2015-2016 High School Elective Descriptions

1. **General Electives**:

Consumer Math (10)

Consumer Math is an introduction to the many ways in which math can be used in everyday life. The course gives practical advice on how to handle situations that involve money and math principles. Consumer Math focuses on the basic skills and methods of arithmetic and provides students the opportunity to develop experience with algebraic techniques of evaluating variables and equations, including geometric formulas and interest equations. Students will also be introduced to topics in statistics. Upon completion of the course, students should be able to do the following: • Use basic math operations on fractions, decimals, and percents. • Interpret graphs and charts. • Understand sets and basic set theory. • Calculate simple probabilities. • Calculate statistical measures of variation. • Use similarity and right triangle ratios for indirect measurement. • Calculate taxes, discounts, and interest amounts. • Apply math to everyday concerns, as well as to the realms of business and government, such as personal finance, taxes, banks and financial Instruments.

Foundations for Living (10)

Foundations for Living is an elective for high schools students. Designed specifically with 11th and 12th graders in mind, Foundations for Living provides a Bible-based, sequential development of a Christian worldview through the use of fundamental truths from the Bible and the application of biblical principles to the various areas of contemporary life. The course aims to pull all of a student's education together into a unified whole, preparing them for their new adventures beyond high school in the home, church, college, and society. Throughout this course, students will build the skills and knowledge needed to in order to do the following: • Understand the unique identity of the Christian worldview. • Observe how all truth properly fits together into the Christian worldview. • Discern the difference between Christian and non-Christian worldviews. • Think and live with discernment and conviction. • Recognize how the world's philosophies of the past affect contemporary thinking and living. • Judge and assess any issue using a biblical model.

Health (5)

High School Health is a health science elective course that introduces students to what good health is, why good health is important, and what students should do in order to achieve good health. Upon completion of the course, students should be able to do the following: • Demonstrate an awareness of health as it applies to their own bodies, minds, and emotions. • Demonstrate an awareness of health as it applies to their living environments. • Identify the components of a healthy lifestyle and set reasonable goals to achieve a lifestyle of wellness. • Understand that incorporating

sound health practices creates a lifestyle of moderation and wellness. • Understand the responsibility of properly stewarding the bodies God has given them as directed in the Bible. • Describe health as it applies to broader society, the world, and their own responsibility to stimulate good health around them.

Integrated Math 1 (10)

Integrated Math I is a mathematics course for high school students who have successfully completed either general mathematics for grade 8 or pre-algebra. This course is the first in a four-part, integrated high school mathematics curriculum. The materials in this course integrate the topics of algebra, geometry, probability, and statistics. Throughout the course, students will practice algebraic thinking and use algebra to model and solve real world problems. Students are exposed to several branches of mathematics and will explore ways in which each one can be used as a mathematical model in understanding the world. The course seeks to help students expand their knowledge and skills so that they may achieve the following goals: • Gain an increased awareness of math as a life skill. • Understand how math is like a language, with a set of conventions. • Realize that while mathematical models are useful in studying the world, they have limits. In attaining these goals, students will begin to see the "big picture" of mathematics and understand how numeric, algebraic, and geometric concepts are woven together to build a foundation for higher mathematical thinking.

Integrated Physics & Chemistry (10)

Integrated Physics and Chemistry is a physical science course designed for high school students needing an entrylevel science course covering basic concepts found in chemistry and physics. Topics included in this study are: • matter, • motion and forces, • work and energy, • electricity and magnetism, and • waves. Throughout the course, students will have opportunities to observe simulations, investigate ideas, and solve problems–both on screen and away from the computer. The course seeks to help students expand their knowledge and skills so that they may achieve the following goals: • Gain an understanding of foundational concepts in physics and chemistry. • Make careful observations of the surrounding environment. • Analyze problems and solutions scientifically. • Integrate science knowledge with real world situations at local, regional, national, and international levels. • Appreciate the impact of science discovery on everyday life.

