Columbus School District

Policy: E-4 Life Skills

Ends Monitoring Report

Date: June 14, 2010 - July 12, 2010

End

Students will be able to productively and efficiently manage their lives in order to be independent and self-reliant. Students will:

4.1 Be able to set and achieve personal goals.
4.2 Understand personal strengths and weaknesses, and have appreciation for personal abilities.
4.3 Take responsibility for their own actions.
4.4 Choose and practice healthy lifestyle, including:
   4.4.1 Exercise
   4.4.2 Good nutrition
   4.4.3 Avoidance of harmful substances
4.5 Be able to handle personal financial challenges.
4.6 Understand the legal system.
4.7 Be able to function effectively in teams.
4.8 Exercise self-control and discipline over personal actions.
4.9 Be able to adapt to changing situations and circumstances.

Superintendent’s Interpretation

Students will develop and demonstrate responsible decision-making abilities.

Part 1: District Goals (long-term)

- Students will exercise at least 60 minutes 3 or more times per week:
  - At least 75% in grades 9-12

- Students will avoid harmful substances:
  - At least 90% of students in grades 6-8 and 70% of students in grades 9-12 will not use alcohol.
  - At least 95% of students in grades 6-8 and 80% of students in grades 9-12 will not engage in binge drinking.
  - At least 95% of students in grades 9-12 will not engage in heavy drinking.
  - At least 95% of students in grades 6-8 and 90% of students in grades 9-12 will not use marijuana.
  - At least 95% of students in grades 6-8 and 90% of students in grades 9-12 will not be regular cigarette smokers.

- At least 80% of students in grades 9-12 will avoid skipping classes.

- At least 95% of students in grades 6-12 will not consider suicide an option for themselves.

- At least 90% of graduating seniors will have declared post-graduation plans by the fall of their senior year.
### Part 2: Benchmarks, Targets, & Indicator Evidence

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Students will <strong>exercise at least 60 minutes 3 or more times per week</strong> &lt;br&gt; Grades 9-12</td>
<td>60%</td>
<td>64%</td>
<td>75%</td>
<td>75</td>
<td>78%</td>
</tr>
<tr>
<td>Students will <strong>not use alcohol</strong> &lt;br&gt; Grades 6-8</td>
<td>n/a</td>
<td>90%</td>
<td>88%</td>
<td>90</td>
<td>91%</td>
</tr>
<tr>
<td>Grades 9-12</td>
<td>52%</td>
<td>63%</td>
<td>60%</td>
<td>70</td>
<td>65%</td>
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<tr>
<td>Students will <strong>not engage in binge drinking</strong> &lt;br&gt; Grades 6-8</td>
<td>n/a</td>
<td>97%</td>
<td>94%</td>
<td>95</td>
<td>98%</td>
</tr>
<tr>
<td>Grades 9-12</td>
<td>67%</td>
<td>80%</td>
<td>75%</td>
<td>80</td>
<td>76%</td>
</tr>
<tr>
<td>Students will <strong>not engage in heavy drinking</strong> &lt;br&gt; Grades 9-12</td>
<td>93%</td>
<td>95%</td>
<td>96%</td>
<td>95</td>
<td>95%</td>
</tr>
<tr>
<td>Students will <strong>not use marijuana</strong> &lt;br&gt; Grades 6-8</td>
<td>n/a</td>
<td>92%</td>
<td>95%</td>
<td>95</td>
<td>96%</td>
</tr>
<tr>
<td>Grades 9-12</td>
<td>80%</td>
<td>82%</td>
<td>83%</td>
<td>90</td>
<td>77%</td>
</tr>
<tr>
<td>Students will <strong>not regularly smoke cigarettes</strong> (10+ days of month) &lt;br&gt; Grades 6-8</td>
<td>n/a</td>
<td>98%</td>
<td>99%</td>
<td>95</td>
<td>98%</td>
</tr>
<tr>
<td>Grades 9-12</td>
<td>84%</td>
<td>88%</td>
<td>90%</td>
<td>90</td>
<td>90%</td>
</tr>
<tr>
<td>Students will <strong>avoid skipping classes</strong> &lt;br&gt; Grades 9-12</td>
<td>n/a</td>
<td>76%</td>
<td>80%</td>
<td>80</td>
<td>80%</td>
</tr>
<tr>
<td>Students will <strong>not consider suicide an option</strong> for themselves &lt;br&gt; Grades 6-8</td>
<td>n/a</td>
<td>84%</td>
<td>84%</td>
<td>95</td>
<td>89%</td>
</tr>
<tr>
<td>Grades 9-12</td>
<td>88%</td>
<td>90%</td>
<td>89%</td>
<td>95</td>
<td>88%</td>
</tr>
<tr>
<td>Graduating seniors will <strong>declare post-graduation plans</strong> by the fall of their senior year</td>
<td>97%</td>
<td>78%</td>
<td>92%</td>
<td>90</td>
<td>94%</td>
</tr>
</tbody>
</table>

**Benchmarks from 2008-2009 school year**

- Students who reported exercising at least 60 minutes 3 or more times per week
  - NA% in grades 6-8
  - 75% in grades 9-12
- Students who chose to avoid harmful substances:
  - 88% in grades 6-8 and 60% in grades 9-12 reported not using alcohol
  - 94% in grades 6-8 and 75% in grades 9-12 reported not engaging in binge drinking
  - 96% in grades 9-12 reported not engaging in heavy drinking
  - 95% in grades 6-8 and 83% in grades 9-12 reported not using marijuana
  - 96% in grades 6-8 and 83% in grades 9-12 reported not being daily cigarette smokers
- 80% of students in grades 9-12 reported not skipping classes
• Students who reported not considering suicide an option for themselves
  o 84% in grades 6-8
  o 89% in grades 9-12
• 95.0% of seniors declared post-graduation plans by the fall of their senior year:
  o 4 year college/university: 45.9%
  o Vocational/tech college: 28.7%
  o Military: 0%
  o Employment: 16.4%
  o Unknown/Undecided: 4.1%

Targets for 2009-2010 school year
  ❖ Students exercise at least 60 minutes 3 or more times per week:
    ▪ At least 75% in grades 9-12
  ❖ Students avoid harmful substances:
    ▪ At least 90% of students in grades 6-8 and 70% of students in grades 9-12 do not use alcohol.
    ▪ At least 95% of students in grades 6-8 and 80% of students in grades 9-12 do not engage in binge drinking.
    ▪ At least 95% of students in grades 9-12 do not engage in heavy drinking.
    ▪ At least 95% of students in grades 6-8 and 90% of students in grades 9-12 do not use marijuana.
    ▪ At least 95% of students in grades 6-8 and 90% of students in grades 9-12 are not regular cigarette smokers.
  ❖ At least 80% of students in grades 9-12 avoid skipping classes.
  ❖ Students do not consider suicide an option for themselves:
    ▪ At least 95% in grades 6-8
    ▪ At least 95% in grades 9-12
  ❖ At least 90% of graduating seniors will have declared post-graduation plans by the fall of their senior year.

