1988

Call Number	Barcode	Price	Acquired	Removed By
629.45 CRO	T 84968	$12.90	11/15/2006	10540

Was Available -- Weeded

Gun violence opposing viewpoints (Removed: 1)

Author: James D. Torr, book editor ISBN: 0-7377-0713-5 Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
363.33 GUN	T 152371	$36.20	11/15/2006	10540

Was Available -- Weeded

Guru Nanak and Sikhism (Removed: 1)

Author: Panesar, Rajinder Singh. ISBN: 1-58340-220-9 (alk. paper) Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
294.6 PAN	T 95814	$21.00	7/12/2017	10540

Was Available -- Weeded

The haunting of America ; ghost stories from our past. (Removed: 1)

Author: Anderson, Jean, 1929- ISBN: 0-395-17518-6 Published: 1973

Call Number	Barcode	Price	Acquired	Removed By
133.1 AND	T 81054	$4.95	11/15/2006	10540

Was Available -- Weeded

The heart and blood (Removed: 1)

Author: Ballard, Carol. ISBN: 1-40340196-9 Published: 2003

Call Number	Barcode	Price	Acquired	Removed By
612.1 BAL	T 81765	$32.00	11/15/2006	10540

Was Available -- Weeded

Heatwave : causes and effects (Removed: 1)

Author: Steele, Philip, 1948- ISBN: 0-531-11023-0 Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
551.525 STE	T 92594	$12.40	11/15/2006	10540

Was Available -- Weeded

Homelessness : whose problem is it? (Removed: 1)

Author: Gottfried, Ted. ISBN: 0-7613-0953-5 (lib. bdg) Published: 1999

Call Number	Barcode	Price	Acquired	Removed By
305.569 GOT	T 94494	$21.90	11/15/2006	10540

Was Available -- Weeded

Hormones (Removed: 1)

Author: Parker, Steve. ISBN: 1-40340197-7 (lib. bdg. : hardcover) Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
612.4 PAR	T 81766	$32.00	11/15/2006	10540

Was Available -- Weeded

10/3/2022 - Copies Removed: 209

How do we know the age of the earth (Removed: 1)

Author: Caes, Charles J. ISBN: 0-8239-3381-4 Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
551.7 CAE	T 151481	$24.95	11/15/2006	10540

Was Available -- Weeded

How I celebrate A young person's guide to the festivals of the world (Removed: 1)

Author: Robson, Pam. ISBN: 0-7613-1952-2 Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
394.2 ROB	T 152042	$22.95	11/15/2006	10540

Was Available -- Weeded

How ships are made (Removed: 1)

Author: Thomas, David Arthur, 1925- ISBN: 0-8160-2040-X Published: 1989

Call Number	Barcode	Price	Acquired	Removed By
623.82 THO	T 80276	$7.95	11/15/2006	10540

Was Available -- Weeded

How to survive your parents' divorce (Removed: 1)

Author: Bolick, Nancy O'Keefe. ISBN: 0-531-11054-0 (lib. bdg.) Published: 1994

Call Number	Barcode	Price	Acquired	Removed By
306.89 BOL	T 97589	$17.10	11/15/2006	10540

Was Available -- Weeded

The immune system (Removed: 1)

Author: Ballard, Carol. ISBN: 1-40340751-7 Published: 2003

Call Number	Barcode	Price	Acquired	Removed By
616.079 BAL	T 84121	$32.00	11/15/2006	10540

Was Available -- Weeded

In search of the maiasaurs (Removed: 1)

Author: Patent, Dorothy Hinshaw. ISBN: 0-7614-0787-1 Published: 1999

Call Number	Barcode	Price	Acquired	Removed By
567.91 PAT	T 92904	$50.00	11/15/2006	10540

Was Available -- Weeded

Insects (Removed: 2)

Author: Stidworthy, John, 1943- ISBN: 0-531-17184-1 (lib. bdg.) Published: 1989

Call Number	Barcode	Price	Acquired	Removed By
595.7 STI	T 83970	$11.90	11/15/2006	10540

Was Available -- Weeded

595.7 STI	T 96289	$11.90	11/15/2006	10540

Was Available -- Weeded

Insects (Removed: 1)

Author: Tesar, Jenny E. ISBN: 1-56711-037-1 Published: 1993

Call Number	Barcode	Price	Acquired	Removed By
595.7 TES	T 96613	$16.95	11/15/2006	10540

Was Available -- Weeded

10/3/2022 - Copies Removed: 209

The internet The impact on our lives (Removed: 1)

Author: Graham, Ian. ISBN: 0-7398-3173-9 Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
303.4833 GRA	T 151433	$23.95	11/15/2006	10540

Was Available -- Weeded

Invisible allies : microbes that shape our lives (Removed: 1)

Author: Farrell, Jeanette. ISBN: 0-374-33608-3 (hardcover) Published: 2005

Call Number	Barcode	Price	Acquired	Removed By
579 FAR	T 84620	$22.00	11/15/2006	10540

Was Available -- Weeded

Islam (Removed: 1)

Author: Gordon, Matthew. ISBN: 0-8160-2443-X Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
297 GOR	T 92191	$17.95	11/15/2006	10540

Was Available -- Weeded

Islamic fundamentalism (Removed: 1)

Author: Gunderson, Cory Gideon. ISBN: 1-59197-411-9 Published: 2004

Call Number	Barcode	Price	Acquired	Removed By
297.0904 GUN	T 85849	$22.95	11/15/2006	10540

Was Available -- Weeded

Island (Removed: 1)

Author: Bender, Lionel. ISBN: 0-531-10820-1 Published: 1989

Call Number	Barcode	Price	Acquired	Removed By
551.42 BEN	T 83778	$11.90	11/15/2006	10540

Was Available -- Weeded

Jesus and Christianity (Removed: 1)

Author: Brown, Alan, 1944- ISBN: 1-58340-221-7 (alk. paper) Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
230.092 BRO	T 95811	$21.00	7/12/2017	10540

Was Available -- Weeded

Krishna and Hinduism (Removed: 1)

Author: Marchant, Kerena. ISBN: 1-58340-218-7 (alk. paper) Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
294.5 MAR	T 95810	$21.00	7/12/2017	10540

Was Available -- Weeded

Lasers and holograms (Removed: 1)

Author: Graham, Ian, 1953- ISBN: 0-531-17264-3 (lib. bdg.) Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
621.36 GRA	T 92262	$11.90	11/15/2006	10540

Was Available -- Weeded

Learning to talk bear : so bears can listen (Removed: 1)

Author: Cheek, Roland. ISBN: 0-918981-02-6 Published: 1997

Call Number	Barcode	Price	Acquired	Removed By

10/3/2022 - Copies Removed: 209

599.784 CHE	T 85065	$24.95	11/15/2006	10540

Was Available -- Weeded

Leprosy Hansen's disease (Removed: 1)

Author: Donnelly, Karen. ISBN: 0-8239-3498-5 Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
616.998 DON	T 152598	$24.95	11/15/2006	10540

Was Available -- Weeded

Life on an African slave ship (Removed: 1)

Author: Kleinman, Joseph, 1948- ISBN: 1-56006-653-9 (alk. paper) Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
380.144096 KLE	T 85664	$26.95	11/15/2006	10540

Was Available -- Weeded

Light and optics (Removed: 1)

Author: Farndon, John. ISBN: 0-7614-1092-9 Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
535.6078 FAR	T 151885	$18.00	11/15/2006	10540

Was Available -- Weeded

Lion : habitats, life cycles, food chains, threats (Removed: 1)

Author: Jordan, Bill. ISBN: 0-7398-1057-X Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
599.757 JOR	T 151510	$18.00	11/15/2006	10540

Was Available -- Weeded

Listeriosis (Removed: 1)

Author: Rosaler, Maxine. ISBN: 0-8239-4202-3 (library bdg.) Published: 2003

Call Number	Barcode	Price	Acquired	Removed By
616.92 ROS	T 82136	$31.60	11/15/2006	10540

Was Available -- Weeded

Lungs (Removed: 1)

Author: Ballard, Carol. ISBN: 1-40340198-5 (lib. bdg.) Published: 2003

Call Number	Barcode	Price	Acquired	Removed By
612.2 BAL	T 81769	$32.00	11/15/2006	10540

Was Available -- Weeded

Malaria (Removed: 1)

Author: Isle, Mick. ISBN: 0-8239-3342-3 Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
616.9 ISL	T 82600	$24.95	11/15/2006	10540

Was Available -- Weeded

Mammals : facts at your fingertips. (Removed: 1)

ISBN: 978-1-46540884-6 (trade) Published: 2013

Call Number	Barcode	Price	Acquired	Removed By
599 MAM	T 94676	$11.00	2/8/2015	10540

Was Available -- Weeded

10/3/2022 - Copies Removed: 209

The man-eating tigers of Sundarbans (Removed: 1)

Author: Montgomery, Sy. ISBN: 0-618-07704-9 Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
599.756 MON	T 152359	$21.00	11/15/2006	10540

Was Available -- Weeded

Mars landing and the Viking (Removed: 1)

Author: Vogt, Gregory. ISBN: 1-878841-32-7 Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
629.4553 VOG	T 80433	$14.90	11/15/2006	10540

Was Available -- Weeded

The media (Removed: 1)

Author: Petley, Julian. ISBN: 0-7398-3175-5 Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
302.23 PET	T 151434	$23.95	11/15/2006	10540

Was Available -- Weeded

Metamorphosis (Removed: 1)

Author: Quiri, Patricia Ryon. ISBN: 0-531-20042-6 (lib. bdg.) Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
571.334 QUI	T 92610	$19.95	11/15/2006	10540

Was Available -- Weeded

Meteorite! : the last days of the dinosaurs (Removed: 1)

Author: Norris, Richard, 1959- ISBN: 0-7398-1240-8 Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
576.84 NOR	T 151509	$19.00	11/15/2006	10540

Was Available -- Weeded

Mission, Earth : voyage to the home planet (Removed: 1)

Author: English, June, 1955- ISBN: 0-590-48571-7 Published: 1996

Call Number	Barcode	Price	Acquired	Removed By
551.1 ENG	T 98915	$16.95	11/15/2006	10540

Was Available -- Weeded

Monkeys on the interstate : and other tales from America's favorite zookee (Removed: 1)

Author: Hanna, Jack, 1947- ISBN: 0-385-24731-1 Published: 1989

Call Number	Barcode	Price	Acquired	Removed By
636.08 HAN	T 96093	$18.95	11/15/2006	10540

Was Available -- Weeded

Monster mysteries (Removed: 1)

Author: Matthews, Rupert. ISBN: 0-531-18218-5 (lib. bdg.) Published: 1989

Call Number	Barcode	Price	Acquired	Removed By
001.9 MAT	T 80786	$11.80	11/15/2006	10540

Was Available -- Weeded

Moses and Judaism (Removed: 1)

Author: Barron, Sharon. ISBN: 1-58340-219-5 (alk. paper) Published: 2002

Call Number	Barcode	Price	Acquired	Removed By

10/3/2022 - Copies Removed: 209

296.092 BAR	T 95809	$21.00	7/12/2017	10540

Was Available -- Weeded

Mountain. (Removed: 1)

Author: Bender, Lionel. ISBN: 0-531-10646-2 Published: 1988

Call Number	Barcode	Price	Acquired	Removed By
551.432 BEN	T 83779	$11.35	11/15/2006	10540

Was Available -- Weeded

Muhammad and Islam (Removed: 1)

Author: Marchant, Kerena. ISBN: 1-58340-217-9 (alk. paper) Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
297.63 MAR	T 95812	$21.00	7/12/2017	10540

Was Available -- Weeded

Muscles (Removed: 1)

Author: Ballard, Carol. ISBN: 1-40340752-5 Published: 2003

Call Number	Barcode	Price	Acquired	Removed By
612.74 BAL	T 83071	$32.00	11/15/2006	10540

Was Available -- Weeded

The need for oil (Removed: 1)

Author: Gunderson, Cory Gideon. ISBN: 1-59197-417-8 (hardback : alk. paper) Published: 2004

Call Number	Barcode	Price	Acquired	Removed By
338.27282 GUN	T 85884	$22.95	11/15/2006	10540

Was Available -- Weeded

Netiquette : a student's guide to digital etiquette (Removed: 1)

Author: Furgang, Kathy. ISBN: 978-1-43589429-7 (lib. bdg.) Published: 2011

Call Number	Barcode	Price	Acquired	Removed By
395.5 FUR PB	T 90570	$12.00	11/10/2010	10540

Was Available -- Weeded

New animal discoveries (Removed: 1)

Author: Orenstein, Ronald I. (Ronald Isaac), 1946- ISBN: 0-7613-2274-4 Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
590 ORE	T 152031	$23.00	11/15/2006	10540

Was Available -- Weeded

A new world of simulators : training with technology (Removed: 1)

Author: Baker, Christopher W. ISBN: 0-7613-1352-4 (lib. bdg.) Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
003.3 BAK	T 152385	$27.90	11/15/2006	10540

Was Available -- Weeded

North American Indian survival skills. (Removed: 1)

Author: Liptak, Karen. ISBN: 0-531-10870-8 (lib. bdg.) Published: 1990

Call Number	Barcode	Price	Acquired	Removed By
613.69 LIP	T 84618	$11.90	11/15/2006	10540

Was Available -- Weeded

10/3/2022 - Copies Removed: 209

Northern European myths (Removed: 1)

Author: edited by Marsha James | ISBN: 0-7807-1702-3 | Published: 1994

Call Number	Barcode	Price	Acquired	Removed By
398.22 JAM	T 86060	$10.95	11/15/2006	10540

Was Available -- Weeded

Observing minibeasts (Removed: 1)

Author: Harlow, Rosie. | ISBN: 0-531-19125-7 (lib. bdg.) | Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
591 HAR	T 91301	$12.90	11/15/2006	10540

Was Available -- Weeded

Oceans and seas. (Removed: 1)

Author: Jennings, Terry J. | ISBN: 0-86307-957-1 | Published: 1989

Call Number	Barcode	Price	Acquired	Removed By
551.46 JEN	T 83784	$14.75	11/15/2006	10540

Was Available -- Weeded

Our libraries (Removed: 1)

Author: Wu, Dana Ying-Hui, 1969- | ISBN: 0-7613-1856-9 | Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
027.073 WU	T 152045	$23.70	11/15/2006	10540

Was Available -- Weeded

Pan Am 103 and state-sponsored terrorism (Removed: 1)

Author: Paul, Michael. | ISBN: 0-8368-6559-6 (lib.) | Published: 2006

Call Number	Barcode	Price	Acquired	Removed By
327.1 PAU	T 87699	$27.95	12/15/2006	10540

Was Available -- Weeded

Picture guide to tree leaves. (Removed: 1)

Author: Wiggers, Ray. | ISBN: 0-531-20025-6 | Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
582.16 WIG	T 80068	$11.90	11/15/2006	10540

Was Available -- Weeded

The plague (Removed: 1)

Author: Bailey, Diane, 1966- | ISBN: 978-1-43589435-8 (lib. bdg.) | Published: 2011

Call Number	Barcode	Price	Acquired	Removed By
614.57 BAI	T 91349	$27.00	11/29/2011	10540

Was Available -- Weeded

A planet choking on waste (Removed: 1)

Author: edited by Jill Foran | ISBN: 1-58340-165-2 | Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
362.728 KEE	T 81728	$34.95	11/15/2006	10540

Was Available -- Weeded

Plant life (Removed: 1)

Author: Kerrod, Robin. | ISBN: 1-85435-627-5 | Published: 1994

Call Number	Barcode	Price	Acquired	Removed By

10/3/2022 - Copies Removed: 209

581 KER	T 95910	$20.85	11/15/2006	10540
Was Available -- Weeded				

Plants : origins and evolution (Removed: 2)

Author: Garassino, Alessandro. ISBN: 0-8114-3332-3 Published: 1995

Call Number	Barcode	Price	Acquired	Removed By
581.38 GAR	T 96865	$16.00	11/15/2006	10540
Was Available -- Weeded				
581.38 GAR	T 97749	$16.00	11/15/2006	10540
Was Available -- Weeded				

The pledge of allegiance (Removed: 1)

Author: Kallen, Stuart A., 1955- ISBN: 1-56239-316-2 Published: 1994

Call Number	Barcode	Price	Acquired	Removed By
323.650973 KAL	T 152074	$20.95	11/15/2006	10540
Was Available -- Weeded				

Poisonous plants. (Removed: 1)

Author: Coil, Suzanne M. ISBN: 0-531-20017-5 Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
581.69 COI	T 80069	$11.90	11/15/2006	10540
Was Available -- Weeded				

Polio (Removed: 1)

Author: Orr, Tamra. ISBN: 978-1-43589436-5 (lib. bdg.) Published: 2011

Call Number	Barcode	Price	Acquired	Removed By
616.835 ORR	T 91348	$27.00	11/29/2011	10540
Was Available -- Weeded				

Primary sources immigrants in America (Removed: 1)

Author: James D. Torr, editor ISBN: 1-59018-009-7 Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
304.873 TOR	T 81172	$37.80	11/15/2006	10540
Was Available -- Weeded				

Rain : causes and effects (Removed: 1)

Author: Steele, Philip, 1948- ISBN: 0-531-10989-5 Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
551.57 STE	T 92593	$12.40	11/15/2006	10540
Was Available -- Weeded				

Rain to dams. (Removed: 1)

Author: Twist, Clint. ISBN: 0-531-17199-X (lib. bdg.) Published: 1990

Call Number	Barcode	Price	Acquired	Removed By
553.7 TWI	T 83856	$11.90	11/15/2006	10540
Was Available -- Weeded				

Rainforests (Removed: 1)

Author: Warburton, Lois, 1938- ISBN: 1-56006-150-2 Published: 1991

Call Number	Barcode	Price	Acquired	Removed By

10/3/2022 - Copies Removed: 209

574.5264 WAR | T 99652 | $18.00 | 11/15/2006 | 10540

Was Available -- Weeded

The reproductive system (Removed: 1)

Author: Parker, Steve. | ISBN: 1-40340199-3 (libr : hardcover) | Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
612.6 PAR	T 81761	$32.00	11/15/2006	10540

Was Available -- Weeded

The right to smoke? (Removed: 1)

Author: Haughton, Emma. | ISBN: 1-932889-62-0 | Published: 2005

Call Number	Barcode	Price	Acquired	Removed By
362.296 HAU	T 83466	$27.50	11/15/2006	10540

Was Available -- Weeded

Rocks, minerals and fossils (Removed: 1)

Author: Lye, Keith. | ISBN: 0-382-24226-2 | Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
552 LYE	T 95075	$11.95	11/15/2006	10540

Was Available -- Weeded

The Rourke dinosaur dictionary (Removed: 1)

Author: Hincks, Joseph, 1949- | ISBN: 0-86592-049-4 | Published: 1990

Call Number	Barcode	Price	Acquired	Removed By
567.91 HIN	T 80385	$17.95	11/15/2006	10540

Was Available -- Weeded

Santa Claus doesn't mop floors (Removed: 1)

Author: Dadey, Debbie. | ISBN: 0-590-44477-8 | Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
J DAD	T 80127	$9.95	11/15/2006	jahna

Was Lost on 10/19/2013 -- Deleted

School violence (Removed: 1)

Author: Scott Barbour, book editor. | ISBN: 0-7377-3202-4 (lib. : alk. paper) | Published: 2006

Call Number	Barcode	Price	Acquired	Removed By
371.78 BAR	T 87502	$27.95	11/15/2006	10540

Was Available -- Weeded

The Scopes trial (Removed: 1)

Author: Nardo, Don, 1947- | ISBN: 1-56006-268-1 (alk. paper) | Published: 1997

Call Number	Barcode	Price	Acquired	Removed By
344.73077 NAR	T 88561	$20.00	12/15/2008	10540

Was Available -- Weeded

Seas & oceans (Removed: 1)

Author: Parker, Jane, 1951- | ISBN: 0-531-14459-3 | Published: 1998

Call Number	Barcode	Price	Acquired	Removed By
551.46 PAR	T 98500	$17.00	9/20/2019	10540

Was Available -- Weeded

10/3/2022 - Copies Removed: 209

Seeds to plants. (Removed: 1)

Author: Bates, Jeffrey. ISBN: 0-531-17292-9 Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
582 BAT	T 80018	$11.90	11/15/2006	10540

Was Available -- Weeded

Severe storms : measuring velocity (Removed: 1)

Author: Roza, Greg. ISBN: 1-40423366-0 (lib. bdg.) Published: 2007

Call Number	Barcode	Price	Acquired	Removed By
551.55 ROZ	T 87591	$22.95	12/4/2006	10540

Was Available -- Weeded

The shark silent hunter (Removed: 1)