American Literature (5)

American Literature is a five-unit elective that engages high school students in a literary conversation with some of the most colorful and influential minds in American history. Their words will give students a greater understanding of themselves, their culture, and the ideas of others. The course teaches students the various movements in American literature, starting with the roots of American literature in writings from the Puritans. The course concludes with works by Dr. Martin Luther King, Jr., and other black

writers who were part of the struggle for racial freedom during the civil rights era. Through this course, students will do the following: • Recognize the religious beliefs of selected founding fathers, as evidenced in their writings. • Identify the birth of a distinctively American literature. • Recognize the impact of slavery on individuals and society. • Understand and identify the influence of modernism upon religion and the arts. • Recognize the dominant themes and techniques used in literature at the end of the twentieth century.

British Literature (5)

Beginning with works from the Middle Ages, British Literature is a five-unit course that teaches high school students about some of the greatest books of Western Civilization. Students will learn how to appreciate the English literature of the Middle Ages for its wisdom and beauty and will also gain a better understanding of the development of the English language and its literature. Course units cover one to two centuries, concluding with the writings of apologist C.S. Lewis in the 20th century. Through this course, students will do the following: • Gain a better understanding of the beginning and development of the English language and its literature. • Recognize the Bible's central importance to the English Reformation. • Appreciate the wisdom and eloquence of the authors of each period. • Evaluate literature by comparing it to Scripture. • Discern the causes and the consequences of "the absence of God" from modern society. • Appreciate the influence of Christian writers in the twentieth century.

Civics (5)

In this five-section elective, high-school students will learn about the rights and responsibilities of being an American citizen. By studying different forms of government, students will investigate what motivated America's founding fathers as they drafted the U.S. Constitution. Students will also learn about the branches of the U.S. government as laid out in the Constitution and about the structure of state and local governments. In each unit, students will complete an in-depth project related to that unit's topic. Through this course, students will do the following: • Understand the definition of government and explain its role in the life of the citizen. • Explore why politics takes place any time a group of individuals is gathered together. • Understand the differences and relationships between civic life, political life, and private life. • Analyze the influence of the federal government on the American economy. • Analyze the elements of America's market economy in a global setting.

Civil War (5)

You are about to embark on the fascinating history of the Civil War. It is a story of human choices that linked the past to the present and influenced the future. It is a drama of how one nation changed through times of conflict and cooperation. It is a tale of two children (the North and South) living under the same roof (The United States) and how they disagreed over the issues of states' rights and slavery. As you study the Civil War, you will detect patterns in the way people thought and acted. You will see

familiar patterns in how battles were won and lost. You will also note how events happening today affect the future. The principle of cause and effect applies in everything you do. Even today, there are some people who believe the South won the Civil War or that the North had no right to abolish slavery. Others cannot believe that people from the South found nothing wrong with enslaving fellow human beings. For all these people, their view of history differs from one another based on their perspective. Regardless of where you stand, enjoy learning about this period in American history. It is filled with heroism and cowardness, conflict and cooperation, heartache and joy, triumph and tragedy. Hopefully, you will be able to apply the enduring understandings mentioned above to advance your understanding America.

Essentials of Math (5)

Essentials of Mathematics is a semester-length review of the fundamentals taught in Pre-Algebra, Algebra I and Geometry courses and is useful at the high school level for basic skill remediation and/or practice necessary to prepare for a state exam. The course highlights basic mathematical skills through multiple review, practice and sample exam questions. Upon successfully completing the course, the student should have mastered the following concepts: • Understand and know how to compute and define rational numbers • Perform basic operations such as addition, subtraction, multiplication, and division with fractions, decimals, and percents • Apply basic fundamental rules of exponents as well as scientific notation • Be able to construct basic and complex geometric shapes; solve for perimeter, area, surface area, and volume • Use inductive and deductive reasoning, conjectures, and estimation necessary to construct a picture, formula or equation needed for analyzing and solving algebraic and geometric word problems involving basic probability and statistical reasoning, scale factor, graphic representation of quantities, and linear systems of equations • Solve single variable, absolute value, and linear systems of equations • Evaluate, solve, and graph linear functions as well as conceptualize the relationship between the independent and dependent variable of a function • Simplify and perform operations with radical expressions and polynomials • Understand and know how to apply the slope-intercept form of a line, slope formula, and Pythagorean theorem