Indicator Evidence for 2009-2010 school year
• Students who reported exercising at least 60 minutes 3 or more times per week
  o 78% in grades 9-12
• Students who chose to avoid harmful substances:
  o 91% in grades 6-8 and 65% in grades 9-12 reported not using alcohol
  o 98% in grades 6-8 and 76% in grades 9-12 reported not engaging in binge drinking
  o 95% in grades 9-12 reported not engaging in heavy drinking
  o 96% in grades 6-8 and 77% in grades 9-12 reported not using marijuana
  o 98% in grades 6-8 and 90% in grades 9-12 reported not being regular cigarette smokers
• 80% of students in grades 9-12 reported not skipping classes
• Students who reported not considering suicide an option for themselves
  o 89% in grades 6-8
  o 88% in grades 9-12
93.6% of seniors declared post-graduation plans by the fall of their senior year:
  - 4 year college/university: 58.5%
  - Vocational/tech college: 21.3%
  - Military: 2.1%
  - Employment: 7.4%
  - Unknown/Undecided: 4.3%

Supporting Information

Columbus High School Youth Risk Behavior Results compared to Wisconsin

<table>
<thead>
<tr>
<th>Columbus Results 4% or more <strong>better</strong> than Wisconsin Results</th>
<th>Columbus Results similar to that of state results</th>
<th>Columbus Results 4% or more <strong>worse</strong> than Wisconsin Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Risk Behaviors</strong></td>
<td><strong>Risk Behaviors</strong></td>
<td><strong>Risk Behaviors</strong></td>
</tr>
<tr>
<td>- Ever tried smoking cigarettes</td>
<td>- Use of chewing tobacco or snuff</td>
<td>- Rode with a drinking driver</td>
</tr>
<tr>
<td>- Current alcohol use</td>
<td>- Binge Drinking</td>
<td></td>
</tr>
<tr>
<td>- &gt;10 cigarettes per day</td>
<td>- Ever Used Marijuana</td>
<td></td>
</tr>
<tr>
<td>- Offered or sold drugs on school property</td>
<td>- Current Marijuana Use</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Daily Cigarette Use</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Seriously Considered Suicide</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Current Sexual Activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- &gt;10 cigarettes per day</td>
<td></td>
</tr>
<tr>
<td><strong>Healthy Behaviors</strong></td>
<td><strong>Healthy Behaviors</strong></td>
<td><strong>Healthy Behaviors</strong></td>
</tr>
<tr>
<td>- Exercise 5+ days per week</td>
<td>- Ate Fruit</td>
<td>----- all healthy behaviors were at or above state levels</td>
</tr>
<tr>
<td>- Ate vegetables/salad</td>
<td>- Limited TV watching</td>
<td></td>
</tr>
<tr>
<td>- Drank milk</td>
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</tr>
</tbody>
</table>

Elementary School

☐ Columbus Elementary School received a Wisconsin Character Education Partnership

☐ 2010 Promising Practice Award for its All-School Morning Meeting.

☐ The implementation of Responsive Classroom continues at the elementary grade levels. Responsive Classroom focuses on students taking responsibility for their actions, setting personal goals, learning to function as a team, and exercising self-control and discipline over personal actions. Over 85% of staff members have taken Responsive Classroom, and about ten more will be trained later this summer.

☐ New this year at Columbus Elementary was the implementation of All-School Morning Meeting, taking Responsive Classroom curriculum to a new level. Building on the daily morning meetings in each classroom, it was expanded to an All-School Morning Meeting. This gathering of the whole school at the start of the day is used to strengthen the sense of community and to reinforce the social curriculum. These concepts are then strengthened throughout the day in the classroom.
Physical Education at the elementary level focuses on personal fitness. The addition of Widel Brand equipment that creates a variety of obstacle courses and a permanent climbing wall added to the fitness opportunities for K-3 children.

All students in grades 1-3 participated in the Spring Walking Program where they logged miles during daily recesses. One student actually walked 68 miles during this month-long event. In addition, students were invited to participate in the Movin’ and Munchin’ Event, where healthy eating and exercise were emphasized.

The Hands Are Not For Hurting Project at CES emphasizes self-control and discipline over personal actions. Traced handprints of students, teachers and parents form a heart that greets visitors to CES. The Hands Pledge is recited by a third grade student each morning during All-School Morning Meeting.

Students in Discovery Charter School grew, harvested and cooked a variety of vegetables. Good nutrition was at the core of this activity.

Power Panther came to entertain and reinforce nutrition concepts.

Columbus School District provides a nutritionally balanced lunch to its students each day. At the elementary level, an average of 200 hot lunches and 15 Cardinal (cold) lunches are served daily.

Middle School
- Portfolios: students set goals and then collect evidence of their achievements throughout the year
- 8th grade exit interviews
- Responsive Classroom (grades 4-5) and Developmental Designs (grades 6-8)
  - develop Cooperation, Assertion, Responsibility, Empathy, and Self-control, including monthly themes and all-school assemblies
  - build classroom communities
  - most teachers have been trained and there will be additional workshops this summer
- Wellness Block - Health, Guidance, and Physical Education are integrated to support students’ personal goals for wellness, healthy lifestyle, and academics
- Cooperative learning groups in all areas for team skills
- Ropes course - team building activities (grades 5 and 7)
- Annual Health Fair
- 21 co-curricular opportunities (sports and clubs)
- Nutrition and wellness activities and competitions through Food Service program
- Over 100 acres of rainforest saved through t-shirt sale
- Community services and fund raising projects
- Summer School enrichment classes for interest and skill building
- An average of 69 students ate school breakfast and 279 ate school lunch this year

High School
- See attached documentation.
High School Documentation

Other Citizenship Activities
Club/Team Community Service
- Assist with Youth/City Rec Teams (Wrestling, Soccer, Dance Team, Basketball, Football, Baseball, Softball, Track, X-Country, Volleyball)
- Student Council Food Drive, School Spirit Activities
- French/Spanish Club
  - Cultural Activities (French/Spanish Day, International Culture Fair, Nicaragua Food Drive)
- FFA Farm Safety Days, CD Farm Supply Open House, Dairy Breakfast
- Band/Choral
  - Perform at Senior Care Centers, Perform for Rotary
- Caroling in Community, Perform at Football games
- Student Emergency Response Team
  - Trained in CPR, First Aid, AED to be first responder in case of emergency
    - Hazard Search in all three schools
    - Community Mock-Disaster Drill

School Wide Activities
Veteran's Day Community Assembly
Holiday Cards/Ornaments to Senior Center, Hospital, Care Center, Larson House
Martin Luther King Day Activity/Speak Up Campaign

CHS DIPLOMA REQUIREMENTS

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>CHS DIPLOMA</th>
<th>CHS COLLEGE CERTIFICATE</th>
<th>CHS TECHNICAL CERTIFICATE</th>
<th>CHS WORLD OF WORK CERTIFICATE</th>
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<tbody>
<tr>
<td>English</td>
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<td>Math</td>
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<td>Science</td>
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<td>Social Science</td>
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<td>PE/Health</td>
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<td>Computer/Technology</td>
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<tr>
<td>Fine Arts**</td>
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<td>.5</td>
<td>.5</td>
</tr>
<tr>
<td>Career/Tech Education***</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1.5</td>
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<tr>
<td>Foreign Language</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Other Requirements</td>
<td>None</td>
<td>1 academic credit*</td>
<td>Maintain 2.5 GPA</td>
<td>.5 credits preparation for employment</td>
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<tr>
<td></td>
<td></td>
<td>Maintain 3.3 GPA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Maintain 3.3 GPA

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<table>
<thead>
<tr>
<th>Portfolio</th>
<th>Required</th>
<th>Educational Portfolio</th>
<th>Educational Portfolio</th>
<th>Education for Employment Portfolio</th>
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<tbody>
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<td><strong>Required Credits</strong></td>
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<td>21.5</td>
<td>18.5</td>
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<td><strong>Elective Credits</strong></td>
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<td>7.5</td>
<td>9.5</td>
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<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td>26</td>
<td>29</td>
<td>28</td>
<td>26</td>
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</tbody>
</table>

*Academic credits chosen from the following areas: English, math, social studies, science, foreign language.
**Fine arts credits to include vocal music, instrumental music, and art.
***Career & Technical Education credits include all Agriculture & Natural Resources, Business Information & Technology, Technology & Engineering, and Family & Consumer Science.
****Elective credits may be taken in the following areas: apprenticeship programs, school-to-work transition programs, work study programs.