Author: Le Bloas, Renée. Published: 1997

Call Number	Barcode	Price	Acquired	Removed By
597.3 BLO	T 80695	$14.95	11/15/2006	10540

Was Available -- Weeded

Sleeping sickness and other parasitic tropical diseases (Removed: 1)

Author: Ramen, Fred. ISBN: 0-8239-3499-3 Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
616.9363 RAM	T 152534	$24.95	11/15/2006	10540

Was Available -- Weeded

Smallpox (Removed: 1)

Author: Ridgway, Tom. ISBN: 0-8239-3346-6 Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
616.912 RID	T 151447	$24.95	11/15/2006	10540

Was Available -- Weeded

Smokejumpers (Removed: 1)

Author: Landau, Elaine. ISBN: 0-7613-2324-4 (lib. bdg.) Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
634.9618 LAN	T 81031	$28.90	11/15/2006	10540

Was Available -- Weeded

Smoking : an opposing viewpoints guide (Removed: 1)

Author: by Mary E. Williams, book editor. ISBN: 0-7377-3204-0 Published: 2006

Call Number	Barcode	Price	Acquired	Removed By
362.296 WIL	T 87471	$25.95	11/15/2006	10540

Was Available -- Weeded

Snow : causes and effects (Removed: 2)

Author: Steele, Philip. ISBN: 0-531-10990-9 (lib. bdg.) Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
551.578 STE	T 80017	$11.90	11/15/2006	10540

Was Available -- Weeded

551.578 STE	T 92595	$11.90	11/15/2006	10540

Was Available -- Weeded

10/3/2022 - Copies Removed: 209

Space stations (Removed: 1)

Author: Gallant, Roy A. | ISBN: 0-7614-1035-X | Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
629.442 GAL	T 151824	$20.95	11/15/2006	10540

Was Available -- Weeded

Spinal cord and nerves (Removed: 1)

Author: Parker, Steve. | ISBN: 1-40340753-3 | Published: 2003

Call Number	Barcode	Price	Acquired	Removed By
612.8 PAR	T 84952	$32.00	11/15/2006	10540

Was Available -- Weeded

Storms : causes and effects (Removed: 1)

Author: Steele, Philip, 1948- | ISBN: 0-531-11026-5 | Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
551.55 STE	T 92596	$12.40	11/15/2006	10540

Was Available -- Weeded

The tales fossils tell (Removed: 1)

Author: Gallant, Jonathon R. | ISBN: 0-7614-1153-4 | Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
560 GAL	T 151892	$31.60	11/15/2006	10540

Was Available -- Weeded

Teen suicide (Removed: 1)

Author: Heidi Williams, book editor. | ISBN: 978-0-7377-4497-2 (lib. bdg.) | Published: 2009

Call Number	Barcode	Price	Acquired	Removed By
362.28 TEE	T 90632	$31.00	11/17/2010	10540

Was Available -- Weeded

Terrorist groups (Removed: 1)

Author: Gunderson, Cory Gideon. | ISBN: 1-59197-413-5 | Published: 2004

Call Number	Barcode	Price	Acquired	Removed By
303.625 GUN	T 85850	$22.95	11/15/2006	10540

Was Available -- Weeded

Tigers (Removed: 1)

Author: Schafer, Susan. | ISBN: 0-7614-1170-4 | Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
599.756 SCH	T 151845	$21.95	11/15/2006	10540

Was Available -- Weeded

Tree trunk traffic (Removed: 1)

Author: Lavies, Bianca. | ISBN: 0-525-44495-5 | Published: 1989

Call Number	Barcode	Price	Acquired	Removed By
591.526 LAV	T 80318	$14.95	11/15/2006	10540

Was Available -- Weeded

10/3/2022 - Copies Removed: 209

Tuberculosis (Removed: 1)

Author: Ramen, Fred. ISBN: 0-8239-3349-0 Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
616.995 RAM	T 151448	$24.95	11/15/2006	10540

Was Available -- Weeded

TV news : can it be trusted? (Removed: 1)

Author: Spangenburg, Ray, 1939- ISBN: 0-7660-1942-X Published: 2003

Call Number	Barcode	Price	Acquired	Removed By
070.195 SPA	T 85968	$24.95	11/15/2006	10540

Was Available -- Weeded

Typhoid fever (Removed: 1)

Author: Ray, Kurt. ISBN: 0-8239-3572-8 (lib. bdg.) Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
614.5112 RAY	T 152536	$24.95	11/15/2006	10540

Was Available -- Weeded

Violence in the media (Removed: 1)

Author: Gedatus, Gustav Mark. ISBN: 0-7368-0425-0 Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
302.23 GED	T 151836	$24.95	11/15/2006	10540

Was Available -- Weeded

Walking for freedom : the Montgomery bus boycott (Removed: 1)

Author: Kelso, Richard, 1942- ISBN: 0-8114-7218-3 Published: 1993

Call Number	Barcode	Price	Acquired	Removed By
305.8 KEL	T 84459	$14.00	11/15/2006	10540

Was Available -- Weeded

Weather and climate (Removed: 1)

Author: Flint, David C. ISBN: 0-531-17321-6 (lib. bdg.) Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
551.6 FLI	T 91302	$11.90	11/15/2006	10540

Was Available -- Weeded

Weather and climate (Removed: 1)

Author: Silverstein, Alvin. ISBN: 0-7613-3223-5 (alk. paper) Published: 1998

Call Number	Barcode	Price	Acquired	Removed By
551.5 SIL	T 95711	$23.40	11/15/2006	10540

Was Available -- Weeded

Weather forecaster (Removed: 1)

Author: Cork, Barbara. ISBN: 0-531-17267-8 Published: 1992

Call Number	Barcode	Price	Acquired	Removed By
551.6 COR	T 92563	$12.40	11/15/2006	10540

Was Available -- Weeded

When I grow up : a young person's guide to interesting & unusual occupatio (Removed: 1)

Author: Loy, Jessica. ISBN: 978-0-8050-7717-9 (reinforced) Published: 2008

Call Number	Barcode	Price	Acquired	Removed By

10/3/2022 - Copies Removed: 209

331.7 LOY T 91822 $20.00 2/6/2012 10540
Was Available -- Weeded

Who moved my cheese? for teens an a-mazing way to change and win! (Removed: 1)

Author: Johnson, Spencer. ISBN: 0-399-24007-1 Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
155.24 JOH	T 83613	$25.00	11/15/2006	10540

Was Available -- Weeded

Wildflowers around the world. (Removed: 1)

Author: Landau, Elaine. ISBN: 0-531-20005-1 Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
582.13 LAN	T 80070	$11.90	11/15/2006	10540

Was Available -- Weeded

Wind : causes and effects (Removed: 1)

Author: Steele, Philip, 1948- ISBN: 0-531-11024-9 Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
551.518 STE	T 92598	$12.40	11/15/2006	10540

Was Available -- Weeded

Wind to flight. (Removed: 1)

ISBN: 0-531-17166-3 (lib. bdg.) Published: 1989

Call Number	Barcode	Price	Acquired	Removed By
551.517 LAF	T 80030	$11.90	11/15/2006	10540

Was Available -- Weeded

Winter of the ice wizard (Removed: 1)

Author: Osborne, Mary Pope. ISBN: 978-0-375-87395-9 Published: 2017

Call Number	Barcode	Price	Acquired	Removed By
J OSB	T 150749	$15.00	10/26/2021	jahna

Was Lost on 9/29/2022 by Lopez-Maldonado, Aurora (all patrons: 10017059) - payment pending -- Deleted

World War I battleship (Removed: 1)

Author: Humble, Richard. ISBN: 0-531-10739-6 Published: 1989

Call Number	Barcode	Price	Acquired	Removed By
359.32 HUM	T 92561	$16.40	11/15/2006	10540

Was Available -- Weeded

Yellow fever (Removed: 1)

Author: Cefrey, Holly. ISBN: 0-8239-3489-6 (lib. bdg) Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
616.928 CEF	T 152537	$24.95	11/15/2006	10540

Was Available -- Weeded

Yourspace : questioning new media (Removed: 1)

Author: Schwartz, Heather E. ISBN: 978-1-42961993-6 (lib. bdg.) Published: 2009

Call Number	Barcode	Price	Acquired	Removed By
302.23 SCH	T 89453	$21.00	12/23/2009	10540

Was Available -- Weeded

9/29/2022 - Copies Removed: 26

9/29/2022 - Copies Removed: 26

Amber Brown is not a crayon (Removed: 1)

Author: Danziger, Paula, 1944-2004. LCCN: fol00-515986 Published: 1994

Call Number	Barcode	Price	Acquired	Removed By
J DAN	T 94833	$9.00	11/15/2006	10540

Was Available -- Weeded

Amber Brown wants extra credit (Removed: 1)

Author: Danziger, Paula, 1944-2004. ISBN: 0-399-22900-0 Published: 1996

Call Number	Barcode	Price	Acquired	Removed By
J DAN	T 152978	$9.00	11/15/2006	10540

Was Available -- Weeded

Can you get an F in lunch? (Removed: 1)

Author: Krulik, Nancy E. ISBN: 978-1-42874266-6 Published: 2007

Call Number	Barcode	Price	Acquired	Removed By
J KRU	T 88669	$13.00	2/10/2009	10540

Was Available -- Weeded

Caught in the web (Removed: 1)

Author: Krulik, Nancy E. ISBN: 978-0-545-09273-9 (pbk.) Published: 2009

Call Number	Barcode	Price	Acquired	Removed By
J KRU	T 90149	$13.00	2/6/2011	10540

Was Available -- Weeded

Cheat sheet (Removed: 1)

Author: Krulik, Nancy E. ISBN: 978-0-329-65389-7 (Follett bdg.) Published: 2007

Call Number	Barcode	Price	Acquired	Removed By
J KRU	T 88674	$13.00	2/11/2009	10540

Was Available -- Weeded

Earthquake in the third grade (Removed: 1)

Author: Myers, Laurie. ISBN: 0-395-65360-6 Published: 1993

Call Number	Barcode	Price	Acquired	Removed By
J MYE	T 152992	$18.95	11/15/2006	10540

Was Available -- Weeded

Facing west : a story of the Oregon Trail (Removed: 1)

Author: Kudlinski, Kathleen V. ISBN: 0-14-036914-7 Published: 1996

Call Number	Barcode	Price	Acquired	Removed By
J KUD	T 152969	$13.00	11/15/2006	10540

Was Available -- Weeded

Fire! : the beginnings of the labor movement (Removed: 1)

Author: Goldin, Barbara Diamond. ISBN: 0-670-84475-6 Published: 1997

Call Number	Barcode	Price	Acquired	Removed By
J GOL	T 152973	$18.00	11/15/2006	10540

Was Available -- Weeded

9/29/2022 - Copies Removed: 26

Frankenstein moved in on the fourth floor (Removed: 1)

Author: Levy, Elizabeth. ISBN: 0-06-440122-7 Published: 1997

Call Number	Barcode	Price	Acquired	Removed By
J LEV	T 94357	$8.25	11/15/2006	10540

Was Available -- Weeded

Ghost town at sundown (Removed: 1)

Author: Osborne, Mary Pope. ISBN: 0-679-98339-2 Published: 1997

Call Number	Barcode	Price	Acquired	Removed By
J OSB	T 80968	$15.00	11/15/2006	10540

Was Available -- Weeded

I heard a rumor (Removed: 1)

Author: Krulik, Nancy E. ISBN: 978-1-42876014-1 Published: 2007

Call Number	Barcode	Price	Acquired	Removed By
J KRU	T 88671	$13.00	2/10/2009	10540

Was Available -- Weeded

Into the woods (Removed: 1)

Author: Krulik, Nancy E. ISBN: 978-0-545-09275-3 (pbk.) Published: 2009

Call Number	Barcode	Price	Acquired	Removed By
J KRU	T 90154	$13.00	2/6/2011	10540

Was Available -- Weeded

It's all downhill from here (Removed: 1)

Author: Krulik, Nancy E. ISBN: 978-0-329-70118-5 (Follett bdg.) Published: 2009

Call Number	Barcode	Price	Acquired	Removed By
J KRU	T 88676	$13.00	2/11/2009	10540

Was Available -- Weeded

Junie B. Jones has a monster under her bed (Removed: 1)

Author: Park, Barbara. ISBN: 0-679-96697-8 Published: 1997

Call Number	Barcode	Price	Acquired	Removed By
J PAR	T 80105	$9.95	11/15/2006	10540

Was Available -- Weeded

Junie B. Jones is not a crook (Removed: 1)

Author: Park, Barbara. ISBN: 978-0-679-98342-2 Published: 1997

Call Number	Barcode	Price	Acquired	Removed By
J PAR	T 80814	$12.95	11/15/2006	10540

Was Available -- Weeded

Junie B. Jones loves handsome Warren (Removed: 1)

Author: Park, Barbara. ISBN: 0-679-96696-X Published: 1996

Call Number	Barcode	Price	Acquired	Removed By
J PAR	T 152963	$4.95	5/21/2007	10540

Was Available -- Weeded

9/29/2022 - Copies Removed: 26

Madame President (Removed: 1)

Author: Krulik, Nancy E. | ISBN: 978-0-439-02556-0 | Published: 2007

Call Number	Barcode	Price	Acquired	Removed By
J KRU	T 90148	$13.00	2/6/2011	10540

Was Available -- Weeded

Midnight on the moon (Removed: 1)

Author: Osborne, Mary Pope. | ISBN: 0-679-96374-X | Published: 1996

Call Number	Barcode	Price	Acquired	Removed By
J OSB	T 80969	$15.00	11/15/2006	10540

Was Available -- Weeded

The new girl (Removed: 1)

Author: Krulik, Nancy E. | ISBN: 978-0-329-65388-0 (Follett bdg.) | Published: 2007

Call Number	Barcode	Price	Acquired	Removed By
J KRU	T 88672	$13.00	2/11/2009	10540

Was Available -- Weeded

P.S. I really like you (Removed: 1)

Author: Krulik, Nancy E. | ISBN: 978-0-329-65709-3 (Follett bdg.) | Published: 2008

Call Number	Barcode	Price	Acquired	Removed By
J KRU	T 88675	$13.00	2/11/2009	10540

Was Available -- Weeded

Red means good fortune : a story of San Francisco's Chinatown (Removed: 1)

Author: Goldin, Barbara Diamond. | ISBN: 0-670-85352-6 | Published: 1994

Call Number	Barcode	Price	Acquired	Removed By
J GOL	T 152970	$18.00	11/15/2006	10540

Was Available -- Weeded

Sunset of the sabertooth (Removed: 1)

Author: Osborne, Mary Pope. | LCCN: 09-534697 | Published: 1996

Call Number	Barcode	Price	Acquired	Removed By
J OSB	T 152990	$15.00	11/15/2006	10540

Was Available -- Weeded

Tut, tut (Removed: 1)

Author: Scieszka, Jon. | ISBN: 0-670-84832-8 | Published: 1996

Call Number	Barcode	Price	Acquired	Removed By
J SCI	T 152952	$15.00	11/15/2006	10540

Was Available -- Weeded

Who's got spirit? (Removed: 1)

Author: Krulik, Nancy E. | ISBN: 978-0-329-67002-3 (Follett bdg.) | Published: 2008

Call Number	Barcode	Price	Acquired	Removed By
J KRU	T 88673	$13.00	2/11/2009	10540

Was Available -- Weeded

9/29/2022 - Copies Removed: 26

Wish upon a star (Removed: 1)

Author: Krulik, Nancy E. ISBN: 978-0-545-13270-1 (pbk.) Published: 2009

Call Number	Barcode	Price	Acquired	Removed By
J KRU	T 90151	$13.00	2/6/2011	10540

Was Available -- Weeded

You can't eat your chicken pox, Amber Brown. (Removed: 1)

Author: Danziger, Paula, 1944-2004. ISBN: 0-590-50207-7 Published: 1995

Call Number	Barcode	Price	Acquired	Removed By
J DAN	T 152977	$9.00	11/15/2006	10540

Was Available -- Weeded

9/28/2022 - Copies Removed: 1

The bridge home (Removed: 1)

Author: Venkatraman, Padma, ISBN: 978-1-970040-01-2 Published: 2019

Call Number	Barcode	Price	Acquired	Removed By
F VEN MP3	T 94140	$33.00	12/15/2020	10540

Was Available -- Weeded

9/23/2022 - Copies Removed: 1

Bone: The great cow race. [2] (Removed: 1)

Author: Smith, Jeff, 1960 Feb. 27- ISBN: 978-1-41560691-9 Published: 2005

Call Number	Barcode	Price	Acquired	Removed By
741.5 SMI	T 88525	$20.00	11/11/2008	10540

Was Available -- Weeded

8/31/2022 - Copies Removed: 1

Diary of a wimpy kid : the meltdown (Removed: 1)

Author: Kinney, Jeff. ISBN: 978-1-41972743-6 Published: 2018

Call Number	Barcode	Price	Acquired	Removed By
F KIN #13	T 99397	$20.00	5/4/2020	10540

Was Available -- Weeded

8/30/2022 - Copies Removed: 2

Diary of a wimpy kid : old school (Removed: 1)

Author: Kinney, Jeff. ISBN: 978-1-41971701-7 Published: 2015

Call Number	Barcode	Price	Acquired	Removed By
F KIN #10	T 95292	$17.00	11/24/2015	10540

Was Available -- Weeded

Diary of an awesome friendly kid : Rowley Jefferson's journal (Removed: 1)

Author: Kinney, Jeff. ISBN: 978-1-41974027-5 Published: 2019

Call Number	Barcode	Price	Acquired	Removed By
F KIN	T 98788	$19.00	11/25/2019	10540

Was Available -- Weeded

8/5/2022 - Copies Removed: 1

8/5/2022 - Copies Removed: 1

Brainspace 2021 (Removed: 1)

Author: Editor: Jessica Rose. ISSN: 2291-8930

Call Number	Barcode	Price	Acquired	Removed By
MAG BRA	T 105464	$4.00	9/9/2021	10540

Was Available -- Weeded

5/25/2022 - Copies Removed: 3

The awakening (Removed: 1)

Author: Carroll, Michael Owen, 1966- ISBN: 978-0-14-241179-7 (pbk.) Published: 2008

Call Number	Barcode	Price	Acquired	Removed By
F CAR #1	T 92025	$16.00	2/20/2012	10540

Was Available -- Weeded

The gathering (Removed: 1)

Author: Carroll, Michael Owen, 1966- ISBN: 978-0-14-241339-5 Published: 2009

Call Number	Barcode	Price	Acquired	Removed By
F CAR #2	T 96437	$16.00	1/16/2018	10540

Was Available -- Weeded

The reckoning (Removed: 1)

Author: Carroll, Michael Owen, 1966- ISBN: 978-0-14-241570-2 (pbk.) Published: 2010

Call Number	Barcode	Price	Acquired	Removed By
F CAR #3	T 92027	$16.00	2/20/2012	10540

Was Available -- Weeded

5/24/2022 - Copies Removed: 3

Doomwyte (Removed: 1)

Author: Jacques, Brian. LCCN: 2008-662 Published: 2008

Call Number	Barcode	Price	Acquired	Removed By
F JAC	T 88828	$27.00	8/28/2009	10540

Was Available -- Weeded

Lord Brocktree : a tale of Redwall (Removed: 1)

Author: Jacques, Brian. ISBN: 0-399-23590-6 Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
F JAC	T 86733	$29.00	11/15/2006	10540

Was Available -- Weeded

Redwall (Removed: 1)

Author: Jacques, Brian. ISBN: 978-0-399-24794-1 Published: 2007

Call Number	Barcode	Price	Acquired	Removed By
F JAC	T 92979	$27.00	11/19/2012	10540

Was Available -- Weeded

5/20/2022 - Copies Removed: 3

The devil's arithmetic (Removed: 1)

Author: Yolen, Jane. ISBN: 0-14-240109-9 Published: 2004

Call Number	Barcode	Price	Acquired	Removed By

5/20/2022 - Copies Removed: 3

F YOL	T 92878	$10.00	10/17/2012	10540
Was Available -- Weeded				

Paint the wind (Removed: 1)

Author: Ryan, Pam Muñoz. ISBN: 1-60252-691-5 Published: 2007

Call Number	Barcode	Price	Acquired	Removed By
F RYA MP3	T 91673	$54.00	1/16/2012	10540
Was Available -- Weeded				

Paint the wind (Removed: 1)

Author: Ryan, Pam Muñoz. ISBN: 978-0-439-87362-8 Published: 2007

Call Number	Barcode	Price	Acquired	Removed By
F RYA PA3	T 92882	$11.00	10/17/2012	10540
Was Available -- Weeded				

5/19/2022 - Copies Removed: 1

Back to the Divide (Removed: 1)