Story of the Constitution (5)

The Story of the Constitution course explores the origins of the United States and the steps that led to the formation of its constitution. It covers the U.S. Constitution, in detail, focusing on the historical background of this primary legal document, providing a detailed analysis of the constitution and its amendments, and offering a broader evaluation of the constitution and its principles. This course is produced in partnership with Christian Liberty Press, who provided the basic content. Upon completion of the course, students should be able to do the following: • Understand how conflict between the American colonies and Great Britain led to American independence. • Understand the role that religion played in America's fight for independence. • Identify significant leaders and their accomplishments in the fight for American independence. • Explain

the development of America's new form of government. • Understand the process involved in writing and ratifying the new constitution. • Understand how the overall design and specific features of the constitution not only distribute power among different branches and levels of government, but also use a system of checks and balances in order to prevent the abuse of that power. • Explain the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution. • Know the key issues of each constitutional amendment. • Know the issues behind landmark U.S. Supreme Court decisions, such as Brown v. Board of Education, Regents of the University of California v. Bakke, Reynolds v. Sims, and Miranda v. Arizona. Additionally, students will gain practice in report-writing, covering topics like early American law, the Articles of Confederation, and more.

Twentieth Century US History (5)

Twentieth Century American History is a history elective for high school students interested in examining American history during a century of change, continuity, and conflicts. Students will examine America's economic, political, governmental, cultural, and technological growing pains during the twentieth century. They will also consider the causes and effects of national and international cooperation, competition, and conflict. This course seeks to help students develop social studies skills and expand their knowledge of history so that they may achieve the following goals: • Understand that the interaction between continuity and change played a huge role in the events in twentieth century American history. • Realize that change happens through times of conflict and cooperation. • Develop an increased awareness of how history affects opportunities that are open to future generations. • Analyze the numerous ways new technologies and innovation transform society and culture. In attaining these goals, students will develop insight and perspective on the themes and patterns of history and a greater understanding of today's world.

Trigonometry (5)

Trigonometry is a five-unit elective course for high school students who have successfully completed Algebra I, Geometry, and Algebra II. The materials cover a development of trigonometry from right triangle trigonometry to oblique triangles and the polar plane. Throughout the course, students will develop trigonometric formulas and use them in real-world applications, evaluate trigonometric proofs using complex trigonometric identities and solving trigonometric equations with regard to the unit circle. The course seeks to help students expand their knowledge and skills so that they may achieve the following goals: • Use trigonometry as a tool for indirect measurement. • Model natural phenomenon with trigonometric functions. • Perform operations with complex numbers using trigonometry. • Use trigonometric identities to evaluate trigonometric proofs and solve trigonometric equations with regard to the unit circle. • Solve for unknown sides and angles of right and oblique triangles using right triangle trigonometry, law of sines and law of cosines. In attaining these goals, students will begin to see the "big picture" of mathematics and understand how numeric, algebraic,

and geometric concepts are woven together to build a foundation for higher mathematical thinking.

Vietnam Era (5)

What comes to mind when you think about the Vietnam Era? For many, that period represents a difficult time in U.S. history. It is defined by an unpopular war that claimed the lives of 58,000 Americans and some 3 million Vietnamese. In this course, you'll look at the history of the Vietnam War. The roots of the conflict stretch further back than you might know. You'll examine why the United States got involved in the conflict and why the United States failed to achieve its objectives. The lessons in this course will help you to answer the following questions: • Where is Vietnam? • What is the history of United States involvement in Vietnam? • What factors caused the Vietnam War? • How did international events such as the Cold War play into the conflict? • What was happening in the United States during the war? • What was the outcome of the Vietnam War? • What can we learn from the Vietnam War? Also, as you grapple with the material in this course, keep these questions in mind: • What is worth fighting for? • Why do people fight wars? • How is military intervention justified? • How are foreign policy decisions made? • How does war affect civilians and soldiers? • What ideas shape people's view of war? Your goals for this course include: • Explain why the United States got involved in Vietnam. • Identify U.S. objectives regarding Vietnam. • Describe the United States home front during the Vietnam War. • Identify the impact of the Vietnam War on soldiers and civilians. • Identify the outcome of the Vietnam War. • Explain the impact of the Vietnam War on American foreign policy.