**PLEASE NOTE:**
The purpose of the certificates is to guide the student in preparation for post-high school experiences. Any CHS certificate awarded to the student is in addition to the CHS diploma, which all CHS students need to obtain for graduation. If a student does not achieve one of the above certificates, it does not eliminate that student from acceptance at a university or technical school.

**DEPARTMENT OFFERINGS**

**AGRICULTURE & NATURAL RESOURCES**

**EXPLORING AGRICULTURE**

CREDITS: 1

DURATION: 45 Min. ÷ 1 Year

GRADE LEVEL: 9, 10, 11, 12

This course is designed to provide an overall view of Agriculture in Wisconsin and the country. Units covered are as follows: History of Agriculture, Leadership and FFA, Air Pollution, Food Production and Processing, Large Animal Management, and Plants. Many teaching techniques will be used to convey the information, including labs, experiments, computers and hands on activities. **NOTE:** This course is a prerequisite for students wishing to join the FFA.

**LANDSCAPING, TURF MANAGEMENT & PLANT CARE**

CREDITS: 1

DURATION: 90 Min. ÷ 18 Wks.

GRADE LEVEL: 9, 10, 11, 12

Students will learn the basics about the principles of landscaping, lawn care, indoor and outdoor plants, transplanting, plant reproduction and pruning. Students will learn how to design a landscape, what plants to use and how to include items that are not plants to a landscape. We will start plants in the greenhouse from seed and care for them until sold at our plant sale in the spring. Students will have the opportunity to learn using hand-on techniques in the classroom and around the community. In addition, students will investigate career opportunities in the fields of landscaping and horticulture.

**AGRICULTURAL BUILDING CONSTRUCTION and METAL FABRICATION**

DURATION: 90 Min. ÷ 9 Wks.

CREDITS: .5 GRADE LEVEL: 11, 12

This course will provide students the opportunity to work with wood materials and metals. Students will be able to choose from course work in the areas of design, construction, and maintenance of buildings; to the design,
fabrication, repair, and utilization of metals and machinery. Students will have the opportunity to work on farm equipment and projects from home as well as design projects in class. A recommended course prior to Agricultural Building Construction and Metal Fabrication is Materials and Processes.

**LARGE ANIMAL CARE & MANAGEMENT**
DURATION: 90 Min. 9 Wks.
CREDITS: .5  
GRADE LEVEL: 10, 11, 12

*(Offered in 2011-2012)*
This course includes the science and management practices involved in the raising of livestock. Care and management of animals including dairy, beef cattle, and swine will be a major portion of class. Through this process, students will learn about the livestock industry, handling animals safely, correct feeding, reproduction practices, and health care practices. In addition, students will learn skills including diagnosis, treatment, and preventive care of animal diseases. Students will practice basic skills of caring for large animals on the farm.

**AGRICOMMUNITY MANAGEMENT**
DURATION: 90 Min. 9 Wks.
CREDITS: .5  
GRADE LEVEL: 10, 11, 12

This course will cover all aspects of business management as it relates to farming and agricultural businesses. Students will learn about the following topics: current trends and opportunities in agriculture, decision making, business organizations, financial management, economic principles, agricultural marketing, taxes, agricultural law, and computers in agriculture. Furthermore, this course will assist students in preparing for careers in today's agricultural industry. Participation in FFA is highly recommended as this activity provides valuable supplementary learning experiences for the agriculture student.

**FOOD SCIENCE**
DURATION: 90 Min. 9 Wks.
CREDITS: .5  
APPROXIMATE COST: $5.00  
GRADE LEVEL: 10, 11, 12

PREREQUISITE: Proficiency in basic math skills.
This course explores the food that humans need to maintain good health and growth. We will be learning about food using chemistry and experiments. Some of the labs that will be conducted are making candy and caramel, canning fresh fruits, making ice cream and looking at crystal formation, the fermentation process of making soda, dehydration of foods, and correct storage of foods in your house. An understanding of nutritional needs for the body and the food groups to meet those needs will be examined. The following units will be covered: What is Food Science? Basic Science for Food Scientists, Water and Carbohydrates, Food Safety, and Dehydration.

**HORSES & HORSEMANSHIP**
DURATION: 90 Min. 9 Wks.
CREDITS: .5  
GRADE LEVEL: 9, 10, 11, 12

This course will cover raising horses and horsemanship. Topics that will be covered include history of the uses of horses, importance of the horse industry, types and breeds, health care, wild horses, the horse body systems, and careers in the horse industry. There will be various field trips to local horse farms to work with horses, the Midwest Horse Fair, and the possibility of a horseback riding experience.

**PETS/SMALL ANIMAL CARE AND MANAGEMENT I**
DURATION: 9 Wks.
CREDITS: .5  
GRADE LEVEL: 10, 11, 12

This course is an introduction to basic veterinary care and the raising of pets and small animals. Course work includes nutrition, genetics, diseases, and reproduction as applied to animals. Careers in areas such as veterinary science, pet care, and small animal production will be emphasized. In **Course I**, students will learn about job opportunities, history of the animal industry, how to handle animals safely, and about the following species: dogs, cats, rabbits, and birds.  **Course I** is recommended, but not required, before taking **Course II**.

**PETS/SMALL ANIMAL CARE AND MANAGEMENT II**
DURATION: 9 Wks.
CREDITS: .5  
GRADE LEVEL: 11, 12
This course is an introduction to basic veterinary care and raising of pets and small animals. Course work includes safe handling, nutrition, housing, diseases, and reproduction as applied to animals. Careers in areas such as veterinary science, pet care, and small animal production will be emphasized. The following species will be covered: hamsters, chinchillas, turtles, snakes, newts, frogs, and fish.

**Course I is recommended, but not required, before taking Course II.**

**ART**

**PHOTOGRAPHY 1**
CREDITS: .5  DURATION: 90 Min. 9 Wks.
GRADE LEVEL: 10, 11, 12  APPROXIMATE COST: $20.00 fee
PREREQUISITE: Art 1

This course is designed to give students a basic understanding of digital and black & white photography. Students will learn about the technical and artistic aspects of producing photos through digital manipulation and traditional darkroom techniques.

**PHOTOGRAPHY 2**
CREDITS: .5  DURATION: 90 Min. 9 Wks.
GRADE LEVEL: 10, 11, 12  APPROXIMATE COST: $20.00 fee
PREREQUISITES: Grade of C or higher in Photography I

This course is designed for students interested in continuing to learn about Photography. Students will work to improve their technical skills in the darkroom, as well as explore alternative processing techniques and digital photography.