Author: Kay, Elizabeth. ISBN: 0-439-63410-5 Published: 2004

Call Number	Barcode	Price	Acquired	Removed By
F KAY #3	T 92440	$18.00	5/1/2012	10540
Was Available -- Weeded				

5/18/2022 - Copies Removed: 24

Diary of a wimpy kid : Rodrick rules (Removed: 1)

Author: Kinney, Jeff. ISBN: 978-0-8109-9473-7 Published: 2008

Call Number	Barcode	Price	Acquired	Removed By
F KIN #2	T 88402	$19.00	8/22/2011	10540
Was Available -- Weeded				

Marshall Cavendish illustrated history of popular music. (Removed: 7)

Published: 1989

Call Number	Barcode	Price	Acquired	Removed By
781.66 MAR V.1	T 85549	$11.90	11/15/2006	10540
Was Available -- Weeded				
781.66 MAR V.2	T 85550	$11.90	11/15/2006	10540
Was Available -- Weeded				
781.66 MAR V.3	T 85551	$11.90	11/15/2006	10540
Was Available -- Weeded				
781.66 MAR V.4	T 85552	$11.90	11/15/2006	10540
Was Available -- Weeded				
781.66 MAR V.5	T 85553	$11.90	11/15/2006	10540
Was Available -- Weeded				
781.66 MAR V.6	T 85554	$11.90	11/15/2006	10540
Was Available -- Weeded				
781.66 MAR V.7	T 85555	$11.90	11/15/2006	10540
Was Available -- Weeded				

5/18/2022 - Copies Removed: 24

Marshall Cavendish illustrated history of popularmusic. (Removed: 15)

Published: 1989

Call Number	Barcode	Price	Acquired	Removed By
781.66 MAR INDEX	T 85635	$11.90	11/15/2006	10540
Was Available -- Weeded				
781.66 MAR INDEX	T 85636	$11.90	11/15/2006	10540
Was Available -- Weeded				
781.66 MAR V.8	T 85622	$11.90	11/15/2006	10540
Was Available -- Weeded				
781.66 MAR V.9	T 85623	$11.90	11/15/2006	10540
Was Available -- Weeded				
781.66 MAR V.10	T 85624	$11.90	11/15/2006	10540
Was Available -- Weeded				
781.66 MAR V.11	T 85625	$11.90	11/15/2006	10540
Was Available -- Weeded				
781.66 MAR V.12	T 85626	$11.90	11/15/2006	10540
Was Available -- Weeded				
781.66 MAR V.13	T 85627	$11.90	11/15/2006	10540
Was Available -- Weeded				
781.66 MAR V.14	T 85628	$11.90	11/15/2006	10540
Was Available -- Weeded				
781.66 MAR V.15	T 85629	$11.90	11/15/2006	10540
Was Available -- Weeded				
781.66 MAR V.16	T 85630	$11.90	11/15/2006	10540
Was Available -- Weeded				
781.66 MAR V.17	T 85631	$11.90	11/15/2006	10540
Was Available -- Weeded				
781.66 MAR V.18	T 85632	$11.90	11/15/2006	10540
Was Available -- Weeded				
781.66 MAR V.19	T 85633	$11.90	11/15/2006	10540
Was Available -- Weeded				
781.66 MAR V.20	T 85634	$11.90	11/15/2006	10540
Was Available -- Weeded				

The Selection (Removed: 1)

Author: Cass, Kiera. LCCN: 2011-42113 Published: 2012

Call Number	Barcode	Price	Acquired	Removed By
F CAS #1	T 94423	$21.00	8/20/2014	10540
Was Available -- Weeded				

5/17/2022 - Copies Removed: 3

Dork diaries : tales from a not-so-happy heartbreaker (Removed: 1)

Author: Russell, Rachel Renée. ISBN: 978-1-44244963-3 Published: 2013

Call Number	Barcode	Price	Acquired	Removed By

5/17/2022 - Copies Removed: 3

F RUS | T 93587 | $17.00 | 3/11/2014 | 10540

Was Available -- Weeded

Falling over sideways (Removed: 1)

Author: Sonnenblick, Jordan. LCCN: 2016-22926 Published: 2016

Call Number	Barcode	Price	Acquired	Removed By
F SON	T 96616	$21.00	1/12/2017	10540

Was Available -- Weeded

Whodunit? Houdini? : Thirteen tales of magic, murder, mystery (Removed: 1)

Author: edited by Otto Penzler. LCCN: 76-6866 Published: 1976

Call Number	Barcode	Price	Acquired	Removed By
SC PEN	T 81669	$10.95	11/15/2006	10540

Was Available -- Weeded

5/13/2022 - Copies Removed: 1

Big Nate on a roll (Removed: 1)

Author: Peirce, Lincoln. ISBN: 978-0-06-228357-3 Published: 2015

Call Number	Barcode	Price	Acquired	Removed By
F PEI	T 99900	$13.23	2/1/2019	10540

Was Available -- Weeded

5/11/2022 - Copies Removed: 2

Dogs : facts at your fingertips. (Removed: 1)

ISBN: 978-1-46542014-5 (trade) Published: 2014

Call Number	Barcode	Price	Acquired	Removed By
636.7 DOG	T 94680	$11.00	2/8/2015	10540

Was Available -- Weeded

Voices of World War I : stories from the trenches (Removed: 1)

Author: Heinrichs, Ann. ISBN: 978-1-42964737-3 (lib. bdg.) Published: 2011

Call Number	Barcode	Price	Acquired	Removed By
940.48 HEI	T 91191	$23.00	10/10/2011	10540

Was Available -- Weeded

5/9/2022 - Copies Removed: 1

Diary of a wimpy kid : dog days (Removed: 1)

Author: Kinney, Jeff. ISBN: 978-0-8109-8391-5 Published: 2009

Call Number	Barcode	Price	Acquired	Removed By
F KIN	T 90419	$19.00	10/12/2010	10540

Was Available -- Weeded

5/4/2022 - Copies Removed: 4

Bone : The dragonslayer. [4] (Removed: 1)

Author: Smith, Jeff, 1960 Feb. 27- ISBN: 0-439-70626-2 Published: 2006

Call Number	Barcode	Price	Acquired	Removed By
741.5 SMI	T 88527	$20.00	11/12/2008	10540

Was Available -- Weeded

5/4/2022 - Copies Removed: 4

The Marvels (Removed: 1)

Author: Selznick, Brian. LCCN: 2015-23161 Published: 2015

Call Number	Barcode	Price	Acquired	Removed By
F SEL	T 95455	$36.00	2/8/2016	10540

Was Out for Repairs -- Weeded

One million things : a visual encyclopedia (Removed: 1)

Author: Kim Bryan ... [et al.]. LCCN: 2008-298840 Published: 2008

Call Number	Barcode	Price	Acquired	Removed By
R 031 ONE	T 91952	$28.00	2/16/2012	10540

Was Out for Repairs -- Weeded

Scholastic choices. 2021. (Removed: 1)

LCCN: 85-643490 Published: 1985

Call Number	Barcode	Price	Acquired	Removed By
MAG SCH	T 105416	$4.00	3/22/2021	10540

Was Available -- Weeded

5/2/2022 - Copies Removed: 1

Diary of an awesome friendly kid : Rowley Jefferson's journal (Removed: 1)

Author: Kinney, Jeff. ISBN: 978-1-41974027-5 Published: 2019

Call Number	Barcode	Price	Acquired	Removed By
F KIN	T 98785	$19.00	11/25/2019	10540

Was Available -- Weeded

4/19/2022 - Copies Removed: 6

Dogster 2020. (Removed: 6)

ISSN: 0892-6522 Published: 2012

Call Number	Barcode	Price	Acquired	Removed By
MAG DOG	T 105909	$4.00	1/2/2020	10540

Was Available -- Weeded

MAG DOG	T 106026	$4.00	2/21/2020	10540

Was Lost on 1/31/2021 by Bloyd, Raymond J (Student: 10013807) - fine was satisfied -- Weeded

MAG DOG	T 106076	$4.00	8/17/2020	10540

Was Available -- Weeded

MAG DOG	T 106107	$4.00	8/27/2020	10540

Was Available -- Weeded

MAG DOG	T 106115	$4.00	8/17/2020	10540

Was Available -- Weeded

MAG DOG	T 106140	$4.00	10/21/2020	10540

Was Available -- Weeded

4/6/2022 - Copies Removed: 1

The 52-story treehouse (Removed: 1)

Author: Griffiths, Andy, 1961- ISBN: 978-1-25002693-4 Published: 2016

Call Number	Barcode	Price	Acquired	Removed By

4/6/2022 - Copies Removed: 1

F GRI #4 T 96593 $17.00 1/12/2017 10540
Was Available -- Weeded

4/4/2022 - Copies Removed: 2

Motor trend 2020. (Removed: 2)

LCCN: 57-41424

Call Number	Barcode	Price	Acquired	Removed By
MAG MOT	T 105999	$4.00	1/27/2020	10540
Was Lost on 1/10/2021 by Donovan, Nathan D (Student: 10016929) - fine was satisfied -- Weeded				
MAG MOT	T 106049	$4.00	9/4/2020	10540
Was Available -- Weeded				

3/28/2022 - Copies Removed: 3

Taste of home 2020. (Removed: 3)

LCCN: sf 93-90130 Published: 1993

Call Number	Barcode	Price	Acquired	Removed By
MAG TAS	T 106047	$4.00	9/21/2020	10540
Was Available -- Weeded				
MAG TAS	T 106054	$4.00	8/31/2020	10540
Was Available -- Weeded				
MAG TAS	T 106116	$4.00	8/31/2020	10540
Was Available -- Weeded				

3/3/2022 - Copies Removed: 1

Olympians. [5], Poseidon, Earth shaker (Removed: 1)

Author: O'Connor, George. LCCN: 2011-52219 Published: 2013

Call Number	Barcode	Price	Acquired	Removed By
741.5 OCO	T 150607	$16.53	4/1/2021	10540
Was Available -- Weeded				

2/21/2022 - Copies Removed: 24

The BFG (Removed: 1)

Author: Dahl, Roald. ISBN: 0-679-42813-5 Published: 1993

Call Number	Barcode	Price	Acquired	Removed By
F DAH	T 95951	$14.00	11/15/2006	10540
Was Available -- Weeded				

Charlie and the chocolate factory (Removed: 1)

Author: Dahl, Roald. ISBN: 0-394-91011-7 Published: 1964

Call Number	Barcode	Price	Acquired	Removed By
F DAH	T 98608	$8.05	11/15/2006	10540
Was Available -- Weeded				

Charlie and the great glass elevator : the further adventures of Charlie B (Removed: 1)

Author: Dahl, Roald. LCCN: 72-2434 /AC Published: 1972

Call Number	Barcode	Price	Acquired	Removed By

2/21/2022 - Copies Removed: 24

F DAH T 98610 $6.00 11/15/2006 10540
Was Available -- Weeded

The deep end (Removed: 1)

Author: Kinney, Jeff. ISBN: 978-1-41974868-4 Published: 2020

Call Number	Barcode	Price	Acquired	Removed By
F KIN # 15	T 94093	$16.00	1/8/2021	10540

Was Available -- Weeded

Diary of an awesome friendly kid : Rowley Jefferson's journal (Removed: 1)

Author: Kinney, Jeff. ISBN: 978-1-41974027-5 Published: 2019

Call Number	Barcode	Price	Acquired	Removed By
F KIN	T 98786	$19.00	11/25/2019	10540

Was Available -- Weeded

Esio Trot (Removed: 1)

Author: Dahl, Roald. LCCN: 90-32989 /AC Published: 1990

Call Number	Barcode	Price	Acquired	Removed By
F DAH	T 98714	$16.00	11/15/2006	10540

Was Available -- Weeded

Matilda (Removed: 1)

Author: Dahl, Roald. ISBN: 0-670-82439-9 Published: 1988

Call Number	Barcode	Price	Acquired	Removed By
F DAH	T 98604	$16.00	11/15/2006	10540

Was Available -- Weeded

The New York times upfront 2021. (Removed: 6)

LCCN: sn 99-3937 Published: 1999

Call Number	Barcode	Price	Acquired	Removed By
MAG NEW	T 105395	$4.00	3/3/2021	10540

Was Available -- Weeded

MAG NEW	T 105408	$4.00	3/26/2021	10540

Was Available -- Weeded

MAG NEW	T 105428	$4.00	5/12/2021	10540

Was Available -- Weeded

MAG NEW	T 105450	$4.00	4/14/2021	10540

Was Available -- Weeded

MAG NEW	T 106150	$4.00	2/24/2021	10540

Was Available -- Weeded

MAG NEW	T 106172	$4.00	1/29/2021	10540

Was Available -- Weeded

Scholastic choices. 2020. (Removed: 1)

LCCN: 85-643490 Published: 1985

Call Number	Barcode	Price	Acquired	Removed By
MAG SCH	T 106130	$4.00	11/18/2020	10540

Was Available -- Weeded

2/21/2022 - Copies Removed: 24

Scholastic choices. 2021. (Removed: 4)

LCCN: 85-643490 Published: 1985

Call Number	Barcode	Price	Acquired	Removed By
MAG SCH	T 105441	$4.00	4/21/2021	10540
Was Available -- Weeded				
MAG SCH	T 106147	$4.00	2/18/2021	10540
Was Available -- Weeded				
MAG SCH	T 106155	$4.00	1/19/2021	10540
Was Available -- Weeded				
MAG SCH	T 106175	$4.00	1/29/2021	10540
Was Available -- Weeded				

Science world 2021. (Removed: 5)

LCCN: sn 88-7976 Published: 1987

Call Number	Barcode	Price	Acquired	Removed By
MAG SCI	T 105398	$4.00	3/3/2021	10540
Was Available -- Weeded				
MAG SCI	T 105404	$4.00	3/9/2021	10540
Was Available -- Weeded				
MAG SCI	T 105411	$4.00	3/29/2021	10540
Was Available -- Weeded				
MAG SCI	T 105423	$4.00	4/21/2021	10540
Was Available -- Weeded				
MAG SCI	T 106169	$4.00	1/29/2021	10540
Was Available -- Weeded				

The witches (Removed: 1)

Author: Dahl, Roald. LCCN: 83-14195 /AC/r85 Published: 1983

Call Number	Barcode	Price	Acquired	Removed By
F DAH	T 99125	$13.60	11/15/2006	10540
Was Available -- Weeded				

2/16/2022 - Copies Removed: 2

King of murder (Removed: 1)

Author: Byars, Betsy Cromer. LCCN: 2005-8422 Published: 2006

Call Number	Barcode	Price	Acquired	Removed By
F BYA	T 86938	$16.00	11/15/2006	10540
Was Available -- Weeded				

The planets (Removed: 1)

Author: Gallant, Roy A. ISBN: 0-7614-1033-3 Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
523.4 GAL	T 151821	$20.95	11/15/2006	10540
Was Available -- Weeded				

2/15/2022 - Copies Removed: 2

2/15/2022 - Copies Removed: 2

The inheritance games (Removed: 2)

Author: Barnes, Jennifer (Jennifer Lynn) LCCN: 2019-54648 Published: 2020

Call Number	Barcode	Price	Acquired	Removed By
F BAR	T 99559	$16.06	2/4/2022	jahna
Was In Processing -- Deleted				
F BAR #1	T 99559	$21.00	2/15/2022	jahna
Was In Processing -- Deleted				

2/9/2022 - Copies Removed: 3

The lost hero (Removed: 1)

Author: Riordan, Rick. ISBN: 978-1-42311339-3 (trade) Published: 2010

Call Number	Barcode	Price	Acquired	Removed By
F RIO #1	T 96717	$22.00	11/2/2017	10540
Was Out for Repairs -- Weeded				

New kid (Removed: 1)

Author: Craft, Jerry. LCCN: 2018-938256 Published: 2019

Call Number	Barcode	Price	Acquired	Removed By
F CRA PA3	T 95600	$27.00	2/9/2022	jahna
Was In Processing -- Deleted				

Potatoes (Removed: 1)

Author: Pohl, Kathleen. LCCN: 86-26239 /AC Published: 1987

Call Number	Barcode	Price	Acquired	Removed By
583.79 POH	T 85084	$11.50	11/15/2006	10540
Was Lost on 11/17/2016 by LIEBERMAN, CADEN R (Student: 10013042) - payment pending -- Deleted				

2/7/2022 - Copies Removed: 5

A distant enemy (Removed: 1)

Author: Vanasse, Deb. LCCN: 96-23428 /AC Published: 1997

Call Number	Barcode	Price	Acquired	Removed By
F VAN	T 99694	$17.00	11/15/2006	10540
Was Available -- Weeded				

Olympians. [1], Zeus, king of the gods (Removed: 1)

Author: O'Connor, George. ISBN: 978-1-59643-625-1 (trade) Published: 2010

Call Number	Barcode	Price	Acquired	Removed By
741.5973 OCO	T 89947	$30.00	9/9/2010	10540
Was Available -- Weeded				

Only you can save mankind (Removed: 1)

Author: Pratchett, Terry. ISBN: 978-0-06-054187-3 Published: 2006

Call Number	Barcode	Price	Acquired	Removed By
F PRA	T 92099	$16.00	2/28/2012	10540
Was Available -- Weeded				

The sports book : the games, the rules, the tactics, the techniques (Removed: 1)

Author: editorial consultant, Ray Stubbs. ISBN: 978-0-7566-3195-6 Published: 2007

Call Number	Barcode	Price	Acquired	Removed By

2/7/2022 - Copies Removed: 5

796 SPO	T 89151	$38.00	11/24/2009	10540

Was Available -- Weeded

Vanishing wetlands (Removed: 1)

Author: McCormick, Anita Louise. ISBN: 1-56006-162-6 (acid free) Published: 1995

Call Number	Barcode	Price	Acquired	Removed By
551.41 MCC	T 99659	$15.95	11/15/2006	10540

Was Available -- Weeded

2/1/2022 - Copies Removed: 3

Extras (Removed: 1)

Author: Westerfeld, Scott. ISBN: 978-1-41695117-9 Published: 2007

Call Number	Barcode	Price	Acquired	Removed By
F WES #4	T 89656	$21.00	2/25/2010	10540

Was Available -- Weeded

Specials (Removed: 1)

Author: Westerfeld, Scott. LCCN: 2005-933890 Published: 2006

Call Number	Barcode	Price	Acquired	Removed By
F WES #3	T 86926	$20.95	11/15/2006	10540

Was Available -- Weeded

Uglies (Removed: 1)

Author: Westerfeld, Scott. ISBN: 0-689-86538-4 (pbk.) Published: 2005

Call Number	Barcode	Price	Acquired	Removed By
F WES #1	T 83828	$12.00	11/15/2006	10540

Was Available -- Weeded

1/31/2022 - Copies Removed: 1

Graceling (Removed: 1)

Author: Cashore, Kristin. ISBN: 0-15-206396-X Published: 2008

Call Number	Barcode	Price	Acquired	Removed By
F CAS PB	T 90874	$13.00	8/14/2011	10540

Was Available -- Weeded

1/26/2022 - Copies Removed: 2

Bone: Out from boneville. [1] (Removed: 1)

Author: Smith, Jeff, 1960 Feb. 27- ISBN: 978-1-41557850-6 Published: 2005

Call Number	Barcode	Price	Acquired	Removed By
741.5 SMI	T 88523	$20.00	11/11/2008	10540

Was Available -- Weeded

Wings of fire : the graphic novel. Book one, The dragonet prophecy (Removed: 1)

Author: Deutsch, Barry. ISBN: 978-0-545-94215-7 Published: 2018

Call Number	Barcode	Price	Acquired	Removed By
741.5 DEU	T 97986	$21.00	11/20/2018	10540

Was Out for Repairs -- Weeded

1/14/2022 - Copies Removed: 1

1/14/2022 - Copies Removed: 1

Kart crash (Removed: 1)

Author: Maddox, Jake. ISBN: 978-1-43420777-7 (lib. bdg.) Published: 2009

Call Number	Barcode	Price	Acquired	Removed By
J MAD	T 89295	$21.00	12/15/2009	10540

Was Available -- Weeded

1/7/2022 - Copies Removed: 1

The fighter (Removed: 1)

Author: Greif, Jean-Jacques. LCCN: 2006-1291 Published: 2006

Call Number	Barcode	Price	Acquired	Removed By
F GRE	T 87969	$21.95	5/4/2007	10540

Was Available -- Weeded

12/22/2021 - Copies Removed: 1

Voyager (Removed: 1)

Author: Vogt, Gregory. LCCN: 93-222607 /AC/r94 Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
629.4354 VOG	T 80432	$14.90	11/15/2006	10540