2. Practical Arts:

Digital Arts - (5)

Digital Arts is a semester-long elective designed to provide computer science students with an introduction to visualization-graphics programming on computers. To equip students for today’s digitally driven lifestyle, this course focuses on using a digital camera and the practical application of digital imaging and editing programs. Additionally, students will work with audio-editing programs, and will also examine 3D technology and cinematography. Throughout the course, students may be asked to answer questions or to reflect on what they’ve read in their notes. The notes are not graded. Rather, they are a way for students to extend their thinking about the lesson content. Students may keep handwritten or typed notes.

Essentials of Communication (5)

Essentials of Communication: A Guide to Interacting Effectively in Today's World™ is a five-unit elective course for high school students. The materials cover fundamentals of the communication process important for successful interaction in a variety of social and professional settings. Students can use the course to gain and apply knowledge about communication theories, characteristics of language and language

use, interpersonal relationships, group dynamics, and public speaking in order to interact more effectively with others. The course seeks to help students expand their knowledge and skills as communicators so that they may achieve the following goals: • Know and understand aspects of communication theories and processes appropriate to both social and professional settings. • Use interpersonal communication strategies appropriately in social and professional settings. • Effectively communicate in social and professional group settings. • Plan, prepare, deliver, and evaluate formal and informal personal and professional presentations. In attaining these goals, students will be better equipped to use communication to hone other life skills, including exchanging information, fulfilling social obligations, developing relationships, and understanding and meeting the needs of others.

Family & Consumer Science (5)

Family and Consumer Science is a 10-unit elective that uses biblical principles to help high school students develop positive self-esteem and learn to successfully navigate relationships with family, friends, co-workers, and even those in the marketplace. The curriculum introduces students to character and appearance from a biblical perspective. The material also teaches about nutrition, clothing styles, home care and hospitality, personal finance, and child development and care. Through this course, students will do the following: • Examine specific principles that will help develop their personal lives from a Christian perspective. • Learn about proper nutrition and demonstrate skill in preparing various food items. • Identify the purposes for making specific choices in clothes. • Prepare weekly and monthly budgets. • Develop skills necessary to care for children ranging from birth to young school-age. • Develop an understanding of relational dynamics with family members, friends, classmates, co-workers, and those encountered in the marketplace.

Foundations of Finance (5)

This is industry leading and life changing financial literacy curriculum from Financial Peace University. Here's the problem less than half the high school seniors qualify as financially literate we need you to help us change the statistic. We can make you three process first foundations material is valuable information that your students would use everyday starting today for the rest of their lives. What would your life look like if you did things differently? What if you go to college with zero debt and thousands of dollars in the bank? It can happen and we're going to show you how. Second, it is designed to satisfy our national and state financial literacy standards. Third, this is not going to be a boring finance class. It's engaging and entertaining. Over one million students have had their future changed by this curriculum already.

Office Aid/Teacher's Aid (5 or 10)

Office aid provides an opportunity for students to develop and apply practical, clerical, and administrative methods and skills for elective credit in the practical arts. Students' work functions to serve actual demands and processes of the school, including

the following: generating, manipulating, and filing documents; processing phone calls, emails, and paper mail; entering, organizing, and managing electronic information; interacting with and serving students, families, and visitors; cleaning, maintaining, and delivering supplies around campus; other items under the direction and supervision of the staff and faculty, such as grading and tutoring in classrooms for teacher's aids. In addition to these tasks, students will learn the time management and general organization skills necessary for use in a professional business setting. Most importantly, students will be challenged to grow in Christian leadership and service in their work.