**CERAMICS 1**
CREDITS: .5  DURATION: 90 Min. 9 Wks.
GRADE LEVEL: 10, 11, 12  APPROXIMATE COST: $10.00 fee
PREREQUISITE: Art 1

Students will work with clay through wheel throwing and hand building to create a variety of projects. They will also explore different finishing and glazing techniques.

**CERAMICS 2**
CREDITS: .5  DURATION: 90 Min. 9 Wks.
GRADE LEVEL: 11, 12  APPROXIMATE COST: $10.00 fee
PREREQUISITE: Ceramics 1

Ceramics 2 will run concurrently with Ceramics 1. Students will expand knowledge and skills with clay on the potter’s wheel and in hand building; they will make bigger, more complex pots such as tall vases and containers with lids.

**PAINTING**
CREDITS: .5  DURATION: 90 Min. 9 Wks.
GRADE LEVEL: 10, 11, 12  APPROXIMATE COST: $10.00 fee
PREREQUISITE: Art 1 and Art 2

Students will learn the basics of acrylic, oil and watercolor painting. Students will explore techniques and stretch their own canvases.

**STAINED GLASS 1**
CREDITS: .5  DURATION: 90 Min. 9 Wks.
GRADE LEVEL: 10, 11, 12  APPROXIMATE COST: $20.00 fee + field trip
PREREQUISITE: Art 1

Students will create two stained glass panels and a glass mosaic based on preexisting patterns or their own designs. Through a fieldtrip, students see professional glass artisans creating a variety of types of glass art such as glass blowing and bead making.

**STAINED GLASS 2**
DURATION: 90 Min. 9 Wks.
Stained Glass 2 will run concurrently with Stained Glass 1. Students will expand their knowledge and skills with stained glass panel construction by making 2-D and 3-D projects.

**COMPUTER ART AND DESIGN**

CREDITS: .5  
GRADE LEVEL: 11, 12  
PREREQUISITE: Stained Glass 1

This course introduces students to the design skills needed to create effective digital imagery and animation. Students will learn many strategies for using Adobe PhotoShop software. Students will work at their ability level, so beginners as well as advanced computer students are encouraged to join. Students will learn how to evaluate and analyze information in order to solve the same types of problems faced by professional designers.

**ADVANCED STUDIO ART***

CREDITS: .5  
GRADE LEVEL: 10, 11, 12  
APPROXIMATE COST: $10.00

This art class is for the student who plans to further develop his/her skills as an artist, independently selecting areas of artistic study. This class is structured to customize to individual art interests and exploration. Students will also create a virtual portfolio. This class is available for repeat credit.  
* This class will replace all independent study art classes.

**BUSINESS & INFORMATION TECHNOLOGY**

**ACCOUNTING 1 (AS *)**

CREDITS: 1.0  
GRADE LEVEL: 10, 11, 12

Students will learn about accounting careers, managing account records, payroll accounting, merchandising transactions, depreciation, banking activities, accounts payable and receivable, and financial statement analysis. This course is recommended for students planning to pursue a business or finance-related course of study at the technical college or college level.

**ACCOUNTING 2 (AS *)**

CREDITS: 1.0  
GRADE LEVEL: 10, 11, 12

Students will learn about cash, short-term investments, accounts receivable, notes receivable, accounting for inventories, managing property, plant and equipment assets, current and long-term liabilities, analyzing and interpreting financial statements. This course is recommended for students planning to pursue a business or finance-related course of study at the technical college or college level.

**BUSINESS MANAGEMENT**

CREDITS: .5  
GRADE LEVEL: 10, 11, 12

Students will develop skills for small business management. They will create a business plan, understand the marketing mix, management of human resources, and the role of electronic commerce. Students will work with business managers, take a business field trip, and use Virtual Business Management software. Introduction to Business, Accounting, or Business Law with a C or better is recommended prior to enrolling in this course.

**BUSINESS LAW**

CREDITS: 1.0  
GRADE LEVEL: 10, 11, 12  
APPROXIMATE COST: Cost of field trip
Students will learn basic legal principles related to criminal and civil law, courts and trial procedures. Business Law also includes the study of contracts, bailments, consumer protection, agency, leases, mortgages, negotiable instruments and wills. Students will take a field trip to the courts in Madison. This course is recommended for students planning to pursue a business or law-related course of study at the technical college or college level.

**INFORMATION PROCESSING**

DURATION: 90 Min. ï 9 Wks.
CREDITS: .5
GRADE LEVEL: 9 ï required for all 9th graders

Students will develop skills in computer information processing using Microsoft Word for document processing, Microsoft Excel for spreadsheets and graphing, Microsoft PowerPoint to create presentations, and Microsoft Access for database management. Improvement of keyboard and 10-key skills will be emphasized throughout the course. Because computer knowledge is essential for many career choices, this course is required for all freshmen.

**BUSINESS COMPUTER APPLICATIONS**

DURATION: 90 Min. ï 9 Wks.
CREDITS: .5
GRADE LEVEL: 9, 10, 11, 12
PREREQUISITE: Information Processing

Students will improve computer information management skills for business and office use. Students will be offered Microsoft Office Specialist training on Microsoft Word, Microsoft Excel, Microsoft PowerPoint, and Microsoft Access. They will use web page design, desktop publishing, and personal finance software to complete business application projects.

**INTRODUCTION to BUSINESS**

DURATION: 90 Min. ï 9 Wks.
CREDITS: .5
GRADE LEVEL: 9, 10, 11, 12

This course is recommended as a foundation for students who plan to pursue a career in business. Basic business topics such as business operations, small business management, economic environment, consumerism, and careers in our global economy will be explored.

**PERSONAL FINANCE**

DURATION: 90 Min. ï 9 Wks.
CREDITS: .5
GRADE LEVEL: 10, 11, 12

Students will complete a personal budgeting simulation on topics such as banking services, managing checking and savings accounts, college savings, employee pay and benefits, income taxes, the stock market, managing credit, insurance, housing and transportation expenses. Students will use Quicken, MS Publisher, PowerPoint, the Internet, Excel, and Virtual Business software.

**WEB DESIGN**

DURATION: 90 Min. ï 9 Wks.
CREDITS: .5
APPROXIMATE COST: NONE
GRADE LEVEL: 9, 10, 11, 12
PREREQUISITE: Information Processing

Students will learn about the important features of web design and development using Macromedia Studio MX: Dreamweaver, Flash, and Fireworks software. The techniques of web site development and web page design will benefit students in all career areas.

*AS = qualifies for 4 credits of Advanced Standing articulated with Madison Area Technical College. Students may also consider taking a CLEP test for qualifying 4-year colleges.

**WRITING PRODUCTION**

DURATION: 45 Min. ï 36 Wks. (skinny)
CREDITS: 1.0
GRADE LEVEL: 11, 12

This course is open to all juniors and seniors interested in more non-traditional writing. Using reading, writing, listening, speaking, and problem solving skills, the course emphasis is newspaper writing and publication. A
formal essay will be required. The editorial staff for the school newspaper will be established in this class, and the first issues of the *Clarion* are published during this class.