Was Available -- Weeded

12/17/2021 - Copies Removed: 4

Crossed (Removed: 1)

Author: Condie, Allyson Braithwaite. ISBN: 978-0-14-242171-0 (pbk.) Published: 2013

Call Number	Barcode	Price	Acquired	Removed By
F CON #2	T 93538	$13.00	3/4/2014	10540

Was Available -- Weeded

David Beckham's soccer skills. (Removed: 1)

Author: Beckham, David, 1975- ISBN: 978-0-06-115475-1 Published: 2006

Call Number	Barcode	Price	Acquired	Removed By
796.334092 BEC	T 87974	$25.00	5/4/2007	10540

Was Available -- Weeded

Matched (Removed: 1)

Author: Condie, Allyson Braithwaite. ISBN: 978-0-14-241977-9 (pbk.) Published: 2011

Call Number	Barcode	Price	Acquired	Removed By
F CON #1	T 93537	$13.00	3/4/2014	10540

Was Available -- Weeded

Reached (Removed: 1)

Author: Condie, Allyson Braithwaite. ISBN: 978-0-14-242599-2 (pbk.) Published: 2013

Call Number	Barcode	Price	Acquired	Removed By
F CON #3	T 93539	$13.00	3/4/2014	10540

Was Available -- Weeded

12/9/2021 - Copies Removed: 32

12/9/2021 - Copies Removed: 32

National geographic kids 2020. (Removed: 10)

ISSN: 1542-3042 Published: 2013

Call Number	Barcode	Price	Acquired	Removed By
MAG NAT	T 105910	$4.00	1/2/2020	10540
Was Available -- Weeded				
MAG NAT	T 105998	$4.00	1/27/2020	10540
Was Available -- Weeded				
MAG NAT	T 106039	$4.00	3/3/2020	10540
Was Available -- Weeded				
MAG NAT	T 106046	$4.00	9/4/2020	10540
Was Available -- Weeded				
MAG NAT	T 106077	$4.00	8/17/2020	10540
Was Available -- Weeded				
MAG NAT	T 106082	$4.00	8/17/2020	10540
Was Available -- Weeded				
MAG NAT	T 106092	$4.00	8/17/2020	10540
Was Available -- Weeded				
MAG NAT	T 106112	$4.00	8/17/2020	10540
Was Available -- Weeded				
MAG NAT	T 106142	$4.00	11/13/2020	10540
Was Available -- Weeded				
MAG NAT	T 106143	$4.00	10/7/2020	10540
Was Available -- Weeded				

The New York times upfront 2020. (Removed: 13)

LCCN: sn 99-3937 Published: 1999

Call Number	Barcode	Price	Acquired	Removed By
MAG NEW	T 105903	$4.00	12/18/2019	10540
Was Available -- Weeded				
MAG NEW	T 106007	$4.00	1/14/2020	10540
Was Available -- Weeded				
MAG NEW	T 106036	$4.00	2/25/2020	10540
Was Available -- Weeded				
MAG NEW	T 106041	$4.00	9/23/2020	10540
Was Available -- Weeded				
MAG NEW	T 106045	$4.00	3/3/2020	10540
Was Available -- Weeded				
MAG NEW	T 106064	$4.00	8/17/2020	10540
Was Available -- Weeded				
MAG NEW	T 106087	$4.00	8/17/2020	10540
Was Available -- Weeded				
MAG NEW	T 106090	$4.00	8/17/2020	10540
Was Available -- Weeded				

12/9/2021 - Copies Removed: 32

MAG NEW	T 106113	$4.00	8/28/2020	10540
Was Available -- Weeded				
MAG NEW	T 106122	$4.00	11/4/2020	10540
Was Available -- Weeded				
MAG NEW	T 106133	$4.00	11/18/2020	10540
Was Available -- Weeded				
MAG NEW	T 106138	$4.00	12/8/2020	10540
Was Available -- Weeded				
MAG NEW	T 106145	$4.00	11/4/2020	10540
Was Available -- Weeded				

The reptile room (Removed: 1)

Author: Snicket, Lemony. ISBN: 978-0-06-279603-5 Published: 2017

Call Number	Barcode	Price	Acquired	Removed By
F SNI #2	T 99445	$16.00	5/14/2020	10540
Was Available -- Weeded				

Scholastic choices. 2020. (Removed: 6)

LCCN: 85-643490 Published: 1985

Call Number	Barcode	Price	Acquired	Removed By
MAG SCH	T 106003	$4.00	1/14/2020	10540
Was Available -- Weeded				
MAG SCH	T 106004	$4.00	1/23/2020	10540
Was Available -- Weeded				
MAG SCH	T 106032	$4.00	10/1/2020	10540
Was Available -- Weeded				
MAG SCH	T 106084	$4.00	8/17/2020	10540
Was Available -- Weeded				
MAG SCH	T 106093	$4.00	8/17/2020	10540
Was Available -- Weeded				
MAG SCH	T 106137	$4.00	10/28/2020	10540
Was Available -- Weeded				

Taste of home 2020. (Removed: 2)

LCCN: sf 93-90130 Published: 1993

Call Number	Barcode	Price	Acquired	Removed By
MAG TAS	T 106013	$4.00	1/14/2020	10540
Was Available -- Weeded				
MAG TAS	T 106051	$4.00	8/31/2020	10540
Was Available -- Weeded				

12/6/2021 - Copies Removed: 63

Catster 2020. (Removed: 6)

LCCN: 00-926514 Published: 2012

Call Number	Barcode	Price	Acquired	Removed By

12/6/2021 - Copies Removed: 63

MAG CAT	T 105967	$4.00	11/26/2019	10540
Was Available -- Weeded				
MAG CAT	T 106005	$4.00	1/28/2020	10540
Was Available -- Weeded				
MAG CAT	T 106050	$4.00	9/21/2020	10540
Was Available -- Weeded				
MAG CAT	T 106081	$4.00	8/17/2020	10540
Was Available -- Weeded				
MAG CAT	T 106088	$4.00	8/17/2020	10540
Was Available -- Weeded				
MAG CAT	T 106105	$4.00	8/17/2020	10540
Was Available -- Weeded				

Dirt bike 2020. (Removed: 12)

LCCN: 76-646371

Call Number	Barcode	Price	Acquired	Removed By
MAG DIR	T 105896	$4.00	12/9/2019	10540
Was Available -- Weeded				
MAG DIR	T 106011	$4.00	2/11/2020	10540
Was Available -- Weeded				
MAG DIR	T 106016	$4.00	1/14/2020	10540
Was Available -- Weeded				
MAG DIR	T 106029	$4.00	10/7/2020	10540
Was Available -- Weeded				
MAG DIR	T 106037	$4.00	9/9/2020	10540
Was Available -- Weeded				
MAG DIR	T 106060	$4.00	8/17/2020	10540
Was Available -- Weeded				
MAG DIR	T 106066	$4.00	8/17/2020	10540
Was Available -- Weeded				
MAG DIR	T 106071	$4.00	8/17/2020	10540
Was Available -- Weeded				
MAG DIR	T 106073	$4.00	8/17/2020	10540
Was Available -- Weeded				
MAG DIR	T 106100	$4.00	8/17/2020	10540
Was Available -- Weeded				
MAG DIR	T 106108	$4.00	8/17/2020	10540
Was Available -- Weeded				
MAG DIR	T 106139	$4.00	11/13/2020	10540
Was Available -- Weeded				

Girls' life 2020. (Removed: 5)

ISSN: 1078-3326 Published: 2001

Call Number	Barcode	Price	Acquired	Removed By

12/6/2021 - Copies Removed: 63

MAG GIR	T 106019	$4.00	1/14/2020	10540
Was Available -- Weeded				
MAG GIR	T 106031	$4.00	9/21/2020	10540
Was Available -- Weeded				
MAG GIR	T 106059	$4.00	8/17/2020	10540
Was Available -- Weeded				
MAG GIR	T 106069	$4.00	8/17/2020	10540
Was Available -- Weeded				
MAG GIR	T 106091	$4.00	8/17/2020	10540
Was Available -- Weeded				

Girls' World 2020 : Totally Created by You! (Removed: 5)

Author: David Pecker-Publisher. ISSN: 2332-4511 Published: 2019

Call Number	Barcode	Price	Acquired	Removed By
MAG GIR	T 105907	$4.00	1/3/2020	10540
Was Available -- Weeded				
MAG GIR	T 106061	$4.00	8/17/2020	10540
Was Available -- Weeded				
MAG GIR	T 106062	$4.00	8/17/2020	10540
Was Available -- Weeded				
MAG GIR	T 106101	$4.00	8/17/2020	10540
Was Available -- Weeded				
MAG GIR	T 106109	$4.00	8/17/2020	10540
Was Available -- Weeded				

Motor trend 2020. (Removed: 10)

LCCN: 57-41424

Call Number	Barcode	Price	Acquired	Removed By
MAG MOT	T 105881	$4.00	12/3/2019	10540
Was Available -- Weeded				
MAG MOT	T 105906	$4.00	1/2/2020	10540
Was Available -- Weeded				
MAG MOT	T 106033	$4.00	2/25/2020	10540
Was Available -- Weeded				
MAG MOT	T 106038	$4.00	9/28/2020	10540
Was Available -- Weeded				
MAG MOT	T 106078	$4.00	8/17/2020	10540
Was Available -- Weeded				
MAG MOT	T 106089	$4.00	8/17/2020	10540
Was Available -- Weeded				
MAG MOT	T 106102	$4.00	8/17/2020	10540
Was Available -- Weeded				
MAG MOT	T 106104	$4.00	8/17/2020	10540
Was Available -- Weeded				

12/6/2021 - Copies Removed: 63

MAG MOT	T 106106	$4.00	8/17/2020	10540
Was Available -- Weeded				
MAG MOT	T 106134	$4.00	10/28/2020	10540
Was Available -- Weeded				

Muse 2020. (Removed: 8)

LCCN: 97-658025 Published: 1996

Call Number	Barcode	Price	Acquired	Removed By
MAG MUS	T 106008	$4.00	2/3/2020	10540
Was Available -- Weeded				
MAG MUS	T 106018	$4.00	1/14/2020	10540
Was Available -- Weeded				
MAG MUS	T 106040	$4.00	9/4/2020	10540
Was Available -- Weeded				
MAG MUS	T 106042	$4.00	3/3/2020	10540
Was Available -- Weeded				
MAG MUS	T 106075	$4.00	8/17/2020	10540
Was Available -- Weeded				
MAG MUS	T 106095	$4.00	8/17/2020	10540
Was Available -- Weeded				
MAG MUS	T 106131	$4.00	11/4/2020	10540
Was Available -- Weeded				
MAG MUS	T 106146	$4.00	10/7/2020	10540
Was Available -- Weeded				

Scholastic choices. 2020. (Removed: 1)

LCCN: 85-643490 Published: 1985

Call Number	Barcode	Price	Acquired	Removed By
MAG SCH	T 106000	$4.00	1/14/2020	10540
Was Available -- Weeded				

Science world 2020. (Removed: 11)

LCCN: sn 88-7976 Published: 1987

Call Number	Barcode	Price	Acquired	Removed By
MAG SCI	T 106020	$4.00	2/17/2020	10540
Was Available -- Weeded				
MAG SCI	T 106022	$4.00	1/14/2020	10540
Was Available -- Weeded				
MAG SCI	T 106025	$4.00	1/14/2020	10540
Was Available -- Weeded				
MAG SCI	T 106044	$4.00	9/23/2020	10540
Was Available -- Weeded				
MAG SCI	T 106048	$4.00	3/3/2020	10540
Was Available -- Weeded				
MAG SCI	T 106052	$4.00	9/4/2020	10540
Was Available -- Weeded				

12/6/2021 - Copies Removed: 63

MAG SCI	T 106072	$4.00	8/17/2020	10540
Was Available -- Weeded				
MAG SCI	T 106083	$4.00	8/17/2020	10540
Was Available -- Weeded				
MAG SCI	T 106119	$4.00	11/4/2020	10540
Was Available -- Weeded				
MAG SCI	T 106125	$4.00	11/4/2020	10540
Was Available -- Weeded				
MAG SCI	T 106135	$4.00	12/8/2020	10540
Was Available -- Weeded				

Sports illustrated for kids 2020. (Removed: 5)

LCCN: sn 89-6569 Published: 2019

Call Number	Barcode	Price	Acquired	Removed By
MAG SPO	T 106056	$4.00	9/15/2020	10540
Was Available -- Weeded				
MAG SPO	T 106065	$4.00	8/17/2020	10540
Was Available -- Weeded				
MAG SPO	T 106067	$4.00	8/17/2020	10540
Was Available -- Weeded				
MAG SPO	T 106094	$4.00	8/17/2020	10540
Was Available -- Weeded				
MAG SPO	T 106121	$4.00	11/24/2020	10540
Was Available -- Weeded				

12/2/2021 - Copies Removed: 1

Race car rival (Removed: 1)

Author: Maddox, Jake. ISBN: 978-1-43421601-4 (lib. bdg.) Published: 2010

Call Number	Barcode	Price	Acquired	Removed By
J MAD	T 89278	$21.00	12/15/2009	10540
Was Available -- Weeded				

12/1/2021 - Copies Removed: 2

Motor trend 2019. (Removed: 2)

LCCN: 57-41424

Call Number	Barcode	Price	Acquired	Removed By
MAG MOT	T0105921N	$4.00	8/2/2019	10540
Was Available -- Weeded				
MAG MOT	T 105922	$4.00	9/3/2019	10540
Was Available -- Weeded				

11/17/2021 - Copies Removed: 6

Dogster 2019. (Removed: 2)

ISSN: 0892-6522 Published: 2012

Call Number	Barcode	Price	Acquired	Removed By

11/17/2021 - Copies Removed: 6

MAG DOG	T 105980	$4.00	10/16/2019	10540
Was Available -- Weeded				
MAG DOG	T 105987	$4.00	8/20/2019	10540
Was Available -- Weeded				

Girls' life 2019. (Removed: 1)

ISSN: 1078-3326 Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
MAG GIR	T 105970	$4.00	11/26/2019	10540
Was Available -- Weeded				

Motor trend 2019. (Removed: 3)

LCCN: 57-41424

Call Number	Barcode	Price	Acquired	Removed By
MAG MOT	T 105826	$4.00	4/1/2019	10540
Was Available -- Weeded				
MAG MOT	T 105921	$4.00	8/23/2019	10540
Was Available -- Weeded				
MAG MOT	T 105971	$4.00	11/7/2019	10540
Was Available -- Weeded				

11/5/2021 - Copies Removed: 38

Birdie and me (Removed: 1)

Author: Nuanez, J. M. M. LCCN: 2019-20270 Published: 2020

Call Number	Barcode	Price	Acquired	Removed By
F NUA	T 99361	$18.00	5/4/2020	10540
Was Available -- Weeded				

Champion Rose (Removed: 1)

Author: Williams, L. E. LCCN: 98-49981 Published: 1999

Call Number	Barcode	Price	Acquired	Removed By
J WIL	T 94497	$14.00	11/15/2006	10540
Was Available -- Weeded				

Changes for Kaya : a story of courage (Removed: 1)

Author: Shaw, Janet Beeler, 1937- ISBN: 1-58485-434-0 Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
J SHA	T 89074	$16.00	10/28/2009	10540
Was Available -- Weeded				

Changes for Kirsten : a winter story (Removed: 1)

Author: Shaw, Janet Beeler, 1937- ISBN: 0-937295-94-9 Published: 1988

Call Number	Barcode	Price	Acquired	Removed By
J SHA	T 89106	$16.00	10/28/2009	10540
Was Available -- Weeded				

Changes for Molly : a winter story (Removed: 1)

Author: Tripp, Valerie, 1951- ISBN: 0-937295-96-5 Published: 1988

Call Number	Barcode	Price	Acquired	Removed By

11/5/2021 - Copies Removed: 38

J TRI	T 89095	$16.00	10/28/2009	10540
Was Available -- Weeded				

Cheyenne Rose (Removed: 1)

Author: Williams, L. E. LCCN: 97-27256 Published: 1997

Call Number	Barcode	Price	Acquired	Removed By
J WIL	T 80295	$14.00	11/15/2006	10540
Was Available -- Weeded				

A dolphin named Bob (Removed: 1)

Author: George, Twig C. ISBN: 0-06-025362-2 Published: 1996

Call Number	Barcode	Price	Acquired	Removed By
J GEO	T 80375	$10.00	11/15/2006	10540
Was Available -- Weeded				

Felicity's surprise : a Christmas story (Removed: 1)

Author: Tripp, Valerie, 1951- LCCN: 91-20704 /AC Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
J TRI	T 89101	$16.00	10/28/2009	10540
Was Available -- Weeded				

Happy birthday, Kirsten! : a springtime story (Removed: 1)

Author: Shaw, Janet Beeler, 1937- ISBN: 0-937295-88-4 Published: 1987

Call Number	Barcode	Price	Acquired	Removed By
J SHA-2	T 89087	$16.00	10/28/2009	10540
Was Available -- Weeded				

Herbie Jones and the class gift (Removed: 1)

Author: Kline, Suzy. LCCN: cps00-15455 Published: 1987

Call Number	Barcode	Price	Acquired	Removed By
J KLI-1	T 94575	$7.45	11/15/2006	10540
Was Available -- Weeded				

Horrible Harry and the dungeon (Removed: 1)

Author: Kline, Suzy. ISBN: 0-670-86862-0 Published: 1996

Call Number	Barcode	Price	Acquired	Removed By
J KLI	T 152971	$14.45	11/15/2006	10540
Was Available -- Weeded				

Kaya shows the way : a sister story (Removed: 1)

Author: Shaw, Janet Beeler, 1937- ISBN: 1-58485-432-4 Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
J SHA	T 89084	$16.00	10/28/2009	10540
Was Available -- Weeded				

Kaya's escape : a survival story (Removed: 1)

Author: Shaw, Janet Beeler, 1937- ISBN: 1-58485-426-X Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
J SHA	T 89069	$16.00	10/27/2009	10540
Was Available -- Weeded				

11/5/2021 - Copies Removed: 38

Kaya's hero : a story of giving (Removed: 1)

Author: Shaw, Janet Beeler, 1937- LCCN: 00-103681 Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
J SHA	T 89102	$16.00	10/28/2009	10540

Was Available -- Weeded

Keisha discovers Harlem (Removed: 1)

Author: Lewis, Zoë. LCCN: 98-27014 Published: 1998

Call Number	Barcode	Price	Acquired	Removed By
J LEW	T 94495	$14.00	11/15/2006	10540

Was Available -- Weeded

Kirsten learns a lesson : a school story (Removed: 1)

Author: Shaw, Janet Beeler, 1937- ISBN: 0-937295-82-5 Published: 1986

Call Number	Barcode	Price	Acquired	Removed By
J SHA	T 89096	$16.00	10/28/2009	10540

Was Available -- Weeded

Kirsten's surprise : a Christmas story (Removed: 1)

Author: Shaw, Janet Beeler, 1937- ISBN: 0-937295-85-X Published: 1986

Call Number	Barcode	Price	Acquired	Removed By
J SHA	T 89098	$16.00	10/28/2009	10540

Was Available -- Weeded

Kit learns a lesson : a school story (Removed: 1)

Author: Tripp, Valerie, 1951- ISBN: 1-58485-121-X Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
J TRI	T 89107	$16.00	10/28/2009	10540

Was Available -- Weeded

Kit's surprise : a Christmas story (Removed: 1)

Author: Tripp, Valerie, 1951- ISBN: 1-58485-021-3 Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
J TRI	T 89103	$16.00	10/28/2009	10540

Was Available -- Weeded

Littles and the Lost Children, The : Trouble in Trash City (Removed: 1)

Author: Peterson, John. ISBN: 0-329-00658-4 Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
J PET	T 94569	$10.00	11/15/2006	10540

Was Available -- Weeded

Meet Josefina, an American girl (Removed: 1)

Author: Tripp, Valerie, 1951- ISBN: 1-56247-516-9 Published: 1997

Call Number	Barcode	Price	Acquired	Removed By
J TRI	T 89109	$16.00	10/28/2009	10540

Was Available -- Weeded

Meet Kaya : an American girl (Removed: 1)

Author: Shaw, Janet Beeler, 1937- ISBN: 1-58485-424-3 Published: 2002

Call Number	Barcode	Price	Acquired	Removed By

11/5/2021 - Copies Removed: 38

J SHA	T 89083	$16.00	10/28/2009	10540
Was Available -- Weeded				

Meet Kit, an American girl (Removed: 1)

Author: Tripp, Valerie, 1951- ISBN: 1-58485-017-5 (hc.) Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
J TRI	T 89108	$16.00	10/28/2009	10540
Was Available -- Weeded				