Office Applications 1 (5)

Office Applications I is a semester-length, high school elective that explores the use of application skills in Microsoft® Word®, Publisher®, and PowerPoint® 2010. Students will use these applications to design, develop, create, edit, and share business documents, publications, and presentations. This course provides key knowledge and skills in the following Microsoft Office® applications: 1. Microsoft Word: Students are provided with an introduction to advanced skills in Microsoft Word that range from simply developing an understanding of the various uses of Word to more complex explorations of mail merge, tab stops, reference resources, and additional features available in backstage view. 2. Microsoft Publisher: Students learn to create publications, insert and edit publication items, and view, review, and share those publications. 3. Microsoft PowerPoint: Students will learn how to create presentations, enter and modify content, modify and deliver presentations, and collaborate and share PowerPoint presentations. Objectives • Create, modify, save, and format styles, text, font, pages, and folders in Microsoft Word. • Demonstrate use of the Cut, Copy, and Paste commands and the Show/Hide button while editing documents. • Show how to use Spell Check, Find and Replace, and AutoCorrect in the Word application. • Know how to track changes and add comments in a document. • Demonstrate how to insert, format, modify, and edit elements of a Word document. • Demonstrate knowledge of Microsoft Word advanced skills. • Understand the basics of references in Word. • Modify document properties including templates. • Recognize how to navigate, modify, edit, and review elements of the Microsoft Publisher application. • Recall how to print and share a publication electronically. • Demonstrate knowledge of how to open, modify, insert, create, present, and save elements of a PowerPoint presentation. Students must be computer literate and have Internet access. Students should have basic research skills, as well as the ability to conduct online searches and access recommended websites. Word processing and presentation software is required to produce projects.

Office Applications 2 (5)

Office Applications II is a semester-length, high school elective course that explores the use of application skills in Microsoft® Excel® and Microsoft® Access®.

Students will use these applications to design, develop, create, edit, and share business spreadsheet and database documents. This course provides key knowledge and skills in the following areas: 1. Introduction to advanced skills in Microsoft® Excel® ranging from basic spreadsheet terminology to exploring data entry, formatting, formulas, functions, charts, graphics, and additional features available in backstage view 2. Skills in Microsoft® Access®, ranging from basic relational database terminology to creating and modifying tables, forms, queries, and reports Objectives • Recognize the elements of an Excel spreadsheet. • Demonstrate use of Excel navigation and protection tools. • Know how to modify, edit, save, create, and format Excel spreadsheets. • Use tools to manage Excel worksheets. • Define the rules for creating formulas and functions in Excel worksheets. • Demonstrate how to create, modify, and edit charts and shapes in Microsoft Excel. • Demonstrate knowledge of database design. • Manage the Access Environment. • Create an Access database. • Create, modify, and edit Access forms, queries, and reports. Office Applications 2 Course Requirements Students must be computer literate and have Internet access. Students should have basic research skills, as well as the ability to conduct online searches and access recommended websites. Word processing and presentation software might be required to produce projects.

Personal Financial Literacy (5)

Personal Financial Literacy is a semester-length elective designed to help high school students prepare for success in making financial decisions throughout their lives. Topics in the course address the advantages of making sound financial decisions in both the short and long term, income planning, money management, saving and investing, and consumer rights and responsibilities. Upon completion of Personal Financial Literacy, students should possess the knowledge and skills needed to do the following: • Find and evaluate financial information from a variety of sources when making personal financial decisions. • Understand the role of income, taxes, and research in developing and planning a career path. • Develop systems for managing money (including saving and investing) tied to personal financial goals. • Recognize and understand a consumer's rights and responsibilities in a complex world market.