**MASS COMMUNICATION**

<table>
<thead>
<tr>
<th>CREDITS:</th>
<th>.5</th>
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<tbody>
<tr>
<td>DURATION:</td>
<td>90 Min.</td>
</tr>
<tr>
<td>GRADE LEVEL:</td>
<td>11, 12</td>
</tr>
</tbody>
</table>

This course is a study of the various forms of verbal, written, and visual communication. Students will acquire a greater understanding of the communication arts through a variety of course work including the study of group discussion, nonverbal communication, confidence in workplace communication skills, and literature. Students will also refine their reading, writing, speaking, listening, and computer skills during our course work.

**FAMILY AND CONSUMER SCIENCE**

| CREDITS: | .5 |
| APPROXIMATE COST: | $15.00 |
| DURATION: | 90 Min. | 9 Wks. |
| GRADE LEVEL: | 9, 10, 11, 12 |

Family and Consumer Science is a foundation course designed to assist students in developing the core knowledge and skills needed to manage their lives. Emphasis is on leadership, human development, family and parenting education, consumer economics and resource management, housing and living environments, nutrition and foods, textiles and apparel, and career preparation. Students will obtain skills in decision-making, problem solving, critical thinking, technology, work and family management, and workplace readiness through various experiences.

**FABRICS, FIBERS, AND FASHION**

| CREDITS: | .5 |
| APPROXIMATE COST: | Cost of project supplies |
| DURATION: | 90 Min. | 9 Wks. |
| GRADE LEVEL: | 9, 10, 11, 12 |

Fashion apparel, from the original concept to the finished project is explored. Students work with the elements and principles of apparel design. Specific units include how to operate a sewing machine, following pattern instructions, personal wardrobe selection, fashion merchandising, consumer issues, fabric content and durability, natural and synthetic fibers, and elements of design. Students are responsible for the cost of their equipment and supplies for their sewing projects.

**CHILD DEVELOPMENT AND SUPERVISION**

| CREDITS: | 1.0 |
| DURATION: | 90 Min.-18 Wks. |
| GRADE LEVEL: | 11, 12 |

Child Development and Supervision focuses on how to meet children’s needs in each stage of growth and development. Physical, intellectual, and social-emotional development from birth through the school age years is emphasized. This course will assist students in developing skills necessary to begin a career in childcare or a career working with young children in areas such as elementary education, recreation administration, or pediatric health services. The classroom portion of this course will meet at Columbus High School, and the fieldwork portion will meet at Cardinal Country Day Care. Students will receive the Assistant Childcare Worker Certification after successfully completing the course with a **C** grade or better and an 85% attendance record.

**CHILD DEVELOPMENT II**

| CREDIT: | .5 |
| DURATION: | 90 Min. | 9 Wks. |
| GRADE LEVEL: | 11, 12 |

**PREREQUISITE: Child Development and Supervision**

Child Development II is a skills certificate program for students who have satisfactorily completed Child Development and Supervision. The competency areas covered include personal/interpersonal skills, introduction to childcare services, the daycare center environment, professional development, food and nutrition, health and safety, and special needs for children. Students will receive the Child Care Teacher Certification after successfully completing this course and the Child Care Cooperative (with a **C** or better).

**CHILD CARE COOPERATIVE**

| CREDIT: | 1.0 |
| DURATION: | 180 Min. | 18 Wks. |
| GRADE LEVEL: | 12 |

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E-4 Life Skills Report

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July, 2010
PREREQUISITE: Completed or currently enrolled in Child Development II.

Earn while you learn. Students will work in Child Care Services to become proficient as a Child Care Teacher. Students are required to obtain 480 hours of paid work experience in a childcare setting. After successful completion of this course and high school graduation, students will receive their Child Care Teacher Certification from the Wisconsin Department of Public Instruction.

**INDEPENDENT LIVING**

DURATION: 90 Min.-9 Wks.
CREDITS: .5
GRADE LEVEL: 12

A large portion of the content of this course is determined by the students and includes topics such as the following: selecting a place to live, relationships, transportation, clothing care and selection, personal financial decision-making, insurance, recreation/stress reduction, and selecting and cooking healthy quick meals. Students will be graded on the development of a folder of information that is designed to give them a working plan to use as they move out on their own. Projects, research, interviews, and lab practice will be used to develop their personal folders. This course is designed for personal use; but it will also be helpful to people planning careers in social service, counseling, and home health care.

**HEALTHY COOKING**

CREDIT: .5
GRADE LEVEL: 10, 11, 12

This course will focus on the role of nutrition to maintain personal wellness and avoid health related diseases throughout a lifespan. The students will participate in hands-on opportunities to learn skills necessary to plan and prepare healthy food according to dietary needs. The students in this course will also participate in service learning activities within the Columbus community.

**MATHEMATICS**

**TECHNICAL/VOCATIONAL MATH** (Crosslisted with the Technology & Engineering)

CREDITS: 1.0
GRADE LEVEL: 11, 12
PREREQUISITE: Algebra & Geometry or Geometry A

Students who have completed algebra and geometry and want to obtain a third math credit may enroll in this applied math course. The goal is to take math concepts learned in other math courses and apply them to situations in everyday life, to understand mathematics necessary for the trades and to think critically by solving applied mathematics problems. This course will be articulated with the technical and/or vocational math course at M.A.T.C.

**STATISTICS**

CREDITS: 1.0
GRADE LEVEL: 11, 12
PREREQUISITE: Successful completion of Advanced Algebra OR Advanced Algebra A & B.

This statistics course is suitable for students planning to further their education in the fields of psychology, sociology, education, allied health, business, economics, humanities, communications and liberal arts. Content will include an introduction to statistics, describing and exploring data, probability and distributions, hypothesis testing with mean and standard deviation, correlation and regression, modeling, interpreting results, sample sizes, and a statistical project. This course will use technology, and projects will be required.

**PHYSICAL EDUCATION/HEALTH**

**PHYSICAL WELLNESS**

DURATION: 90 Min. ï 9 Wks.
Mental and Social Wellness

This course will continue to integrate health and physical education, emphasizing the importance of good decision-making in all life activities. The health content will focus on mental/emotional health, personal responsibility and respect for others, the importance of balance in life, decision-making skills, disease, stress management, and drug and alcohol prevention. The physical education will focus on adventure-based activities stressing cooperation, good decision-making and teamwork. This content area will also include fitness activities, weight training, and stress-relieving games.

Community Wellness

This course continues to integrate health and physical education, emphasizing how the community influences a person’s well being. The health content area will focus on consumer health, media literacy, decision-making skills, disease prevention, disease control, peer pressure, and drug and alcohol issues. The physical education content area will focus on activities that can impact and benefit the community. This content area will also include fitness activities, weight training, team sports, dual sports, and aerobics.

Lifelong Wellness

This course continues to integrate health and physical education, emphasizing the importance of being physically active for a lifetime. The health content area will include lifetime fitness, nutrition, disease prevention, and evaluation of health, and drug and alcohol prevention. The physical education content area will focus on lifetime activities. Activities included in this course are fitness activities, weight training, golf, tennis, archery, and cross country skiing. The students will be required to devise a fitness plan that they can use to increase their fitness level.