Meet Molly : an American girl (Removed: 1)

Author: Tripp, Valerie, 1951- ISBN: 0-937295-81-7 Published: 1989

Call Number	Barcode	Price	Acquired	Removed By
J TRI	T 89097	$16.00	10/28/2009	10540
Was Available -- Weeded				

Meet Samantha, an American girl (Removed: 2)

Author: Adler, Susan S, 1946- ISBN: 0-937295-80-9 Published: 1986

Call Number	Barcode	Price	Acquired	Removed By
J ADL	T 89066	$16.00	10/27/2009	10540
Was Available -- Weeded				
J ADL	T 89067	$16.00	10/27/2009	10540
Was Available -- Weeded				

Molly learns a lesson : A school story (Removed: 1)

Author: Tripp, Valerie, 1951- ISBN: 0-937295-84-1 Published: 1986

Call Number	Barcode	Price	Acquired	Removed By
J TRI	T 89088	$16.00	10/28/2009	10540
Was Available -- Weeded				

Molly saves the day : a summer story (Removed: 1)

Author: Tripp, Valerie, 1951- ISBN: 0-937295-93-0 Published: 1988

Call Number	Barcode	Price	Acquired	Removed By
J TRI	T 89111	$16.00	10/28/2009	10540
Was Available -- Weeded				

Molly's surprise : a Christmas story (Removed: 1)

Author: Tripp, Valerie, 1951- ISBN: 0-937295-87-6 Published: 1986

Call Number	Barcode	Price	Acquired	Removed By
J TRI	T 89092	$16.00	10/28/2009	10540
Was Available -- Weeded				

Mr. Potter's pet (Removed: 1)

Author: King-Smith, Dick. ISBN: 0-7868-1206-0 Published: 1997

Call Number	Barcode	Price	Acquired	Removed By
J KIN	T 80502	$13.00	11/15/2006	10540
Was Available -- Weeded				

The mystery of the plant that ate dirty socks (Removed: 1)

Author: McArthur, Nancy. ISBN: 0-7807-9191-6 Published: 1996

Call Number	Barcode	Price	Acquired	Removed By

11/5/2021 - Copies Removed: 38

J MCA | T 151761 | $13.00 | 11/15/2006 | 10540

Was Available -- Weeded

The plant that ate dirty socks (Removed: 1)

Author: McArthur, Nancy. LCCN: cps00-12998 Published: 1988

Call Number	Barcode	Price	Acquired	Removed By
J MCA	T 95553	$8.00	11/15/2006	10540

Was Available -- Weeded

The return of the plant that ate dirty socks (Removed: 1)

Author: McArthur, Nancy. LCCN: 08-992484 Published: 1990

Call Number	Barcode	Price	Acquired	Removed By
J MCA	T 151760	$13.00	11/15/2006	10540

Was Available -- Weeded

Rose faces the music (Removed: 1)

Author: Williams, L. E. LCCN: 97-27263 Published: 1997

Call Number	Barcode	Price	Acquired	Removed By
J WIL	T 80357	$14.00	11/15/2006	10540

Was Available -- Weeded

Samantha's surprise : a Christmas story (Removed: 1)

Author: Schur, Maxine. ISBN: 0-937295-86-8 Published: 1986

Call Number	Barcode	Price	Acquired	Removed By
J SCH	T 89085	$16.00	10/28/2009	10540

Was Available -- Weeded

The Schernoff discoveries (Removed: 1)

Author: Paulsen, Gary. LCCN: 98-188053 Published: 1998

Call Number	Barcode	Price	Acquired	Removed By
J PAU	T 80493	$13.00	11/15/2006	10540

Was Available -- Weeded

The school mouse (Removed: 1)

Author: King-Smith, Dick. LCCN: 94-48443 /AC Published: 1995

Call Number	Barcode	Price	Acquired	Removed By
J KIN	T 152985	$18.95	11/15/2006	10540

Was Available -- Weeded

Shadow of the wolf (Removed: 1)

Author: Whelan, Gloria. LCCN: 96-18652 /AC Published: 1997

Call Number	Barcode	Price	Acquired	Removed By
J WHE	T 80570	$14.00	11/15/2006	10540

Was Available -- Weeded

11/4/2021 - Copies Removed: 1

Timelines of everything (Removed: 1)

Author: senior editor, Sam Atkinson. ISBN: 978-1-46547493-3 Published: 2018

Call Number	Barcode	Price	Acquired	Removed By
909 TIM	T 98187	$29.00	11/13/2018	10540

Was Available -- Weeded

11/3/2021 - Copies Removed: 7

The earliest Americans (Removed: 1)

Author: Sattler, Helen Roney. LCCN: 91-9463 /AC Published: 1993

Call Number	Barcode	Price	Acquired	Removed By
970.011 SAT	T 92687	$16.95	11/15/2006	10540

Was Available -- Weeded

Fidel Castro (Removed: 1)

Author: Platt, Richard. LCCN: 2002-15089 Published: 2003

Call Number	Barcode	Price	Acquired	Removed By
972.91064092 CAS	T 84732	$30.95	11/15/2006	10540

Was Available -- Weeded

Lawn boy (Removed: 1)

Author: Paulsen, Gary. ISBN: 978-0-553-49465-5 (pbk.) Published: 2009

Call Number	Barcode	Price	Acquired	Removed By
F PAU PB	T 92889	$9.00	10/21/2012	10540

Was Available -- Weeded

Many thousand gone : African Americans from slavery to freedom (Removed: 1)

Author: Hamilton, Virginia, 1936-2002. ISBN: 0-394-92873-3 (lib. bdg.) Published: 1993

Call Number	Barcode	Price	Acquired	Removed By
973.71 HAM	T 96893	$19.00	11/15/2006	10540

Was Available -- Weeded

The Mayflower and the Pilgrims' New World (Removed: 1)

Author: Philbrick, Nathaniel. LCCN: 2007-30669 Published: 2008

Call Number	Barcode	Price	Acquired	Removed By
973.22 PHI	T 91931	$23.00	2/15/2012	10540

Was Available -- Weeded

To conquer is to live : the life of Captain John Smith of Jamestown (Removed: 1)

Author: Doherty, Kieran. LCCN: 00-44309 Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
973.21092 SMI	T 152393	$28.90	11/15/2006	10540

Was Available -- Weeded

The War of 1812 (Removed: 1)

Author: Bosco, Peter I. LCCN: 91-203095 /AC Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
973.52 BOS	T 80421		11/15/2006	10540

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11/1/2021 - Copies Removed: 4

Anna of Byzantium (Removed: 1)

Author: Barrett, Tracy, 1955- LCCN: 09-847457 Published: 1999

Call Number	Barcode	Price	Acquired	Removed By
F BAR	T 151767	$20.00	11/15/2006	10540

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Columbus Middle School

From: 6/1/2021 To: 10/27/2022

11/1/2021 - Copies Removed: 4

Everything sad is untrue : (a true story) (Removed: 1)

Author: Nayeri, Daniel, | ISBN: 978-1-64614-000-8 | Published: 2020

Call Number	Barcode	Price	Acquired	Removed By
F NAY	T 94522	$21.00	11/1/2021	jahna

Was In Processing -- Deleted

Legend (Removed: 1)

Author: Lu, Marie, 1984- | ISBN: 978-0-399-25675-2 (trade) | Published: 2011

Call Number	Barcode	Price	Acquired	Removed By
F LU #1	T 95494	$21.00	3/10/2016	10540

Was Available -- Weeded

Vladimir Putin (Removed: 1)

Author: Streissguth, Thomas, 1958- | ISBN: 978-0-8225-2374-1 (lib. bdg.) | Published: 2005

Call Number	Barcode	Price	Acquired	Removed By
B PUT	T 88333	$26.00	5/15/2008	10540

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Knots in my yo-yo string : the autobiography of a kid (Removed: 1)

Author: Spinelli, Jerry. | ISBN: 0-679-98791-6 (lib. bdg.) | Published: 1998

Call Number	Barcode	Price	Acquired	Removed By
813.54 SPI	T 98455	$15.00	9/19/2019	10540

Was Available -- Weeded

10/20/2021 - Copies Removed: 31

The Algonquians (Removed: 1)

Author: Quiri, Patricia Ryon. | LCCN: 91-29111 /AC | Published: 1992

Call Number	Barcode	Price	Acquired	Removed By
970.004973 QUI	T 92547	$12.40	11/15/2006	10540

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Aztec civilization (Removed: 1)

Author: Warburton, Lois, 1938- | LCCN: 94-32329 /AC | Published: 1995

Call Number	Barcode	Price	Acquired	Removed By
972.018 WAR	T 99638	$15.95	11/15/2006	10540

Was Available -- Weeded

The Aztec empire (Removed: 1)

Author: Stein, R. Conrad. | LCCN: 95-7333 /AC | Published: 1996

Call Number	Barcode	Price	Acquired	Removed By
972.018 STE	T 91111	$19.95	11/15/2006	10540

Was Available -- Weeded

The Aztecs (Removed: 1)

Author: Walsh Shepherd, Donna. | LCCN: 91-28397 /AC/r94 | Published: 1992

Call Number	Barcode	Price	Acquired	Removed By
972.00497 AZT	T 92544	$12.40	11/15/2006	10540

Was Available -- Weeded

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Canada (Removed: 1)

Author: Nickles, Greg, 1969- LCCN: 99-42688 Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
971 NIC	T 80960	$39.30	11/15/2006	10540

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Canada (Removed: 1)

Author: Pang, Guek-Cheng, 1950- ISBN: 1-85435-579-1 Published: 1994

Call Number	Barcode	Price	Acquired	Removed By
971 CHE	T 93225	$19.50	11/15/2006	10540

Was Available -- Weeded

Canada : a primary source cultural guide (Removed: 1)

Author: Sakany, Lois. LCCN: 2003-2203 Published: 2004

Call Number	Barcode	Price	Acquired	Removed By
971 SAK	T 85771	$30.95	11/15/2006	10540

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Cheyenne autumn (Removed: 1)

Author: Sandoz, Mari, 1896-1966. LCCN: 91-40930 //r95 Published: 1992

Call Number	Barcode	Price	Acquired	Removed By
970.3 CHE	T 97462	$22.50	11/15/2006	10540

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The Chinese Americans (Removed: 1)

Author: Bloom, Barbara Lee. ISBN: 1-56006-751-9 Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
973.049171 BLO	T 81176	$37.00	11/15/2006	10540

Was Available -- Weeded

Christopher Columbus : discovery of the Americas (Removed: 1)

Author: Twist, Clint. LCCN: 93-19017 /AC Published: 1994

Call Number	Barcode	Price	Acquired	Removed By
970.015 TWI	T 99629	$15.55	11/15/2006	10540

Was Available -- Weeded

The Civil Rights Movement in America from 1865 to the present (Removed: 1)

Author: McKissack, Pat, 1944- LCCN: 86-9636 /AC/r91 Published: 1987

Call Number	Barcode	Price	Acquired	Removed By
973.0496 MCK	T 89402	$27.95	11/15/2006	10540

Was Available -- Weeded

Cuba (Removed: 1)

Author: Fox, Mary Virginia. ISBN: 1-56006-474-9 Published: 1999

Call Number	Barcode	Price	Acquired	Removed By
972.91 FOX	T 151573	$19.00	11/15/2006	10540

Was Available -- Weeded

The Cuban Americans (Removed: 1)

Author: Sonneborn, Liz. LCCN: 2001-5774 Published: 2002

Call Number	Barcode	Price	Acquired	Removed By

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973.046872 SON	T 81173	$37.00	11/15/2006	10540
Was Available -- Weeded				

Discovering Christopher Columbus : how history is invented (Removed: 1)

Author: Pelta, Kathy. LCCN: 90-24165 /AC Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
970.015 PEL	T 92314	$14.95	11/15/2006	10540
Was Available -- Weeded				

Firefly encyclopedia of reptiles and amphibians (Removed: 1)

Author: edited by Tim Halliday and Kraig Adler. ISBN: 1-55297-613-0 Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
O 597..903 HAL	T 81779	$30.00	11/15/2006	10540
Was Available -- Weeded				

Guatemala in pictures (Removed: 1)

Author: Markel, Rita J. LCCN: 2003-21051 Published: 2004

Call Number	Barcode	Price	Acquired	Removed By
972.81 MAR	T 87084	$28.95	11/15/2006	10540
Was Available -- Weeded				

The Italian Americans (Removed: 1)

Author: Petrini, Catherine M. ISBN: 1-56006-882-5 Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
973.0451 PET	T 81210	$37.00	11/15/2006	10540
Was Available -- Weeded				

The lab (Removed: 1)

Author: Heath, Jack. ISBN: 978-0-545-07595-4 (pbk.) Published: 2009

Call Number	Barcode	Price	Acquired	Removed By
F HEA #1 PB	T 90879	$11.00	8/14/2011	10540
Was Available -- Weeded				

The Marshall Cavendish illustrated history of the North American Indians. (Removed: 6)

LCCN: 89-17371 /AC Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
970.00497 MAR V.1	T 80132	$20.00	11/15/2006	10540
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970.00497 MAR V.2	T 80134	$20.00	11/15/2006	10540
Was Available -- Weeded				
970.00497 MAR V.3	T 80137	$20.00	11/15/2006	10540
Was Available -- Weeded				
970.00497 MAR V.4	T 80135	$20.00	11/15/2006	10540
Was Available -- Weeded				
970.00497 MAR V.5	T 80133	$20.00	11/15/2006	10540
Was Available -- Weeded				
970.00497 MAR V.6	T 80136	$20.00	11/15/2006	10540
Was Available -- Weeded				

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The Maya (Removed: 1)

Author: Greene, Jacqueline Dembar. LCCN: 91-29433 /AC Published: 1992

Call Number	Barcode	Price	Acquired	Removed By
972.81016 GRE	T 92560	$12.40	11/15/2006	10540

Was Available -- Weeded

Mexico (Removed: 1)

Author: Lewington, Anna. LCCN: 95-36333 /AC Published: 1996

Call Number	Barcode	Price	Acquired	Removed By
972 LEW	T 87849	$17.00	11/15/2006	10540

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The Panama Canal transfer : controversy at the crossroads (Removed: 1)

Author: Gold, Susan Dudley. LCCN: 98-47196 Published: 1999

Call Number	Barcode	Price	Acquired	Removed By
972.87 GOL	T 151616	$18.00	11/15/2006	10540

Was Available -- Weeded

The Russian Americans (Removed: 1)

Author: Greene, Meg. LCCN: 2001-3959 Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
973.049171 MAL	T 81206	$37.00	11/15/2006	10540

Was Available -- Weeded

Susette La Flesche: voice of the Omaha Indians. (Removed: 1)

Author: Crary, Margaret. LCCN: 72-7773 /AC Published: 1973

Call Number	Barcode	Price	Acquired	Removed By
970.3 OMA	T 89830	$5.95	11/15/2006	10540

Was Available -- Weeded

The universe : origins and evolution (Removed: 1)

Author: Miotto, E. (Enrico) LCCN: 94-3839 /AC Published: 1997

Call Number	Barcode	Price	Acquired	Removed By
972.81 GAL	T 91110	$19.95	11/15/2006	10540

Was Available -- Weeded

The Vietnamese Americans (Removed: 1)

Author: Springstubb, Tricia. ISBN: 1-56006-964-3 Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
973.049592 SPR	T 81199	$37.00	11/15/2006	10540

Was Available -- Weeded

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Adam Canfield of the Slash (Removed: 1)

Author: Winerip, Michael, 1951- (Michael C.) ISBN: 0-7636-2340-7 (alk. paper) Published: 2005

Call Number	Barcode	Price	Acquired	Removed By
F WIN	T 84611	$21.00	11/15/2006	10540

Was Available -- Weeded

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AIDS (Removed: 1)

Author: Routh, Kristina, 1961- | LCCN: 2004-43384 | Published: 2004

Call Number	Barcode	Price	Acquired	Removed By
616.9792 ROU	T 85572	$26.95	11/15/2006	10540

Was Available -- Weeded

The art of the catapult : build Greek ballistae, Roman onagers, English tr (Removed: 1)

Author: Gurstelle, William. | LCCN: 2004-4866 | Published: 2004

Call Number	Barcode	Price	Acquired	Removed By
623.441 GUR	T 82001	$21.95	11/15/2006	10540

Was Available -- Weeded

Basics of model rocketry (Removed: 1)

Author: Pratt, Douglas R. | LCCN: 92-46672 | Published: 1993

Call Number	Barcode	Price	Acquired	Removed By
621.43 PRA	T 95941	$14.95	11/15/2006	10540

Was Available -- Weeded

Cell phones (Removed: 1)

Author: McLeese, Don. | LCCN: 2008-19700 | Published: 2008

Call Number	Barcode	Price	Acquired	Removed By
621.3845 MCL	T 90710	$26.00	2/15/2011	10540

Was Available -- Weeded

Crocodiles (Removed: 1)

Author: Jango-Cohen, Judith. | LCCN: 99-58363 | Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
597.98 JAN	T 151827	$24.95	11/15/2006	10540

Was Available -- Weeded

Eagles, hawks, and other birds of prey (Removed: 1)

Author: DeWitt, Lynda. | LCCN: 88-31371 /AC | Published: 1989

Call Number	Barcode	Price	Acquired	Removed By
598.9 DEW	T 92617	$12.40	11/15/2006	10540

Was Available -- Weeded

Eggs (Removed: 1)

Author: Spinelli, Jerry. | ISBN: 978-0-316-16647-8 (pbk.) | Published: 2008

Call Number	Barcode	Price	Acquired	Removed By
F SPI PB	T 88489	$9.00	10/31/2008	10540

Was Available -- Weeded

Electricity (Removed: 1)

Author: Clemence, John. | LCCN: 91-20534 /AC | Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
621.3 CLE	T 95082	$5.40	11/15/2006	10540

Was Available -- Weeded

Energy (Removed: 1)

Author: Silverstein, Alvin. | LCCN: 98-41915 | Published: 1998

Call Number	Barcode	Price	Acquired	Removed By

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621.042 SIL	T 94504	$23.40	11/15/2006	10540

Was Available -- Weeded

Everwild (Removed: 1)

Author: Shusterman, Neal. ISBN: 978-1-41695863-5 (trade : hardcover) Published: 2009

Call Number	Barcode	Price	Acquired	Removed By
F SHU #2	T 91235	$20.00	10/25/2011	10540

Was Available -- Weeded

The eyes of Kid Midas (Removed: 1)

Author: Shusterman, Neal. ISBN: 978-1-41699750-4 (pbk.) Published: 2009

Call Number	Barcode	Price	Acquired	Removed By
F SHU PB	T 91230	$9.00	10/25/2011	10540

Was Available -- Weeded

Fingerprint owls and other fantasies (Removed: 1)

Author: Weiser, Marjorie P. K. LCCN: 72-85648 /AC/r80 Published: 1972

Call Number	Barcode	Price	Acquired	Removed By
745.5 KAT	T 84730	$4.95	11/15/2006	10540

Was Available -- Weeded

The first flyers. (Removed: 1)

Author: Jefferis, David. LCCN: 87-51696 /AC/r92 Published: 1988

Call Number	Barcode	Price	Acquired	Removed By
629.13 JEF	T 85512	$11.90	11/15/2006	10540

Was Available -- Weeded

The first four years (Removed: 1)

Author: Wilder, Laura Ingalls, 1867-1957. ISBN: 0-06-026426-8 Published: 1971

Call Number	Barcode	Price	Acquired	Removed By
F WIL	T 84412	$11.00	11/15/2006	10540

Was Available -- Weeded

The first test tube baby (Removed: 1)

Author: Macdonald, Fiona. LCCN: 2003-60454 Published: 2004

Call Number	Barcode	Price	Acquired	Removed By
618.17 MAC	T 87154	$24.95	11/15/2006	10540

Was Available -- Weeded

The history of space (Removed: 1)

Author: Wellington, J. J. (Jerry J.) LCCN: 95-37432 /AC Published: 1996

Call Number	Barcode	Price	Acquired	Removed By
500.5 WEL	T 99626	$17.00	11/15/2006	10540

Was Available -- Weeded

Jessie Elliot is a big chicken (Removed: 1)

Author: Gravel, Elise. LCCN: 2013-33510 Published: 2014

Call Number	Barcode	Price	Acquired	Removed By
F GRA	T 91702	$17.00	2/21/2015	10540

Was Available -- Weeded

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Levers (Removed: 1)

Author: Royston, Angela. LCCN: 00-35002 Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
621.811 ROY	T 151370	$20.95	11/15/2006	10540

Was Available -- Weeded

Little house in the big woods (Removed: 1)