Fundamentals of Computer Systems (5)

The Computer Fundamentals course will provide students with an understanding of computers and how they operate as well as a basic understanding of how to manage and maintain computers and computer systems. These skills will provide students with the ability to configure computers and solve computer problems. Students will learn details about the different elements of computers and computer systems. They will learn to identify hardware devices and their functions. They will be instructed on the role of operating systems as well as how to install and customize the Windows operating system. Students will learn about networking and the Internet. They will also be introduced to security issues in order to protect themselves and their computers and data. Students will also learn about some of the software applications typically used on computers today, such as Microsoft Office. In addition, students will learn specifics

about maintaining and troubleshooting computers, including managing files, backing up systems, and using the administrative tools in the Windows operating system. Lastly, the students will learn the basics of customer service and working as a help desk support technician. Objectives • After completing this course the student will understand computers and their functions, as well as develop basic customer service skills, and be able to effectively meet customer needs. • Students will be able to implement problem-solving techniques to understand the nature of computer problems. They will also understand hardware components, software, and the Internet, so they are able to develop, maintain, and update computer systems. • After this course, students also will be able to use the Internet to update computer systems and complete other IT service-related tasks. They will be able to install, configure, or modify software and operating systems to ensure optimal system function. • Students will be able to perform computer backup procedures to protect information. They also will be able to recognize potential security threats and understand the procedures for maintaining security. • After this course students will be able to provide IT support and training for computers and networks.

Fundamentals of Digital Media (5)

This course gives an overview of the different types of digital media and how they are used in the world today. Students examine the impact that digital media has on culture and lifestyle. The course reviews the basic concepts for creating effective digital media and introduces a number of different career paths that relate to digital media. Students will examine some tools used to create digital media and discuss best practices in the creating of digital media. This includes an overview of the process used to create new media pieces as well as the basics concepts of project management. In the course, students will examine the use of social media, digital media in advertising, digital media on the World Wide Web, digital media in business, gaming and simulations, e-commerce, and digital music and movies. Students will review ethics and laws that impact digital media use or creation. Objectives • Discuss different types of digital media. • Explain the value of using online video and audio for business. • Discuss careers in digital media. • Compare and contrast digital media and traditional forms of media. • Discuss living in a digital society and the changes resulting from it. • Discuss project management as a career. • Describe the evolution of social media. • Discuss ethics and social media. • Identify some challenges that the gaming industry will face in the future. • Compare the different types of computer languages. • Determine the role digital media plays in globalization. • Explain the limitations of doing business on the web. • Describe some different laws that relate to digital media. • Explain the cannons of journalism. • Describe some expected changes in social media and advertising. • Determine what type of schooling is necessary for their chosen career.

Fundamentals of Programming, Software Dev. (5)

This course will provide students with an understanding of basic software development concepts and practices, issues affecting the software industry, careers

within the software industry, and the skills necessary to perform well in these occupations. Students will learn details about core concepts in programming using Java, including writing and debugging code, proper syntax, flow of control, order of operations, comparison operators, and program logic tools and models. They will learn the function of key program techniques including if statements, looping, and arrays. They will also learn about web development using HTML and drag-and-drop development of user interfaces in an Integrated Development environment. Students will also learn about the Software Development Life Cycle and the different variations used to create software. They will learn about different programming languages and paradigms. They will learn about the importance of usability and user-centered design processes. Students will also learn about careers in the software industry, the education and skills required to work in the industry, and related career resources. Finally, the capstone project will allow students to explore and state opinions on key issues and trends impacting the software industry, and to learn about the experience of working in the industry. Objectives • Understand the relationship between computer hardware and software. • Describe the purpose and high-level organization of the central processing unit. • Understand categories of software and be able to properly assign software products into the correct category. • Describe the key functions of systems software. • Describe the functionality of popular software applications (e.g., word processing, database management, spreadsheet development). • Understand the function and operation of compilers and interpreters.