Personal Fitness

Life Fitness is an elective class designed to meet the fitness needs of every individual. Students will learn the specific aerobic and muscular needs of their bodies while participating in a broad range of fitness activities. Students will be required to devise a specific fitness plan designed to meet their fitness goals. *This course cannot be used to satisfy the Physical Education/Health graduation requirement.

Lifetime Games and Sports

Life Fitness is an elective class designed to meet the fitness needs of every individual. Students will learn the specific aerobic and muscular needs of their bodies while participating in a broad range of fitness activities. Students will be required to devise a specific fitness plan designed to meet their fitness goals. *This course cannot be used to satisfy the Physical Education/Health graduation requirement.
PREREQUISITE: Physical Wellness, Social/Mental Wellness

This is an elective Phy Ed class that is designed to introduce students to lifetime activities as well as develop knowledge of history, philosophy, cultural influence, rules, and strategies of sports. Sports include, but are not limited to, softball, wiffleball, bowling, badminton, hockey, pickleball, ultimate frisbee, and ultimate football. Fitness activities will center on each individual sport and the training that each sport requires. *This course cannot be used to satisfy the Physical Education/Health graduation requirement.

SCIENCE

ENVIRONMENTAL SCIENCE
CREDITS: .5
GRADE LEVEL: 10, 11, 12
PREREQUISITE: Biology

Environmental Science is the study of the interrelationships between, man, wildlife and the environment. Students will be expected to participate in group projects, research, data collection and presentations as they study and learn about issues related to both land and aquatic environments. The Crawfish River will be used as a source of research and data collection, stressing the importance of scientific procedures and record keeping. Attendance and participation are vital to success in class.

FORENSIC SCIENCE
CREDITS: .5
GRADE LEVEL: 10, 11, 12
PREREQUISITE: Biology

Forensic Science is the application of science and technology to the legal system. This course will introduce students to the scientific principles and techniques used in crime scenes and historic investigations by using published works and case examples. Class work will include lecture, written exercises, lab work and projects to teach critical thinking skills as students investigate and solve problems and apply information.

SOCIAL STUDIES

CURRENT EVENTS
CREDITS: .5
GRADE LEVEL: 10, 11, 12

The goal of this class is to develop media literacy as well as address contemporary issues and events in American society that are pertinent to young people who are entering adult society. The topics covered in this course may include: world conflicts, social, economic and political issues.

ECONOMICS
CREDITS: .5
GRADE LEVEL: 11, 12

This course is a study of the basic principles of American economics. The course will include areas of study in business and the stock market, role of government (taxes, spending, defense, welfare), problems of economic growth, inflation, deflation, labor unions, and comparative economics.

SOCIOLOGY
CREDITS: .5
GRADE LEVEL: 11, 12

Sociology is the study of the development, organization, and problems of society and social groups. Areas covered will include socialization, institutions, social stratification, and social change. Activities will involve group discussion, other group activities, and individual research.

TECHNOLOGY & ENGINEERING

MATERIALS & PROCESSES
CREDITS: 1.0
GRADE LEVEL: 9, 10, 11, 12
APPROXIMATE COST: $20.00 plus project costs
This course is where it all starts. Students will learn procedures and methods in the following areas: woods, plastics and metals. Safety and proper use of all tools and machines in these above areas will be emphasized.

**COMPUTER AIDED DESIGN & DRAFTING**

<table>
<thead>
<tr>
<th>DURATION: 90 Min.</th>
<th>18 Wks.</th>
<th>CREDITS: 1.0</th>
<th>APPROXIMATE COST: $15.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE LEVEL:</td>
<td>9, 10, 11, 12</td>
<td></td>
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</tbody>
</table>

This is the entry-level course in the area of drafting. Students will learn techniques in the areas of basic mechanical drafting, architect drawing and CAD systems.

**GRAPHIC COMMUNICATIONS (AS)**

<table>
<thead>
<tr>
<th>DURATION: 90 Min.</th>
<th>18 Wks.</th>
<th>CREDITS: 1.0</th>
<th>APPROXIMATE COST: $25.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE LEVEL:</td>
<td>9, 10, 11, 12</td>
<td></td>
<td>plus costs of extra projects</td>
</tr>
</tbody>
</table>

This course will deal with the basics in the area of printing, offset, screen, relief and gravure printing, photo and computer pre-press, and other graphic procedures. Students who want MATC credit should also sign up for Graphics II.

**TECHNICAL/VOCATIONAL MATH** (crosslisted with the Math)

<table>
<thead>
<tr>
<th>DURATION: 90 Min.</th>
<th>18 Wks.</th>
<th>CREDITS: 1.0</th>
<th>APPROXIMATE COST:</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE LEVEL:</td>
<td>11, 12</td>
<td></td>
<td>Scientific Calculator</td>
</tr>
<tr>
<td>PREREQUISITE:</td>
<td>Algebra &amp; Geometry or Geometry A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students who have completed algebra and geometry and want to obtain a third math credit may enroll in this applied math course. The goal is to take math concepts learned in other math courses and apply them to situations in everyday life, to understand mathematics necessary for the trades and to think critically by solving applied mathematics problems. This course will be articulated with the technical and/or vocational math course at M.A.T.C.

**GRAPHICS TECHNOLOGY 2 (AS)**

<table>
<thead>
<tr>
<th>DURATION: 90 Min.</th>
<th>9 Wks.</th>
<th>CREDITS: .5</th>
<th>APPROXIMATE COST: $25.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE LEVEL:</td>
<td>10, 11, 12</td>
<td></td>
<td>plus costs of extra projects</td>
</tr>
</tbody>
</table>

The objective of this course is to build upon the skills and knowledge obtained from the beginning graphics class. Students will gain additional skills in offset printing, including doing individual printing projects, school projects and multiple color projects. There will also be projects in screen-printing. Computer desktop publishing will be another focus of the course along with job and job costing skills and gravure printing. There will also be field trips to various establishments to help link the class work to the printing industry. Students with a Graphic Technology grade of "B" or better receive advanced standing at MATC.

**VIDEO PRODUCTION**

<table>
<thead>
<tr>
<th>DURATION: 90 Min.</th>
<th>9 Wks.</th>
<th>CREDITS: .5</th>
<th>APPROXIMATE COST: $10.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE LEVEL:</td>
<td>9, 10, 11, 12</td>
<td></td>
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</tbody>
</table>

This course addresses all major video production topics, including the video production process, video composition, program development, operation of video camera systems, lighting techniques and equipment, audio equipment, and recording, directing, editing principles, and DVD authoring.