Author: Wilder, Laura Ingalls, 1867-1957. ISBN: 0-06-026430-6 Published: 1953

Call Number	Barcode	Price	Acquired	Removed By
F WIL	T 84258	$12.60	11/15/2006	10540

Was Available -- Weeded

Little town on the prairie (Removed: 1)

Author: Wilder, Laura Ingalls, 1867-1957. LCCN: 52-7531 /L/AC/r85 Published: 1953

Call Number	Barcode	Price	Acquired	Removed By
F WIL	T 82285	$9.90	11/15/2006	10540

Was Available -- Weeded

The long winter (Removed: 1)

Author: Wilder, Laura Ingalls, 1867-1957. ISBN: 0-06-026461-6 Published: 1953

Call Number	Barcode	Price	Acquired	Removed By
F WIL	T 92378	$9.90	11/15/2006	10540

Was Available -- Deleted

Lulu Dark and the summer of the Fox : a mystery (Removed: 1)

Author: Madison, Bennett. LCCN: 2006-4960 Published: 2006

Call Number	Barcode	Price	Acquired	Removed By
F MAD	T 86922	$16.00	11/15/2006	10540

Was Available -- Weeded

Lulu Dark can see through walls : a mystery (Removed: 1)

Author: Madison, Bennett. LCCN: 2004-26073 Published: 2005

Call Number	Barcode	Price	Acquired	Removed By
F MAD	T 86939	$15.00	11/15/2006	10540

Was Available -- Weeded

Math projects for young scientists. (Removed: 1)

Author: Thomas, David A. (David Allen), 1946- LCCN: 87-21064 /AC Published: 1988

Call Number	Barcode	Price	Acquired	Removed By
510 THO	T 83334	$11.90	11/15/2006	10540

Was Available -- Weeded

More scary stories to tell in the dark (Removed: 1)

Author: Schwartz, Alvin, 1927- LCCN: 2010-922248 Published: 2010

Call Number	Barcode	Price	Acquired	Removed By
SC SCH	T 92952	$15.00	10/29/2012	10540

Was Available -- Weeded

10/15/2021 - Copies Removed: 46

Naturalist (Removed: 1)

Author: Stidworthy, John, 1943- LCCN: 91-2660 /AC Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
508 STI	T 92566	$12.40	11/15/2006	10540

Was Available -- Weeded

New energy sources Stimulating talking points for lively discussion (Removed: 1)

Author: Hawkes, Nigel. LCCN: 00-34072 Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
621.042 HAW	T 151985	$24.95	11/15/2006	10540

Was Available -- Weeded

Poisonous animals (Removed: 1)

Author: Fichter, George S. LCCN: 91-3794 /AC/r94 Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
591.65 FIC	T 92609	$12.40	11/15/2006	10540

Was Available -- Weeded

The Prince of Mist (Removed: 1)

Author: Ruiz Zafón, Carlos, 1964- LCCN: 2009-51256 Published: 2010

Call Number	Barcode	Price	Acquired	Removed By
F RUI	T 92058	$21.00	2/27/2012	10540

Was Available -- Weeded

Ramps and wedges (Removed: 2)

Author: Royston, Angela. LCCN: 00-29594 Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
621.811 ROY	T 151368	$20.95	11/15/2006	10540

Was Available -- Weeded

621.833 ROY	T 151369	$20.95	11/15/2006	10540

Was Available -- Weeded

Science experiments. (Removed: 2)

Author: Gardner, Robert, 1929- LCCN: 87-19880 /AC Published: 1988

Call Number	Barcode	Price	Acquired	Removed By
507 GAR	T 83236	$9.90	11/15/2006	10540

Was Available -- Weeded

507 GAR	T 92540	$9.90	11/15/2006	10540

Was Available -- Weeded

Screws (Removed: 1)

Author: Royston, Angela. LCCN: 00-29592 Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
621.882 ROY	T 151367	$20.95	11/15/2006	10540

Was Available -- Weeded

The shipbuilders. (Removed: 1)

Author: Fisher, Leonard Everett. LCCN: 72-150733 /AC Published: 1971

Call Number	Barcode	Price	Acquired	Removed By

10/15/2021 - Copies Removed: 46

623.82 FIS	T 85440	$3.75	11/15/2006	10540

Was Available -- Weeded

Small worlds close up (Removed: 1)

Author: Grillone, Lisa. LCCN: 77-15860 /AC/r922 Published: 1978

Call Number	Barcode	Price	Acquired	Removed By
500.9 GRI	T 83199	$7.95	11/15/2006	10540

Was Available -- Weeded

Springs (Removed: 1)

Author: Royston, Angela. LCCN: 00-35023 Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
621.824 ROY	T 151366	$20.95	11/15/2006	10540

Was Available -- Weeded

Straw into gold (Removed: 1)

Author: Schmidt, Gary D. ISBN: 0-618-05601-7 Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
F SCH	T 95583	$20.00	11/15/2006	10540

Was Available -- Weeded

The streets are paved with gold (Removed: 1)

Author: Weissenberg, Fran. LCCN: 89-24413 /AC Published: 1990

Call Number	Barcode	Price	Acquired	Removed By
F WEI	T 81339	$5.95	11/15/2006	10540

Was Available -- Weeded

Surveillance the impact on our lives (Removed: 1)

Author: MccGwire, Scarlett. LCCN: 00-33281 Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
621.38928 MCC	T 151435	$23.95	11/15/2006	10540

Was Available -- Weeded

Syphilis and other sexually transmitted diseases (Removed: 1)

Author: Cefrey, Holly. LCCN: 2001-4610 Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
616.951 CEF	T 152535	$24.95	11/15/2006	10540

Was Available -- Weeded

Telecommunications (Removed: 1)

Author: Stevenson, John. LCCN: 84-50817 Published: 1985

Call Number	Barcode	Price	Acquired	Removed By
621.38 STE	T 80243	$10.20	11/15/2006	10540

Was Available -- Weeded

Transportation (Removed: 1)

Author: Kerrod, Robin. LCCN: 93-48726 /AC Published: 1994

Call Number	Barcode	Price	Acquired	Removed By
629.04 KER	T 95908	$20.85	11/15/2006	10540

Was Available -- Weeded

10/15/2021 - Copies Removed: 46

Two-minute drill (Removed: 1)

Author: Lupica, Mike. ISBN: 978-0-399-24715-6 Published: 2007

Call Number	Barcode	Price	Acquired	Removed By
F LUP	T 88120	$13.00	2/4/2008	10540

Was Out for Repairs -- Weeded

Wheels and cranks (Removed: 1)

Author: Royston, Angela. LCCN: 00-35024 Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
621.811 ROY	T 151365	$20.95	11/15/2006	10540

Was Available -- Weeded

10/14/2021 - Copies Removed: 1

Happyface (Removed: 1)

Author: Emond, Stephen. ISBN: 978-0-316-04099-0 (pbk.) Published: 2011

Call Number	Barcode	Price	Acquired	Removed By
F EMO	T 95562	$18.00	6/9/2017	10540

Was Out for Repairs -- Weeded

10/13/2021 - Copies Removed: 1

Wings of fire. The graphic novel. Book four, The dark secret (Removed: 1)

Author: Deutsch, Barry. ISBN: 978-1-33834422-6 Published: 2021

Call Number	Barcode	Price	Acquired	Removed By
741.5 DEU	T 150681	$24.00	6/18/2021	jahna

Was In Processing -- Deleted

10/12/2021 - Copies Removed: 1

The mysterious Benedict Society (Removed: 1)

Author: Stewart, Trenton Lee. ISBN: 978-0-316-05777-6 Published: 2008

Call Number	Barcode	Price	Acquired	Removed By
F STE #1	T 88571	$21.00	12/16/2008	jahna

Was In Processing -- Deleted

10/8/2021 - Copies Removed: 32

All about sleep from a to zzzz (Removed: 1)

Author: Scott, Elaine, 1940- LCCN: 2008-6074 Published: 2008

Call Number	Barcode	Price	Acquired	Removed By
612.821 SCO	T 90642	$21.00	11/18/2010	10540

Was Available -- Weeded

Aphrodite's blessings : love stories from the Greek myths (Removed: 1)

Author: McLaren, Clemence. LCCN: 00-102249 Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
F MCL	T 152616	$21.00	11/15/2006	10540

Was Available -- Weeded

10/8/2021 - Copies Removed: 32

The Black death (Removed: 2)

Author: Corzine, Phyllis, 1943- LCCN: 96-19441 /AC Published: 1997

Call Number	Barcode	Price	Acquired	Removed By
614.57 COR	T 91153	$17.90	11/15/2006	10540
Was Available -- Weeded				
614.57 COR	T 91154	$17.90	11/15/2006	10540
Was Available -- Weeded				

Breaking rank (Removed: 1)

Author: Randle, Kristen D. LCCN: 98-27867 /AC Published: 1999

Call Number	Barcode	Price	Acquired	Removed By
F RAN	T 152493	$21.00	11/15/2006	10540
Was Available -- Weeded				

The circuit : stories from the life of a migrant child (Removed: 1)

Author: Jiménez, Francisco, 1943- LCCN: 97-4844 Published: 1999

Call Number	Barcode	Price	Acquired	Removed By
F JIM	T 151562	$15.00	11/15/2006	10540
Was Available -- Weeded				

Defiance (Removed: 1)

Author: Hobbs, Valerie. ISBN: 0-374-30847-0 Published: 2005

Call Number	Barcode	Price	Acquired	Removed By
F HOB	T 98558	$19.00	9/24/2019	10540
Was Available -- Weeded				

The doctors (Removed: 1)

Author: Fisher, Leonard Everett. LCCN: 96-13081 /AC Published: 1997

Call Number	Barcode	Price	Acquired	Removed By
610.973 FIS	T 98893	$14.20	11/15/2006	10540
Was Available -- Weeded				

Doomwyte (Removed: 1)

Author: Jacques, Brian. ISBN: 978-0-441-01778-2 (pbk.) Published: 2010

Call Number	Barcode	Price	Acquired	Removed By
F JAC	T 92905	$11.00	10/19/2012	10540
Was Available -- Weeded				

Earthly astonishments (Removed: 1)

Author: Jocelyn, Marthe. LCCN: 99-28416 Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
F JOC	T 151580	$16.00	11/15/2006	10540
Was Available -- Weeded				

Epidemics (Removed: 1)

Author: Yount, Lisa. LCCN: 09-927458 Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
614.4 YOU	T 151880	$24.00	11/15/2006	10540
Was Available -- Weeded				

10/8/2021 - Copies Removed: 32

Everything you need to know about asthma (Removed: 1)

Author: Simpson, Carolyn. LCCN: 98-10118 /AC Published: 1998

Call Number	Barcode	Price	Acquired	Removed By
616.238 SIM	T 92853	$17.95	11/15/2006	10540

Was Available -- Weeded

Everything you need to know about looking and feeling your best : a guide (Removed: 2)

Author: Sommers, Annie Leah, 1968- LCCN: 99-16834 Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
613.04 SOM	T 96201	$16.95	11/15/2006	10540

Was Available -- Weeded

Call Number	Barcode	Price	Acquired	Removed By
613.04 SOM	T 96203	$16.95	11/15/2006	10540

Was Available -- Weeded

Mad cow disease : bovine spongiform encephalopathy (Removed: 1)

Author: Ridgway, Tom. LCCN: 2001-2150 Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
616.8 RID	T 152599	$24.95	11/15/2006	10540

Was Available -- Weeded

Medicine in colonial America (Removed: 1)

Author: Samuel, Charlie. LCCN: 2002-4486 Published: 2003

Call Number	Barcode	Price	Acquired	Removed By
610 SAM	T 95677	$23.00	6/23/2017	10540

Was Available -- Weeded

Middle school is worse than meatloaf : a year told through stuff (Removed: 1)

Author: Holm, Jennifer L. ISBN: 978-0-689-85281-7 Published: 2007

Call Number	Barcode	Price	Acquired	Removed By
F HOL	T 88059	$16.00	10/24/2007	10540

Was Available -- Weeded

Olive's ocean (Removed: 1)

Author: Henkes, Kevin. ISBN: 0-06-053543-1 Published: 2003

Call Number	Barcode	Price	Acquired	Removed By
F HEN	T 98557	$20.00	9/24/2019	10540

Was Available -- Weeded

Out of the dust (Removed: 1)

Author: Hesse, Karen. ISBN: 0-590-36080-9 Published: 1997

Call Number	Barcode	Price	Acquired	Removed By
F HES	T 98559	$19.00	9/24/2019	10540

Was Available -- Weeded

Pegasus : the flame of Olympus (Removed: 1)

Author: O'Hearn, Kate. ISBN: 978-0-545-53258-7 (pbk.) Published: 2013

Call Number	Barcode	Price	Acquired	Removed By
F OHE PB #1	T 94587	$11.00	1/5/2015	10540

Was Available -- Weeded

10/8/2021 - Copies Removed: 32

Playing the field (Removed: 1)

Author: Rallison, Janette, 1966- LCCN: 2001-46981 Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
F RAL	T 80992	$21.95	11/15/2006	10540

Was Available -- Weeded

Roy Morelli steps up to the plate (Removed: 1)

Author: Heldring, Thatcher. ISBN: 978-0-385-73391-5 (trade) Published: 2010

Call Number	Barcode	Price	Acquired	Removed By
F HEL	T 90510	$19.00	11/15/2010	10540

Was Available -- Weeded

Six innings : a game in the life (Removed: 1)

Author: Preller, James. ISBN: 978-0-312-36763-3 Published: 2008

Call Number	Barcode	Price	Acquired	Removed By
F PRE	T 89476	$20.00	1/6/2010	10540

Was Available -- Weeded

Slam dunk (Removed: 1)

Author: Jaimet, Kate. ISBN: 978-1-55469-132-6 Published: 2009

Call Number	Barcode	Price	Acquired	Removed By
F JAI	T 88858	$20.00	8/31/2009	10540

Was Available -- Weeded

Smelling and tasting (Removed: 1)

Author: Silverstein, Alvin. LCCN: 2001-18089 Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
612.86 SIL	T 152759	$26.95	11/15/2006	10540

Was Available -- Weeded

Smiling for strangers (Removed: 1)

Author: Hiçyılmaz, Gaye. LCCN: 99-34508 Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
F HIC	T 151599	$16.00	11/15/2006	10540

Was Available -- Weeded

Team picture (Removed: 1)

Author: Hughes, Dean, 1943- LCCN: 95-52172 Published: 1996

Call Number	Barcode	Price	Acquired	Removed By
F HUG	T 151735	$16.00	11/15/2006	10540

Was Available -- Weeded

Toby Wheeler : eighth-grade benchwarmer (Removed: 1)

Author: Heldring, Thatcher. ISBN: 978-0-385-73390-8 (hc) Published: 2007

Call Number	Barcode	Price	Acquired	Removed By
F HEL	T 90626	$18.00	11/17/2010	10540

Was Available -- Weeded

Touching and feeling (Removed: 1)

Author: Silverstein, Alvin. LCCN: 2001-18093 Published: 2002

Call Number	Barcode	Price	Acquired	Removed By

10/8/2021 - Copies Removed: 32

612.88 SIL	T 152760	$26.95	11/15/2006	10540

Was Available -- Weeded

Vero rising (Removed: 1)

Author: Molinari, Laurice E. LCCN: 2013-34796 Published: 2014

Call Number	Barcode	Price	Acquired	Removed By
F MOL #1	T 93231	$20.00	9/25/2015	10540

Was Available -- Weeded

A well-timed enchantment (Removed: 1)

Author: Vande Velde, Vivian. LCCN: 89-22225 /AC/r92 Published: 1990

Call Number	Barcode	Price	Acquired	Removed By
F VAN	T 80226	$6.95	11/15/2006	10540

Was Available -- Weeded

The year money grew on trees (Removed: 1)

Author: Hawkins, Aaron R. ISBN: 978-0-547-27977-0 (trade) Published: 2010

Call Number	Barcode	Price	Acquired	Removed By
F HAW	T 90796	$19.00	3/1/2011	10540

Was Available -- Weeded

10/5/2021 - Copies Removed: 1

Best friends (Removed: 1)

Author: Hale, Shannon. ISBN: 978-1-25031745-2 Published: 2019

Call Number	Barcode	Price	Acquired	Removed By
741.5909092 HAL #2	T 99015	$22.00	11/18/2019	10540

Was Available -- Weeded

10/1/2021 - Copies Removed: 1

Dork diaries: : Tales from a not-so-dorky drama queen (Removed: 1)

Author: Russell, Rachel Renée. ISBN: 978-1-44248769-7 Published: 2015

Call Number	Barcode	Price	Acquired	Removed By
F RUS #9	T 96083	$17.00	9/2/2016	10540

Was Available -- Weeded

9/29/2021 - Copies Removed: 30

Abraham's Battle (Removed: 1)

Author: Banks, Sara H., 1942- LCCN: 09-821108 Published: 1999

Call Number	Barcode	Price	Acquired	Removed By
F BAN	T 151655	$21.00	11/15/2006	10540

Was Available -- Weeded

Avril Lavigne (Removed: 1)

Author: Sawyer, Sarah. LCCN: 2008-3923 Published: 2009

Call Number	Barcode	Price	Acquired	Removed By
782.42166092 LAV	T 91085	$24.00	8/23/2011	10540

Was Available -- Weeded

9/29/2021 - Copies Removed: 30

Be seated : a book about chairs (Removed: 1)

Author: Giblin, James. LCCN: 92-25073 /AC Published: 1993

Call Number	Barcode	Price	Acquired	Removed By
749.32 GIB	T 95276	$14.90	11/15/2006	10540

Was Available -- Weeded

Blackwater : Sometimes a lie is harder than the truth (Removed: 1)

Author: Bunting, Eve, 1928- LCCN: 09-924895 Published: 1999

Call Number	Barcode	Price	Acquired	Removed By
F BUN	T 152133	$20.95	11/15/2006	10540

Was Available -- Weeded

Christina Aguilera (Removed: 1)

Author: Greenberger, Robert. LCCN: 2007-51058 Published: 2009

Call Number	Barcode	Price	Acquired	Removed By
782.42164092 AGU	T 88583	$23.00	12/16/2008	10540

Was Available -- Weeded

The crossroads (Removed: 1)

Author: Grabenstein, Chris. ISBN: 978-0-375-84698-4 (pbk.) Published: 2008

Call Number	Barcode	Price	Acquired	Removed By
F GRA PB #1	T 91504	$10.00	12/27/2011	10540

Was Available -- Weeded

Floors (Removed: 1)

Author: Carman, Patrick. LCCN: 2011-32516 Published: 2011

Call Number	Barcode	Price	Acquired	Removed By
F CAR	T 91857	$20.00	2/8/2012	10540

Was Available -- Weeded

Folk painters of America (Removed: 1)

Author: Bishop, Robert Charles. LCCN: 83-8975 Published: 1983

Call Number	Barcode	Price	Acquired	Removed By
759.13 BIS	T 85235	$14.95	11/15/2006	10540

Was Available -- Weeded

The Garden of Eden Motel (Removed: 1)

Author: Hamilton, Morse. LCCN: 98-46684 Published: 1999

Call Number	Barcode	Price	Acquired	Removed By
F HAM	T 151578	$16.00	11/15/2006	10540

Was Available -- Weeded

Garth Brooks (Removed: 1)

Author: Roberts, Jack L. LCCN: 99-31951 Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
782.421642092 BRO	T 84990	$28.00	11/15/2006	10540

Was Available -- Weeded

The grave (Removed: 1)

Author: Heneghan, James, 1930- LCCN: 99-27599 Published: 2000

Call Number	Barcode	Price	Acquired	Removed By

9/29/2021 - Copies Removed: 30

F HEN	T 151829	$17.00	11/15/2006	10540

Was Out for Repairs -- Weeded

The Indian in the cupboard (Removed: 1)

Author: Banks, Lynne Reid, 1929- ISBN: 0-385-17051-3 Published: 1980

Call Number	Barcode	Price	Acquired	Removed By
F BAN	T 98489	$12.75	11/15/2006	10540

Was Available -- Weeded

Midnight for Charlie Bone (Removed: 1)

Author: Nimmo, Jenny. ISBN: 0-439-47429-9 Published: 2003

Call Number	Barcode	Price	Acquired	Removed By
F Nim	T 88228	$14.00	5/19/2008	10540

Was Available -- Weeded

Minted. (Removed: 1)

ISBN: 978-1-84525-047-8 (trade) Published: 2007

Call Number	Barcode	Price	Acquired	Removed By
769.55 ACT	T 94875	$21.00	9/23/2015	10540

Was Available -- Weeded

The mystery of the cupboard (Removed: 1)