New Applications: Web Development (5)

New Applications introduces students to the rapidly evolving world of apps, or applications. The introduction of the Apple II in 1977 followed by the IBM PC and scores of compatible computers just four years later created strong consumer demand for software programs, as these applications were referred to at the time. Capable of formatting spreadsheets, composing and proofing hundreds of lines of text, or supporting classroom instruction, computer programs were initially sold by specialty stores, college bookstores, or through the mail. The explosive growth of the Internet that followed at the beginning of the twenty-first century with the introduction of high-speed networking, the dynamic World Wide Web, and most recently the development of affordable smartphones and web tablets have all contributed to global, cultural, and societal change. This course begins with a historical tour of the Internet and World Wide Web as well as the programs and applications that made it possible for computer users on every continent to begin to explore and better understand their world. Then, through a step-by-step introduction to WordPress, students gain the tools and insight necessary to create their own web pages and discover their online voice. In addition to learning how to use WordPress and other applications that promote students' presence on the World Wide Web, this course discusses how the web has become the foremost channel for the distribution of applications that increase the functionality of the web and support a global hub of social networking and communication. Students are introduced to the evolution of networking and data-transfer capabilities beginning with early HTTP protocols continuing through to the recent introduction of smartphones

capable of connecting to sites on the World Wide Web without having to rely on a browser for navigation. The course concludes with a survey of the continuing explosion of new apps, or applications, designed to operate on one or more of the proprietary mobile devices (smartphones, tablets, and netbooks). Students are given an opportunity to track fundamental changes in this growing industry as development has moved from the original model of a single experienced programmer developing a single app for distribution at little or no cost to a model in which retailers, non-profit organizations, government agencies, and Fortune 500 companies contract with mid-sized marketing and communications firms to develop sophisticated apps designed to raise global market and public awareness of institutions and issues. Additionally, students have an opportunity to understand that career opportunities in app development have evolved from programming and coding to now include marketing, public relations, creative arts, project and product management and sales, with a growing number of careers in the industry requiring little if any actual programming experience. New Applications is a survey course that travels from the first software programs developed to facilitate communication on the Internet to the new generation of mobile and native apps that access the Internet without a reliance on a web browser. New Applications is also a practical course in how to develop a presence on the World Wide Web using WordPress and other available web-application tools. The goal of the course is to provide the learner insight into the rapidly evolving universe of programming and application development so that he or she can make informed career decisions in an industry that is changing as quickly as it is growing. Objectives • Describe major advances in network and communications technology beginning with the early Internet and continuing through the introduction of web-enabled smartphones and other devices. • Create a web presence using simple applications. • Evaluate and select from a variety of web development tools and apps those most appropriate for their interests and needs. • Design a current generation app for use on a smartphone or tablet. • Evaluate the education and training qualities and experiences essential to secure a position with growth potential in the app industry This is an introductory course in the history and development of new applications for use on web-enabled devices including personal computers, tablets, smartphones, and ultrabooks. While there are no specific prerequisites for this course, students should have a basic understanding of the Internet, the World Wide Web, browsers, file formats, hardware, and software applications. Students who have working knowledge of IP addressing, programming, the differences among local, wide-area, and cloud-computing networks as well as the current state of mobile devices will be well prepared to complete this course.

Physical Fitness (5)

Physical Fitness is a semester-length elective designed for high school students. The course focuses on the health benefits of regular physical activity and of a long term exercise program. As students work through the course, they will learn about the many aspects of physical fitness, including basic nutrition, the importance of flexibility, cardiovascular health, muscle and strength training, and realistic goal setting. Along the way, students will be required to maintain and submit an activity log in order to

measure progress in course exercises, as well as in personal fitness goals. Upon completion of Physical Fitness, students should possess the knowledge and skills needed to do the following: • Analyze the key components of successful physical activity and use this analysis to determine if a program is reasonable and effective. • Describe the three main types of physical activity that should be included in a exercise regime and the health benefits of each. • Perform basic fitness exercises associated with the three main types of physical activity discussed in this course. • Identify the main motivational strategies that can be used to help the student continue in positive fitness habits once this course is completed.