**MANUFACTURING**

<table>
<thead>
<tr>
<th>DURATION: 90 Min.</th>
<th>9 Wks.</th>
<th>CREDITS: .5</th>
<th>APPROXIMATE COST: Cost of materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE LEVEL:</td>
<td>9, 10, 11, 12</td>
<td></td>
<td>(Offered in 2011-12)</td>
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</table>

In this course, students will gain hands-on experiences in planning, developing, and operating a student enterprise within an educational environment. Students will research, develop, produce, and market products of their choice in an attempt to make a profit.
<table>
<thead>
<tr>
<th>Course</th>
<th>Duration: 90 Min.</th>
<th>Credits: .5</th>
<th>Approximate Cost: $10.00</th>
<th>Grade Level: 10, 11, 12</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Construction</strong></td>
<td>9 Wks.</td>
<td></td>
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<tr>
<td><strong>Advanced Woodworking (AS)</strong></td>
<td>9 Wks.</td>
<td>.5</td>
<td>Depends on project</td>
<td>11, 12</td>
<td>PREREQUISITE: Materials &amp; Processes (Offered in 2011-12)</td>
</tr>
<tr>
<td><strong>Applied Electronics &amp; Electricity</strong></td>
<td>9 Wks.</td>
<td>.5</td>
<td>$10.00 plus projects</td>
<td>9, 10, 11, 12</td>
<td></td>
</tr>
<tr>
<td><strong>Home Service</strong></td>
<td>9 Wks.</td>
<td>.5</td>
<td>$15.00</td>
<td>10, 11, 12</td>
<td></td>
</tr>
<tr>
<td><strong>Energy Engineering</strong></td>
<td>9 Wks.</td>
<td>.5</td>
<td>$15.00 plus extra project costs</td>
<td>9, 10, 11, 12</td>
<td></td>
</tr>
<tr>
<td><strong>Computer Service &amp; Repair</strong></td>
<td>9 Wks.</td>
<td>.5</td>
<td>$15.00</td>
<td>11, 12</td>
<td></td>
</tr>
</tbody>
</table>

This course will participate in constructing a wall section for "stick" construction. Students will be involved in material and cost analysis, laying out walls, framing and building floors, working with drywall, mudding, roofing and siding. Along with the lab work there will be various discussions of different building techniques, jobs in the industry and written assignments of the various units dealt with in the class.

Students will have an opportunity to design and build furniture. They will be building coffee tables, gun cabinets, end tales, bookcases, entertainment centers, nightstands, etc. They will have a chance to use all the information they learned in their years in Tech. Ed. classes. Each student will come out of this class with a beautiful piece of furniture, but most of all they will come out with personal satisfaction and pride that it was something of their own design and doing. This will be the perfect conclusion to all of their hands-on courses that they have taken during their years in high school.

Students will learn basic fundamentals of electricity and electronics and fundamentals of computer construction. The students will also build electronic project kits and do several labs to learn electrical laws and component functions.

This course deals with issues and skills needed for owning your own home. There are 27 labs that provide hands-on experiences in the area of wall coverings and repair, plumbing, electricity, appliance repair, and general maintenance.

This course consists on engineering design, construction and problem-solving skills relating to current and alternative energy sources, energy conversion mechanisms, conservation and environmental considerations as well as fluid power and transportation systems. We will also be doing activities to get students familiar with the Electrathon Vehicle that is built in the design and engineering class. Projects for this course include Maglev and Mousetrap vehicles, rockets and hovercrafts, and a visit to the fall Electrathon Challenge at Wisconsin Dells.

This course introduces students to information technology and data communications. Students will develop the necessary skills to enter this field by building a computer, installing the operating system, adding peripherals,
connecting the computer to the local area network and to the Internet. This is a hands-on, lab-oriented course that stresses laboratory safety and working effectively in a group environment.

**BASIC AUTOMOTIVE CARE**

- **DURATION:** 90 Min. ï 9 Wks.
- **CREDITS:** .5
- **GRADE LEVEL:** 10, 11, 12
- **APPROXIMATE COST:** $5.00 plus project costs
- **PREREQUISITE:** Driver's License

This class is designed to give students the knowledge and skills they need to own and operate a vehicle. Basic understanding of automotive systems including fuel delivery, electrical, suspension and drive train will be covered. Students will participate in hands-on experiences including tune-ups and routine maintenance.

**DESIGN & ENGINEERING**

- **DURATION:** 90 Min. ï 18 Wks.
- **CREDITS:** 1.0
- **GRADE LEVEL:** 11, 12
- **APPROXIMATE COST:** $25.00
- **PREREQUISITES:** Algebra and Geometry with a ï "C" or better

This course will focus on three main areas: **Introduction to Engineering Design (IED)** Using 3D modeling software, students learn the design process and solve problems for which they develop, analyze, and create product models.

Principles of Engineering (POE) Students explore technology systems and engineering processes to find out how math, science, and technology help people.

Applications of Engineering (AOE) Students use engineering design, principles, and applications on a one-person electric car.

**ADDITIONAL COURSE OFFERINGS**

**EDUCATION for EMPLOYMENT**

- **DURATION:** 90 Min. ï 9 Wks.
- **CREDITS:** .5
- **GRADE LEVEL:** 10, 11, 12

This class prepares students for the world of work by focusing on workplace topics such as teamwork, problem solving, and self-management. Students research career interests and prepare resumes and cover letters. Guest speakers are also incorporated. This class is required to participate in Work-Study.

**HIGH PERFORMANCE LEADERSHIP**

- **DURATION:** 90 Min. ï 9 Wks.
- **CREDIT:** .5
- **GRADE LEVEL:** 10, 11, 12

This course explores the nature of leaders and leadership from a variety of perspectives. High Performance Leadership is a ï "How to" course where student leaders and potential student leaders will develop skills that will be utilized in planning and presenting school wide activities. Community involvement will be expected, such as working with elementary school students on conflict resolution and peer tutoring. Students will be active participants in planning and presenting the course and their work will be assessed through actual presentation and portfolio development. Topics include charismatic leadership, leadership characteristics, communication, parliamentary procedure, and related themes to further develop public speaking skills.

**SENIOR JOB SHADOW**

- **DURATION:** 9-18 Wks.-Variable
- **CREDITS:** Variable
- **GRADE LEVEL:** 12
- **APPROXIMATE COST:** transportation

The Mentorship Program enables high school seniors with high ability and leadership to learn from community members who work in the student's area of career interest. The student will spend a significant portion of the workday with his/her mentor, observing and participating in the workplace setting. CHS Guidance Counselors and the School-to-Career Coordinator will assist the student in acquiring a mentor. Examples of career areas could include Architecture, Journalism, Computers, School Administration, Dentistry, Hotel Management, etc.
The student will be granted academic credit for this unpaid work experience and must be able to meet graduation requirements without participation in the mentorship experience.

**SUPERVISED WORK-STUDY**

<table>
<thead>
<tr>
<th>DURATION: 90 -180 Min.</th>
<th>9-18 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>CREDITS: 1.0</td>
<td>Grade: Pass/Fail</td>
</tr>
<tr>
<td>APPROXIMATE COST:</td>
<td>Grade: 12</td>
</tr>
<tr>
<td>Transportation</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>PREREQUISITE:</td>
<td>Education for Employment</td>
</tr>
</tbody>
</table>

This course is designed to help the student decide on post-secondary career choices. A student must have at least a C average and have taken courses in the career pathway of the work-study. The student must provide a list of job competencies to the school job supervisor and follow all the guidelines of the work-study program. At the end of the placement the student will present a paper demonstrating the competencies of the job experience and why or why not to pursue this post secondary option. This program is subject to limited enrollment.

For the 2010-11 school year, we will be offering the following course as an elective with the intention of requiring it of all seniors during the 2011-12 school year following the 2010-11 pilot.

**SENIOR SEMINAR**

<table>
<thead>
<tr>
<th>Duration: 90 min.-9Wks.</th>
<th>Grade Level: 11,12</th>
</tr>
</thead>
<tbody>
<tr>
<td>CREDITS: .5</td>
<td></td>
</tr>
</tbody>
</table>

This course will focus on the study of significant current issues and developments related to our economy and society and will include an overview of economic and sociological principles. Students will be involved in classroom discussions and research with a goal of developing a better understanding of how society functions and how to actively participate in the political process as informed citizens.