Author: Banks, Lynne Reid, 1929- ISBN: 0-688-12138-1 Published: 1993

Call Number	Barcode	Price	Acquired	Removed By
F BAN-1	T 98485	$16.15	11/15/2006	10540

Was Available -- Weeded

Painting (Removed: 1)

Author: Hodge, Anthony. LCCN: 90-45004 /AC/r91 Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
751.4 HOD	T 80051	$11.90	11/15/2006	10540

Was Available -- Weeded

Photography : take your best shot (Removed: 1)

Author: Morgan, Terri. LCCN: 90-27054 /AC Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
771 MOR	T 95944	$19.95	11/15/2006	10540

Was Available -- Weeded

The return of the Indian (Removed: 1)

Author: Banks, Lynne Reid, 1929- ISBN: 0-385-23497-X Published: 1986

Call Number	Barcode	Price	Acquired	Removed By
F BAN	T 98488	$13.00	11/15/2006	10540

Was Available -- Weeded

The secrets of Vesuvius (Removed: 1)

Author: Lawrence, Caroline. LCCN: 2002-17755 Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
F LAW	T 94273	$19.95	4/2/2007	10540

Was Available -- Weeded

9/29/2021 - Copies Removed: 30

The Sisters Grimm : magic and other misdemeanors (Removed: 2)

Author: Buckley, Michael. ISBN: 978-0-8109-9358-7 Published: 2007

Call Number	Barcode	Price	Acquired	Removed By
F BUC #5	T 90923	$19.00	8/15/2011	10540
Was Available -- Weeded				
F BUC #5	T 96483	$20.00	12/23/2016	10540
Was Available -- Weeded				

The Sisters Grimm : once upon a crime (Removed: 1)

Author: Buckley, Michael. ISBN: 978-0-8109-1610-4 Published: 2007

Call Number	Barcode	Price	Acquired	Removed By
F BUC #4	T 90919	$19.00	8/15/2011	10540
Was Available -- Weeded				

The Sisters Grimm : tales from the hood (Removed: 1)

Author: Buckley, Michael. ISBN: 0-8109-9478-X Published: 2008

Call Number	Barcode	Price	Acquired	Removed By
F BUC #6	T 97479	$20.00	8/28/2018	10540
Was Available -- Weeded				

The Sisters Grimm : the council of mirrors (Removed: 1)

Author: Buckley, Michael,. ISBN: 978-1-41970186-3 Published: 2012

Call Number	Barcode	Price	Acquired	Removed By
F BUC #9	T 93415	$19.00	9/23/2013	10540
Was Available -- Weeded				

The Sisters Grimm : the everafter war (Removed: 1)

Author: Buckley, Michael. ISBN: 978-0-8109-8355-7 Published: 2009

Call Number	Barcode	Price	Acquired	Removed By
F BUC #7	T 90921	$19.00	8/15/2011	10540
Was Available -- Weeded				

The Sisters Grimm : the inside story (Removed: 1)

Author: Buckley, Michael. ISBN: 978-0-8109-8430-1 Published: 2010

Call Number	Barcode	Price	Acquired	Removed By
F BUC #8	T 90924	$19.00	8/15/2011	10540
Was Available -- Weeded				

The Sisters Grimm : the problem child (Removed: 1)

Author: Buckley, Michael. ISBN: 0-8109-4914-8 Published: 2006

Call Number	Barcode	Price	Acquired	Removed By
F BUC #3	T 90918	$19.00	8/15/2011	10540
Was Available -- Weeded				

The Sisters Grimm : the unusual suspects (Removed: 1)

Author: Buckley, Michael. ISBN: 0-8109-5926-7 Published: 2006

Call Number	Barcode	Price	Acquired	Removed By
F BUC #2	T 90917	$19.00	8/15/2011	10540
Was Available -- Weeded				

9/29/2021 - Copies Removed: 30

The thieves of Ostia : a Roman mystery (Removed: 1)

Author: Lawrence, Caroline. LCCN: 2001-34912 Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
F LAW	T 80964	$22.95	11/15/2006	10540

Was Available -- Weeded

A very Grimm guide : inside the world of the Sisters Grim, Everafters, Fer (Removed: 1)

Author: Buckley, Michael, 1969- ISBN: 978-1-41970201-3 (trade) Published: 2012

Call Number	Barcode	Price	Acquired	Removed By
F BUC	T 93416	$19.00	9/23/2013	10540

Was Available -- Weeded

9/13/2021 - Copies Removed: 1

Cousins in the castle (Removed: 1)

Author: Wallace, Barbara Brooks, 1922- LCCN: 95-23484 /AC Published: 1996

Call Number	Barcode	Price	Acquired	Removed By
F WAL	T 98574	$15.00	11/15/2006	10540

Was Available -- Weeded

9/10/2021 - Copies Removed: 1

Notorious (Removed: 1)

Author: Korman, Gordon. ISBN: 978-0-06-279886-2 Published: 2020

Call Number	Barcode	Price	Acquired	Removed By
F KOR	T 99315	$18.00	2/26/2020	10540

Was Available -- Weeded

9/2/2021 - Copies Removed: 1

Una reina del drama con muchos humos (Removed: 1)

Author: Russell, Rachel Renée. ISBN: 978-8-42720971-8 Published: 2016

Call Number	Barcode	Price	Acquired	Removed By
SP RUS #9	T 95891	$18.00	7/14/2017	10540

Was Available -- Weeded

8/19/2021 - Copies Removed: 1

Prince across the water (Removed: 1)

Author: Yolen, Jane. LCCN: 2004-44628 Published: 2004

Call Number	Barcode	Price	Acquired	Removed By
F YOL	T 86956	$24.00	11/15/2006	10540

Was Out for Repairs -- Weeded

8/18/2021 - Copies Removed: 1

Pinch hit (Removed: 1)

Author: Green, Tim, 1963- LCCN: 2011-53346 Published: 2012

Call Number	Barcode	Price	Acquired	Removed By
F GRE	T 97414	$20.00	8/27/2018	10540

Was Available -- Weeded

8/5/2021 - Copies Removed: 1

Health 2020-21. (Removed: 1)

LCCN: 92-643391 Published: 1981

Call Number	Barcode	Price	Acquired	Removed By
MAG HEA	T 105436	$4.00	8/3/2021	10540
Was Available -- Weeded				

8/4/2021 - Copies Removed: 27

Field & stream 2019. (Removed: 1)

Published: 2003

Call Number	Barcode	Price	Acquired	Removed By
MAG FIE	T 105985	$4.00	11/14/2019	10540
Was Available -- Weeded				

Field & stream 2020. (Removed: 4)

Published: 2003

Call Number	Barcode	Price	Acquired	Removed By
MAG FIE	T 106028	$4.00	9/21/2020	10540
Was Available -- Weeded				
MAG FIE	T 106030	$4.00	2/25/2020	10540
Was Available -- Weeded				
MAG FIE	T 106074	$4.00	8/17/2020	10540
Was Available -- Weeded				
MAG FIE	T 106127	$4.00	11/18/2020	10540
Was Available -- Weeded				

Health 2020-21. (Removed: 12)

LCCN: 92-643391 Published: 1981

Call Number	Barcode	Price	Acquired	Removed By
MAG HEA	T 105394	$4.00	3/12/2021	10540
Was Available -- Weeded				
MAG HEA	T 105397	$4.00	3/12/2021	10540
Was Available -- Weeded				
MAG HEA	T 105400	$4.00	3/12/2021	10540
Was Available -- Weeded				
MAG HEA	T 105403	$4.00	3/12/2021	10540
Was Available -- Weeded				
MAG HEA	T 105406	$4.00	3/12/2021	10540
Was Available -- Weeded				
MAG HEA	T 105409	$4.00	3/12/2021	10540
Was Available -- Weeded				
MAG HEA	T 105412	$4.00	3/12/2021	10540
Was Available -- Weeded				
MAG HEA	T 105415	$4.00	3/12/2021	10540
Was Available -- Weeded				

8/4/2021 - Copies Removed: 27

MAG HEA	T 105418	$4.00	3/12/2021	10540
Was Available -- Weeded				
MAG HEA	T 105422	$4.00	3/22/2021	10540
Was Available -- Weeded				
MAG HEA	T 105440	$4.00	5/19/2021	10540
Was Available -- Deleted				
MAG HEA	T 105447	$4.00	4/20/2021	10540
Was Available -- Weeded				

In-fisherman 2020. (Removed: 7)

LCCN: 81-644835 Published: 1975

Call Number	Barcode	Price	Acquired	Removed By
MAG INF	T 105891	$4.00	12/9/2019	10540
Was Available -- Weeded				
MAG INF	T 106014	$4.00	2/11/2020	10540
Was Available -- Weeded				
MAG INF	T 106053	$4.00	9/15/2020	10540
Was Available -- Weeded				
MAG INF	T 106068	$4.00	8/17/2020	10540
Was Available -- Weeded				
MAG INF	T 106079	$4.00	8/17/2020	10540
Was Available -- Weeded				
MAG INF	T 106097	$4.00	8/17/2020	10540
Was Available -- Weeded				
MAG INF	T 106114	$4.00	8/17/2020	10540
Was Available -- Weeded				

In-fisherman 2021. (Removed: 3)

LCCN: 81-644835 Published: 1975

Call Number	Barcode	Price	Acquired	Removed By
MAG IN-	T 105434	$4.00	5/19/2021	10540
Was Available -- Weeded				
MAG IN-	T 106129	$4.00	12/10/2020	10540
Was Available -- Weeded				
MAG IN-	T 106151	$4.00	2/12/2021	10540
Was Available -- Weeded				

8/3/2021 - Copies Removed: 6

Consumer reports 2020. (Removed: 6)

LCCN: 43-33888 Published: 1942

Call Number	Barcode	Price	Acquired	Removed By
MAG CON	T 105878	$4.00	12/3/2019	10540
Was Available -- Weeded				
MAG CON	T 105904	$4.00	1/2/2020	10540
Was Available -- Weeded				

8/3/2021 - Copies Removed: 6

MAG CON	T 106001	$4.00	1/27/2020	10540
Was Available -- Weeded				
MAG CON	T 106027	$4.00	2/25/2020	10540
Was Available -- Weeded				
MAG CON	T 106058	$4.00	8/17/2020	10540
Was Available -- Weeded				
MAG CON	T 106111	$4.00	8/17/2020	10540
Was Available -- Weeded				

6/2/2021 - Copies Removed: 63

11 birthdays (Removed: 1)

Author: Mass, Wendy, 1967- ISBN: 978-0-545-05240-5 Published: 2010

Call Number	Barcode	Price	Acquired	Removed By
F MAS #1	T 92797	$10.00	10/15/2012	jahna

Was Available -- Weeded

The adventures of young Buffalo Bill. In the eye of the storm (Removed: 1)

Author: Kimmel, Elizabeth Cody. LCCN: 2002-3539 Published: 2003

Call Number	Barcode	Price	Acquired	Removed By
F KIM	T 84149	$21.00	11/15/2006	jahna

Was Available -- Weeded

Almost identical (Removed: 1)

Author: Oliver, Lin. LCCN: 2011-43240 Published: 2012

Call Number	Barcode	Price	Acquired	Removed By
F OLI	T 93621	$10.00	3/21/2014	jahna

Was Available -- Weeded

Anson's way (Removed: 1)

Author: Schmidt, Gary D. LCCN: 98-29220 Published: 1999

Call Number	Barcode	Price	Acquired	Removed By
F SCH	T 151773	$16.00	11/15/2006	jahna

Was Available -- Weeded

As Ever, Gordy (Removed: 1)

Author: Hahn, Mary Downing. LCCN: 53-8415 /L Published: 1998

Call Number	Barcode	Price	Acquired	Removed By
F HAH	T 92694	$8.95	11/15/2006	jahna

Was Available -- Weeded

Becoming Naomi León (Removed: 1)

Author: Ryan, Pam Muñoz. ISBN: 0-439-26969-5 (hardcover) Published: 2004

Call Number	Barcode	Price	Acquired	Removed By
F RYA	T 82534	$21.95	11/15/2006	jahna

Was Available -- Weeded

Beyond Mayfield (Removed: 1)

Author: Nelson, Vaunda Micheaux. ISBN: 0-399-23355-5 Published: 1999

Call Number	Barcode	Price	Acquired	Removed By

6/2/2021 - Copies Removed: 63

F NEL | T 152230 | $21.00 | 11/15/2006 | jahna

Was Available -- Weeded

The birthday room (Removed: 1)

Author: Henkes, Kevin. | ISBN: 0-688-16733-0 | Published: 1999

Call Number	Barcode	Price	Acquired	Removed By
F HEN	T 152222	$19.95	11/15/2006	jahna

Was Available -- Weeded

Black duck (Removed: 1)

Author: Lisle, Janet Taylor. | LCCN: 2005-23845 | Published: 2006

Call Number	Barcode	Price	Acquired	Removed By
F LIS	T 84142	$21.00	11/15/2006	jahna

Was Available -- Weeded

Blizzard's wake (Removed: 1)

Author: Naylor, Phyllis Reynolds. | LCCN: 00-105655 | Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
F NAY	T 84390	$21.95	11/15/2006	jahna

Was Available -- Weeded

The boy who dared (Removed: 1)

Author: Bartoletti, Susan Campbell. | ISBN: 978-0-439-68013-4 | Published: 2008

Call Number	Barcode	Price	Acquired	Removed By
F BAR	T 88656	$20.00	2/5/2009	jahna

Was Available -- Weeded

Brian's hunt (Removed: 1)

Author: Paulsen, Gary. | ISBN: 978-1-41562919-2 | Published: 2003

Call Number	Barcode	Price	Acquired	Removed By
F PAU #4	T 88407	$15.00	9/26/2008	jahna

Was Available -- Weeded

The castaways (Removed: 1)

Author: Lawrence, Iain, 1955- | ISBN: 978-0-385-73090-7 | Published: 2007

Call Number	Barcode	Price	Acquired	Removed By
F LAW	T 88113	$19.00	2/4/2008	jahna

Was Available -- Weeded

The cheat (Removed: 1)

Author: Koss, Amy Goldman, 1954- | LCCN: 2001-49914 | Published: 2003

Call Number	Barcode	Price	Acquired	Removed By
F KOS	T 84231	$22.00	11/15/2006	jahna

Was Available -- Weeded

Cracker! : the best dog in Vietnam (Removed: 1)

Author: Kadohata, Cynthia. | ISBN: 1-41690637-1 | Published: 2007

Call Number	Barcode	Price	Acquired	Removed By
F KAD	T 87809	$22.00	2/28/2007	jahna

Was Available -- Weeded

6/2/2021 - Copies Removed: 63

Creep from the deep (Removed: 1)

Author: Stine, R. L. ISBN: 978-0-329-64138-2 (Follett bdg.) Published: 2008

Call Number	Barcode	Price	Acquired	Removed By
F STI	T 90378	$14.00	10/6/2010	jahna

Was Available -- Weeded

The Divide (Removed: 1)

Author: Kay, Elizabeth. ISBN: 0-439-45696-7 Published: 2003

Call Number	Barcode	Price	Acquired	Removed By
F KAY #1	T 92438	$17.00	5/1/2012	jahna

Was Available -- Weeded

Earthquake terror (Removed: 1)

Author: Kehret, Peg. ISBN: 0-525-65226-4 Published: 1996

Call Number	Barcode	Price	Acquired	Removed By
F KEH	T 98572	$15.00	11/15/2006	jahna

Was Available -- Weeded

Escape from memory (Removed: 1)

Author: Haddix, Margaret Peterson. LCCN: 2002-8487 Published: 2003

Call Number	Barcode	Price	Acquired	Removed By
F HAD	T 82232	$21.95	11/15/2006	jahna

Was Available -- Weeded

Esperanza rising (Removed: 2)

Author: Ryan, Pam Muñoz. ISBN: 0-439-12041-1 Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
F RYA	T 96580	$20.95	11/15/2006	jahna

Was Available -- Weeded

F RYA	T 152234	$20.95	11/15/2006	jahna

Was Available -- Weeded

Framed in fire (Removed: 1)

Author: Patneaude, David. LCCN: 98-39606 Published: 1999

Call Number	Barcode	Price	Acquired	Removed By
F PAT	T 152132	$19.95	11/15/2006	jahna

Was Available -- Weeded

Ghostgirl (Removed: 1)

Author: Hurley, Tonya. LCCN: 2007-31541 Published: 2008

Call Number	Barcode	Price	Acquired	Removed By
F HUR	T 89158	$21.00	12/1/2009	jahna

Was Available -- Weeded

Ghostgirl : homecoming (Removed: 1)

Author: Hurley, Tonya. LCCN: 2008-43791 Published: 2009

Call Number	Barcode	Price	Acquired	Removed By
F HUR	T 89160	$21.00	12/1/2009	jahna

Was Available -- Weeded

6/2/2021 - Copies Removed: 63

Ghostgirl : lovesick (Removed: 1)

Author: Hurley, Tonya. ISBN: 978-0-316-13316-6 (pbk.) Published: 2011

Call Number	Barcode	Price	Acquired	Removed By
F HUR #3	T 91676	$17.00	1/17/2012	jahna

Was Available -- Weeded

Goodbye, Vietnam (Removed: 1)

Author: Whelan, Gloria. ISBN: 0-03-066513-2 Published: 1992

Call Number	Barcode	Price	Acquired	Removed By
F WHE	T 93619	$17.00	3/21/2014	jahna

Was Available -- Weeded

The goodness gene (Removed: 1)

Author: Levitin, Sonia, 1934- LCCN: 2005-2143 Published: 2005

Call Number	Barcode	Price	Acquired	Removed By
F LEV	T 87672	$22.00	12/11/2006	jahna

Was Available -- Weeded

The graduation of Jake Moon (Removed: 1)

Author: Park, Barbara. ISBN: 0-689-83985-5 (pbk.) Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
F PAR	T 83602	$20.00	11/15/2006	jahna

Was Available -- Weeded

Harmony (Removed: 1)

Author: Murphy, Rita. LCCN: 2002-1663 Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
F MUR	T 83557	$20.95	11/15/2006	jahna

Was Available -- Weeded

Harry Potter and the deathly hallows (Removed: 1)

Author: Rowling, J. K. ISBN: 978-0-545-02936-0 Published: 2007

Call Number	Barcode	Price	Acquired	Removed By
F ROW	T 88098	$33.00	1/15/2008	jahna

Was Available -- Weeded

Harry Potter and the half-blood prince (Removed: 1)

Author: Rowling, J. K. ISBN: 0-439-78454-9 (hardcover) Published: 2005

Call Number	Barcode	Price	Acquired	Removed By
F ROW	T 82050	$33.00	11/15/2006	jahna

Was Available -- Weeded

Harry Potter and the order of the phoenix (Removed: 2)

Author: Rowling, J. K. ISBN: 0-439-56761-0 Published: 2003

Call Number	Barcode	Price	Acquired	Removed By
F ROW	T 90387	$33.00	10/6/2010	jahna

Was Available -- Weeded

F ROW	T 95784	$35.00	11/15/2006	jahna

Was Available -- Weeded

6/2/2021 - Copies Removed: 63

Hattie Big Sky (Removed: 1)

Author: Larson, Kirby. ISBN: 978-0-385-73313-7 (hc.) Published: 2006

Call Number	Barcode	Price	Acquired	Removed By
F LAR	T 87982	$22.00	5/4/2007	jahna

Was Available -- Weeded

Hole in the sky (Removed: 1)

Author: Hautman, Pete, 1952- LCCN: 00-58324 Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
F HAU	T 84378	$21.00	11/15/2006	jahna

Was Available -- Weeded

How to disappear completely and never be found (Removed: 1)

Author: Nickerson, Sara. ISBN: 0-06-029771-9 Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
F NIC	T 86658	$20.90	11/15/2006	jahna

Was Available -- Weeded

Jinx on the Divide (Removed: 1)

Author: Kay, Elizabeth. ISBN: 0-439-72455-4 Published: 2005

Call Number	Barcode	Price	Acquired	Removed By
F KAY #2	T 92439	$18.00	5/1/2012	jahna

Was Available -- Weeded

Letters from a slave girl : the story of Harriet Jacobs (Removed: 1)

Author: Lyons, Mary E. LCCN: 91-45778 /AC Published: 1992

Call Number	Barcode	Price	Acquired	Removed By
F LYO	T 95940	$14.95	11/15/2006	jahna

Was Available -- Weeded

The lioness & her knight (Removed: 1)

Author: Morris, Gerald, 1963- LCCN: 2004-15782 Published: 2005

Call Number	Barcode	Price	Acquired	Removed By
F MOR	T 85321	$21.00	11/15/2006	jahna

Was Available -- Weeded

The miserable mill (Removed: 1)