**High School Homeroom Advisory Program**

Once a month, our students meet in homerooms for a homeroom advisory program.

**Freshmen – Getting to Know/Trust/Respect each other.**

- Ropes Course
- Trust Walk
- Tower of Power
- Relationship Building
- Community Service - Elementary School Carnival/Activities

**Sophomores – Quality of Life**

- Harassment Activity
- Stress & Stress Relief
- Poverty
- Hunger Prevention
- Community Service - Food Drive

**Juniors – Postsecondary Options**

- Career Cluster Exploration/Portfolio Development
- Career and Technical Education Panel/Apprenticeships
- Four-Year Colleges/Military Service
- Returning/Student Panel - Recent CHS Grads on career path.
- Career /Life Balance
- Community Service - Relay for Life
Seniors - The Real World
Harassment in the Workplace
On Being 18
Financial Responsibility
Renting 101
Public Service Opportunities — Red Cross/Humane Society/YWCA
Civic Involvement Opportunities
Community Service — Local Senior Centers

Projections for Class of 2010 based on CTEERS

Administration Asst.-1
Amtrak attendant-1
Arts and Communication-5
Artist-1
Auto Mechanic -1
Business Management-3
Construction-2
Cosmetology-1
Criminal Justice-6
Culinary Arts-1
Dentist-1
Dental Hygienist
Diary Farming-3
Diesel Mechanic-2
Dietitian-2
Education (Elementary /Secondary)-6
Education (Music)-1
Engineering (Aerospace)-1
Engineering (Mechanical)-5
Graphic Design -1
Hotel and Gaming Management-1
Information tech.-1
Liberal Arts-4
Marine Biology-1
Military-2
Nursing/Health Care-4
Secretarial-1
Sports Medicine-1
Undecided-6
Web Design-1

94% of CHS students have identified plans

Engineering (Chemical)-4
Genetist-1
Health/PE teacher Ï 2
Interpreter
Journalism-2
Marketing -1
Medicine-4
Pharmacology-1
Radiology-2
Spanish teacher-1
Social Worker-3
Vet Tech 1
World of Work-4

Superintendent

Date

E-4 Life Skills Report
Page 20
July, 2010
What’s in my Portfolio?

Planning

Four Year Course Planner
Credit Check
Career Planner
Activities and Awards
Experiences and References

Storage of…

Test Results and Self-Assessments
8th Grade WI Student Assessment
10th Grade WI Student Assessment
PSAT results
ACT
SAT I and II

Academic Standing
Report Cards
Attendance
Transcripts
Advanced Standings

Career Inventories and Resources
Computer printouts
Worksheets and workbooks

Additional Information
Letters of Recommendation
Resume and sample cover letter
Sample of work
Columbus School District
Policy: E-4 Life Skills

Interpretation, Indicators, Benchmarks & Targets
To Be Used for 2011 Report

Date: June 14, 2010 - July 12, 2010

End
Students will be able to productively and efficiently manage their lives in order to be independent and self-reliant. Students will:

4.1 Be able to set and achieve personal goals.
4.2 Understand personal strengths and weaknesses, and have appreciation for personal abilities.
4.3 Take responsibility for their own actions.
4.4 Choose and practice healthy lifestyle, including:
   4.4.1 Exercise
   4.4.2 Good nutrition
   4.4.3 Avoidance of harmful substances
4.5 Be able to handle personal financial challenges.
4.6 Understand the legal system.
4.7 Be able to function effectively in teams.
4.8 Exercise self-control and discipline over personal actions.
4.9 Be able to adapt to changing situations and circumstances.

Superintendent’s Interpretation

Acquiring Life Skills such as decision-making, self-control, working cooperatively, maintaining independence and the setting of, and achieving of goals begins during student years and is enhanced during post-student years. A role of Columbus education is to provide opportunities for students to experience, perfect, and demonstrate advanced Life Skills.

Part 2: Indicators, Benchmarks & Targets

Indicators:

1. % of students grades 9-12 who report exercising at least 60 minutes three or more times per week.

2. % of students who avoid harmful substances.
3. % of high school students who do not skip class.

4. % of students who do not consider suicide as an option for themselves.

5. % of seniors who declare a post-graduation plan by the fall of their senior year.

**Benchmark & Targets:**

*Note: Targets are lower than benchmarks in some cases because long-range goals are lower.*

- only in one case is the difference between benchmarks and targets a 5-point difference (alcohol)

<table>
<thead>
<tr>
<th>Goal</th>
<th>2009-2010 Benchmark</th>
<th>2010-2011 Targets</th>
<th>Long-Term Targets 2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will exercise at least 60 minutes 3 or more times per week Grades 9-12</td>
<td>78%</td>
<td>75%</td>
<td>75%</td>
</tr>
<tr>
<td>Students will not use alcohol Grades 6-8</td>
<td>91%</td>
<td>90%</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>Grades 9-12</td>
<td>65%</td>
<td>70%</td>
</tr>
<tr>
<td>Students will not engage in binge drinking Grades 6-8</td>
<td>98%</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td></td>
<td>Grades 9-12</td>
<td>76%</td>
<td>80%</td>
</tr>
<tr>
<td>Students will not engage in heavy drinking Grades 9-12</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td>Students will not use marijuana Grades 6-8</td>
<td>96%</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td></td>
<td>Grades 9-12</td>
<td>77%</td>
<td>80%</td>
</tr>
<tr>
<td>Students will not regularly smoke cigarettes (10+ days of month) Grades 6-8</td>
<td>98%</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td></td>
<td>Grades 9-12</td>
<td>90%</td>
<td>90%</td>
</tr>
<tr>
<td>Students will avoid skipping classes Grades 9-12</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td>Students will not consider suicide an option for themselves Grades 6-8</td>
<td>89%</td>
<td>90%</td>
<td>95%</td>
</tr>
<tr>
<td></td>
<td>Grades 9-12</td>
<td>88%</td>
<td>90%</td>
</tr>
<tr>
<td>Graduating seniors will declare post-graduation plans by the fall of their senior year</td>
<td>94%</td>
<td>90%</td>
<td>90%</td>
</tr>
</tbody>
</table>
Superintendent Follow-Up to Board Comments at June 12, 2010 Meeting:

Comment #1: Add a date and targets to the long-term goals.

Response: Please see page two and the top of page 3 for that added information.

Comment #2: How is the District addressing problem areas noted in Report 2? i.e. riding with someone who has been drinking alcohol, etc.

Response: Responsible student behavior is addressed in various ways by the District. Health classes address this and related problems. Athletic codes focus on the repercussions of alcohol involvement. Counselors stress healthy lifestyles and lead discussions about good choices. Classroom discussions in a variety of middle and high school classes touch upon making responsible decisions. No specific report to the Board will be made, however.

Comment #3: What are the numbers of students taking classes such as check writing, independent living skills, finding an apartment, etc.?

Response: Anecdotal information from the previous year can be shared with the Board when this report is submitted again next school year.

Comment #4: Can information from the Senior Seminar class to be piloted in 2010-2011 be shared with the Board?

Response: Anecdotal information will be included in next year’s report as supporting information.

Superintendent

Date