Author: Snicket, Lemony. ISBN: 0-439-27263-7 Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
F SNI PB #4	T 88063	$5.00	11/6/2007	jahna

Was Available -- Weeded

The princess, the crone, and the dung-cart knight (Removed: 1)

Author: Morris, Gerald, 1963- LCCN: 2003-12296 Published: 2004

Call Number	Barcode	Price	Acquired	Removed By
F MOR	T 80480	$21.00	11/15/2006	jahna

Was Available -- Weeded

The reptile room (Removed: 1)

Author: Snicket, Lemony. ISBN: 0-439-20648-0 Published: 1999

Call Number	Barcode	Price	Acquired	Removed By

6/2/2021 - Copies Removed: 63

F SNI PB #2 | T 88062 | $5.00 | 11/6/2007 | jahna

Was Available -- Weeded

The Return of the King. (Removed: 1)

Author: Tolkien, J. R. R, 1892-1973 (John Ronald Reuel) | ISBN: 0-395-48930-X | Published: 1988

Call Number	Barcode	Price	Acquired	Removed By
F TOL	T 81595	$25.00	10/16/2019	jahna

Was Available -- Weeded

Rump : the true story of Rumpelstiltskin (Removed: 1)

Author: Shurtliff, Liesl. | ISBN: 978-0-307-97793-9 | Published: 2013

Call Number	Barcode	Price	Acquired	Removed By
F SHU	T 94230	$20.00	4/4/2014	jahna

Was Available -- Weeded

Running out of time (Removed: 1)

Author: Haddix, Margaret Peterson. | ISBN: 0-689-80084-3 | Published: 1995

Call Number	Barcode	Price	Acquired	Removed By
F HAD	T 97935	$15.00	11/15/2006	jahna

Was Available -- Weeded

Shadowed summer (Removed: 1)

Author: Mitchell, Saundra. | LCCN: 2008-10021 | Published: 2009

Call Number	Barcode	Price	Acquired	Removed By
F MIT	T 89335	$19.00	12/16/2009	jahna

Was Available -- Weeded

Slap your sides : a novel (Removed: 1)

Author: Kerr, M. E. | LCCN: 00-54037 | Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
F KER	T 152490	$20.95	11/15/2006	jahna

Was Available -- Weeded

Spider Sparrow (Removed: 1)

Author: King-Smith, Dick. | LCCN: 99-30707 | Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
F KIN	T 151581	$16.95	11/15/2006	jahna

Was Available -- Weeded

A summer of Kings (Removed: 1)

Author: Nolan, Han. | LCCN: 2005-19487 | Published: 2006

Call Number	Barcode	Price	Acquired	Removed By
F NOL	T 88170	$20.00	2/19/2008	jahna

Was Available -- Weeded

The sword of summer (Removed: 1)

Author: Riordan, Rick. | ISBN: 978-1-42316091-5 | Published: 2015

Call Number	Barcode	Price	Acquired	Removed By
F RIO #1	T 95195	$23.00	10/15/2015	jahna

Was Available -- Weeded

6/2/2021 - Copies Removed: 63

Sword of the samurai (Removed: 1)

Author: Kimmel, Eric A. LCCN: 09-816633 Published: 1999

Call Number	Barcode	Price	Acquired	Removed By
F KIM	T 151650	$20.00	11/15/2006	jahna

Was Available -- Weeded

The time bike (Removed: 1)

Author: Langton, Jane. LCCN: 09-939896 Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
F LAN	T 151648	$15.90	11/15/2006	jahna

Was Available -- Weeded

To kill a mockingbird (Removed: 2)

Author: Lee, Harper. ISBN: 978-0-446-31078-9 (pbk.) Published: 2010

Call Number	Barcode	Price	Acquired	Removed By
F LEE PB	T 92345	$11.00	3/12/2012	jahna

Was Available -- Weeded

F LEE PB	T 92365	$11.00	3/12/2012	jahna

Was Available -- Weeded

The true story of Christmas (Removed: 1)

Author: Fine, Anne. LCCN: 2003-5166 Published: 2003

Call Number	Barcode	Price	Acquired	Removed By
F FIN	T 82117	$15.95	11/15/2006	jahna

Was Available -- Weeded

The unforgotten coat (Removed: 1)

Author: Cottrell Boyce, Frank. LCCN: 2010-48224 Published: 2011

Call Number	Barcode	Price	Acquired	Removed By
F COT	T 91876	$19.00	2/13/2012	jahna

Was Available -- Weeded

The voyage of the Arctic Tern (Removed: 1)

Author: Montgomery, Hugh. LCCN: 2001-58119 Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
F MON	T 81023	$22.00	11/15/2006	jahna

Was Available -- Weeded

When the soldiers were gone (Removed: 1)

Author: Propp, Vera W. ISBN: 0-399-23325-3 Published: 1999

Call Number	Barcode	Price	Acquired	Removed By
F PRO	T 152023	$20.00	11/15/2006	jahna

Was Available -- Weeded

The wickedest witch (Removed: 1)

Author: Howard, M. J. (Martin J.) ISBN: 978-1-84365-131-4 (trade) Published: 2009

Call Number	Barcode	Price	Acquired	Removed By
F HOW #1	T 91855	$16.00	2/8/2012	jahna

Was Available -- Weeded

6/2/2021 - Copies Removed: 63

The wish (Removed: 1)

Author: Levine, Gail Carson. ISBN: 0-06-027900-1 Published: 2000

Call Number	Barcode	Price	Acquired	Removed By
F LEV	T 83319	$20.95	11/15/2006	jahna

Was Available -- Weeded

The woman in the wall (Removed: 1)

Author: Kindl, Patrice. LCCN: 96-24567 /AC Published: 1997

Call Number	Barcode	Price	Acquired	Removed By
F KIN	T 99840	$14.95	11/15/2006	jahna

Was Available -- Weeded

Yankee girl (Removed: 1)

Author: Rodman, Mary Ann. LCCN: 2003-49048 Published: 2004

Call Number	Barcode	Price	Acquired	Removed By
F ROD	T 80851	$22.00	11/15/2006	jahna

Was Available -- Weeded

The young man and the sea (Removed: 1)

Author: Philbrick, W. R (W. Rodman) ISBN: 0-439-36829-4 Published: 2004

Call Number	Barcode	Price	Acquired	Removed By
F PHI	T 80645	$21.95	11/15/2006	jahna

Was Available -- Weeded

6/1/2021 - Copies Removed: 19

Airman (Removed: 1)

Author: Colfer, Eoin. ISBN: 978-1-42310750-7 (lib. bdg.) Published: 2008

Call Number	Barcode	Price	Acquired	Removed By
F COL	T 91045	$21.00	8/22/2011	10540

Was Available -- Weeded

The beloved dearly (Removed: 1)

Author: Cooney, Doug. ISBN: 0-689-83127-7 Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
F COO	T 86698	$21.00	11/15/2006	10540

Was Available -- Weeded

Blood red horse (Removed: 1)

Author: Grant, K. M. LCCN: 2005-42280 Published: 2005

Call Number	Barcode	Price	Acquired	Removed By
F GRA	T 85414	$21.95	11/15/2006	10540

Was Available -- Weeded

Bronx masquerade (Removed: 1)

Author: Grimes, Nikki. ISBN: 0-8037-2569-8 Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
F GRI	T 95585	$22.00	11/15/2006	10540

Was Available -- Weeded

6/1/2021 - Copies Removed: 19

The Brooklyn nine : a novel in nine innings (Removed: 1)

Author: Gratz, Alan, 1972- | ISBN: 978-0-14-241544-3 (pbk.) | Published: 2010

Call Number	Barcode	Price	Acquired	Removed By
F GRA	T 94989	$12.00	10/6/2015	10540

Was Available -- Weeded

Death by bikini (Removed: 1)

Author: Gerber, Linda C. | ISBN: 978-0-14-241117-9 (pbk.) | Published: 2007

Call Number	Barcode	Price	Acquired	Removed By
F GER	T 95266	$11.00	8/2/2016	10540

Was Available -- Weeded

Death by denim (Removed: 1)

Author: Gerber, Linda C. | LCCN: 2008-41322 | Published: 2009

Call Number	Barcode	Price	Acquired	Removed By
F GER PB #3	T 90863	$11.00	8/1/2011	10540

Was Available -- Weeded

Death by latte (Removed: 1)

Author: Gerber, Linda C. | LCCN: 2008-28972 | Published: 2008

Call Number	Barcode	Price	Acquired	Removed By
F GER PB #2	T 90864	$11.00	8/1/2011	10540

Was Available -- Weeded

Fantasy baseball (Removed: 1)

Author: Gratz, Alan, 1972- | ISBN: 978-0-14-242018-8 (pbk.) | Published: 2012

Call Number	Barcode	Price	Acquired	Removed By
F GRA	T 95007	$12.00	10/6/2015	10540

Was Available -- Weeded

Foul Play (Removed: 1)

Author: Costello, Emily. | ISBN: 0-7807-9132-0 | Published: 1998

Call Number	Barcode	Price	Acquired	Removed By
F COS	T 151732	$15.95	11/15/2006	10540

Was Available -- Weeded

Frightful's mountain (Removed: 1)

Author: George, Jean Craighead, 1919- | LCCN: 99-32932 | Published: 1999

Call Number	Barcode	Price	Acquired	Removed By
F GEO	T 96123	$16.00	11/15/2006	10540

Was Available -- Weeded

I know who likes you (Removed: 1)

Author: Cooney, Doug. | ISBN: 0-689-85419-6 (hardcover) | Published: 2004

Call Number	Barcode	Price	Acquired	Removed By
F COO	T 82266	$20.95	11/15/2006	10540

Was Available -- Weeded

The League of Seven (Removed: 1)

Author: Gratz, Alan, 1972- | ISBN: 978-0-7653-3825-9 | Published: 2015

Call Number	Barcode	Price	Acquired	Removed By

6/1/2021 - Copies Removed: 19

F GRA #1 T 95002 $13.00 10/6/2015 10540
Was Available -- Weeded

My side of the mountain (Removed: 1)

Author: George, Jean Craighead, 1919- ISBN: 0-525-44392-4 (lib. bdg.) Published: 1988

Call Number	Barcode	Price	Acquired	Removed By
F GEO	T 80377	$12.95	11/15/2006	10540

Was Available -- Weeded

Nothing but the truth : a documentary novel (Removed: 1)

Author: Avi, 1937- LCCN: 91-9200 /AC Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
F AVI	T 92316	$16.00	11/15/2006	10540

Was Available -- Weeded

Paulo's wall (Removed: 1)

Author: DeSimone, Rachelle. ISBN: 0-7569-0859-0 Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
F DES	T 85783	$10.95	11/15/2006	10540

Was Available -- Weeded

The Pox party (Removed: 1)

Author: Anderson, M. T. ISBN: 978-0-7636-2402-6 (hc. : alk. paper) Published: 2006

Call Number	Barcode	Price	Acquired	Removed By
F AND	T 87817	$23.00	3/7/2007	10540

Was Available -- Weeded

Samurai shortstop (Removed: 1)

Author: Gratz, Alan, 1972- ISBN: 978-0-14-241099-8 (pbk.) Published: 2008

Call Number	Barcode	Price	Acquired	Removed By
F GRA	T 94994	$12.00	10/6/2015	10540

Was Available -- Weeded

The singer of all songs (Removed: 1)

Author: Constable, Kate. LCCN: 2003-9034 Published: 2004

Call Number	Barcode	Price	Acquired	Removed By
F CON	T 80896	$21.95	11/15/2006	10540

Was Available -- Weeded

From: 6/1/2021 To: 10/27/2022 Total Copies Removed: 961

Deleted: 21, Transferred: 0, Weeded: 940

Columbus Fall 2022

Compared against Columbus, Fall 2021

FACULTY | + FALL 2022

TOTAL QUESTIONS 77 | COMPLETIONS 266 | PARTICIPATION 84%

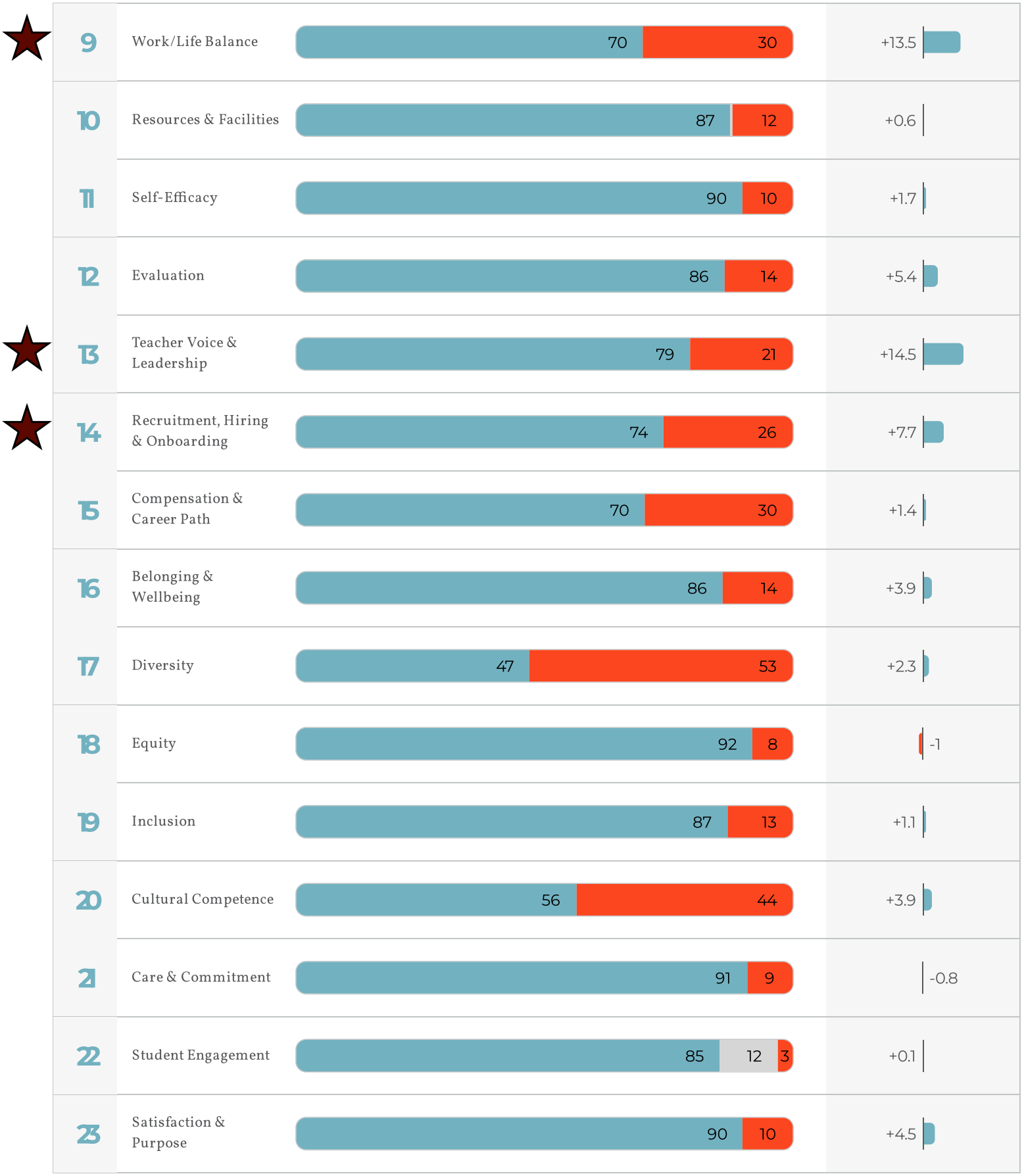
NO FILTERS SELECTED

CONSIDERATION	AVERAGE ENGAGEMENT SCORE	COLUMBUS FALL 2021
District Results	68	+3.7

Results by Question Category

% Positive | % Neutral | % Negative

	CATEGORY	CATEGORY SUMMARY	COMPARISON
1	Parent/Teacher Communication	84 / 16	-0.5
★ 2	Professional Development	59 / 41	+10.6
★ 3	Autonomy	84 / 16	+14.6
4	Principal/Teacher Trust	87 / 13	+2.1
5	Instructional Leadership	88 / 12	+0.4
6	School Safety & Order	79 / 1 / 20	+2.1
★ 7	Appreciation	74 / 26	+9.7
8	Collaboration	87 / 13	+5.2


9
Work/Life Balance
70
30
+13.5
10
Resources & Facilities
87
12
+0.6
11
Self-Efficacy
90
10
+1.7
12
Evaluation
86
14
+5.4
13
Teacher Voice & Leadership
79
21
+14.5
14
Recruitment, Hiring & Onboarding
74
26
+7.7
15
Compensation & Career Path
70
30
+1.4
16
Belonging & Wellbeing
86
14
+3.9
17
Diversity
47
53
+2.3
18
Equity
92
8
-1
19
Inclusion
87
13
+1.1
20
Cultural Competence
56
44
+3.9
21
Care & Commitment
91
9
-0.8
22
Student Engagement
85
12
3
+0.1
23
Satisfaction & Purpose
90
10
+4.5

COLUMBUS PUBLIC SCHOOLS

Community Use of School Facilities RELEASE

AND INDEMNIFICATION AGREEMENT

In consideration of the undersigned being allowed or granted permission to use Platte County School District 71- 0001 a/k/a Columbus Public Schools (hereinafter referred to as "Columbus Public Schools") buildings, grounds, facilities, and/or equipment, the undersigned hereby releases and waives any and all claims, demands, causes of action, suits, debts or damages which the undersigned has or which may in the future accrue, for all personal injuries, known or unknown or injuries or damage to property, caused or arising out of the undersigned's use of Columbus Public Schools buildings, grounds, facilities or equipment.

Additionally, in consideration of the undersigned being allowed or granted permission to use Columbus Public Schools buildings, grounds, facilities or equipment, the undersigned hereby covenants to indemnify and save harmless the Columbus Public Schools buildings, grounds, facilities or equipment.

The undersigned acknowledges and agrees that without executing this Release and Indemnification Agreement permission would not be granted to use Columbus Public Schools buildings, grounds, facilities, and/or equipment. The undersigned further understands and agrees that this Release shall be binding on the undersigned, and undersigned's heirs, executors, administrators or assignees, and that by executing this Release and Indemnification Agreement, the undersigned is hereby releasing and agreeing to indemnify Columbus Public Schools, all of its present or future Board members in their individual or official capacities, and all of the school district's employees or agents in their individual or official capacities, and all successors thereto.

The Columbus Public Schools does not sponsor or in any way endorse the views, aims, policies, opinions or content of any speakers, or presenters, or materials disseminated as part of the program of the person or persons or entity allowed access to Columbus Public Schools facilities, and remains totally neutral with regard thereto.

The undersigned acknowledges having read this Agreement, understands the rights which are being waived or released hereby, understands the indemnification obligation assumed hereby, and executes the same voluntarily and with full knowledge of its significance.

DATED this _____ day of _____, 2022

Signature Date of Signature

NOTE: *THIS DOCUMENT HAS SIGNIFICANT LEGAL RAMIFICATIONS AND SHOLD BE CAREFULLY READ AND UNDERSTOOD. IF THERE ARE ANY QUESTIONS, THE SIGNER OF THIS DOCUMENT SHOULD CONSULT HIS OR HER OWN ATTORNEY*

Exhibit Approved: 7/20 /15

COLUMBUS PUBLIC
SCHOOLS Columbus, NE

COLUMBUS PUBLIC SCHOOLS

Application for Use of School Facilities/Sites

Name of Organization Requesting Use: City of Columbus, NE

Name of Representative: Chuck Sliva, Public Works Director

Address: 2424 14 Street, PO Box 1677, Columbus NE 68602-1677

Telephone Number: 402-562-4286
Email Address: sliva@columbusne.us

School Facility/Site Requested

Building/Site: Columbus High School

Dates the Facility/Site is going to be used: October, 21 2022 (or soon after) to April 2023

Purpose for the request: Temporary Placement of Snow Fence

If needing to install any temporary items on or to the facility/site, please provide a detailed drawing of location, size, length, and other information that may be needed for approval.

I, Chuck Sliva, having read and agreed to Board of Education Policy and Regulation 1006.0SRl, being fully cognizant that additional fees may be incurred, and providing the District with the attached Release and Indemnification Agreement, request permission for the use of the school facilities for the purpose as described in this application.

Chuck Sliva 10-10-2022

Signature of Representative Date of Signature

For School Official Use Only

Board Approval Date:

FEES TO BE CHARGED BY DISTRICT

Rental: _____ Personnel: _____ Other: _____

Signature, Board President/Designee Exhibit Approved: 7 /20/15
Signature, Director of Finance/HR

COLUMBUS PUBLIC SCHOOLS
Columbus, NE