Software Development Tools (5)

This course introduces students to the variety of careers related to programming and software development. Students will gather and analyze customer software needs and requirements, learn core principles of programming, develop software specifications, and use appropriate reference tools to evaluate new and emerging software. Students will produce IT-based strategies and a project plan to solve specific problems, and define and analyze system and software requirements. Objectives • Understand the development of the computer. • Be able to describe the organization of the Central Processing Unit. • Demonstrate knowledge of widely used software applications (e.g., word processing, database management, spreadsheet development). • Identity three levels of programming languages. • Identity execution differences between interpreted, translated, and compiled languages. • Describe how computers address data in memory. • Design structures, classes, and objects that include variables and methods. • Summarize how data is organized in software development. • Understand the standard primitive types and operations of the java programming language. • Define and initialize Java arrays. • Demonstrate knowledge of the basics of structured, object-oriented language. • Write software applications using while, do while, for, for-each loops. • Define logic statements using if, else if, else and switch statements. • Develop an application using conditional statements. • Demonstrate knowledge of key constructs and commands specific to a language. • Develop an application that responds to user input. • Develop a web application that responds to user input.

3. Visual Performing Arts:

Art (10)

This is a paper-based art course that includes instruction and practice in the fundamentals of design principle, painting, sculpting, linear perspective, lettering and calligraphy, storyboarding and comic/cartoon drawing, historic styles of art, screen printing and layering designs, and other creative expressions.

Chapel Leadership (5)

Students approved for inclusion in this course by our Chapel Coordinator will learn the principles and practices of leading corporate Christian worship. This includes music theory as it applies to interpreting song dynamics. Students do not receive formal lessons or training on their individual performance instrument, and some performance proficiency is required as a requisite for approval (with exception for positions related to digital media or support personnel).

Digital Arts - Track 2 only (5) (see above)

Music Appreciation (5)

The goal of this semester-long course is to provide instruction in basic musical elements, trace the development and growth of classical music, and give students a strong foundation for a greater appreciation of music. Students will examine music in the world around them and discover how they experience music. They'll be introduced to the basic elements and sounds of music and instruments. Students will learn the names and backgrounds of several famous musical composers. Students will also learn how and where classical music began, how it developed over the centuries, and the ways in which music and culture affect each other. Lastly, students will examine the ways modern music has been influenced by classical music. This course also provides students with lessons in engaged listening. These special lessons allow students to listen and respond to music. A template for how to listen and respond is provided. Upon completion of the course, students should be able to do the following: • Describe effective techniques to listen and respond to music. • Identify and name common instruments by sight or sound. • Identify and define musical terms such as beat, meter, notes, and tempo. • Compare and contrast music from the Medieval, Renaissance, and Baroque periods. • List ways in which the societies of the Medieval, Renaissance, and Baroque periods affected their music. • Compare and contrast music from the Classical and Romantic periods. • List ways in which the societies of the Classical and Romantic periods affected their music. • Analyze the effects of classical and popular music on the music of the 20th century.

Music Theory (5)

Music Theory is a semester-length fine arts elective for high school students. The course requires no prior instrumental, vocal, or music theory study. Using the piano keyboard as a visual basis for comprehension, the course materials explore the nature of music, integrating these concepts: • rhythm and meter • written music notation • the structure of various scale types • interval qualities • melody and harmony • the building of chords • transposition Throughout the series of assignments, ear training exercises are interspersed with the bones of composition technique, building in students the ability not only to hear and appreciate music, but step-by-step, to create it in written form as well. This highly interactive course culminates in the students producing original compositions, which while based on standard notation, demonstrate facets of personal expression. As the students' ability to perform increases in the future, they will better

understand music and therefore better demonstrate its intrinsic communication of emotion and ideas.

Instrumental Studies (5)

Students interested in becoming proficient in their skill on a particular instrument or set of instruments are encouraged to work with third party entities to complete credit in this area. The 3 core requirements for credit in this process are: 1. Formal instruction from a hired teacher or tutor (curricular plan to be evaluated and approved by our administration), 2. Logged practice time to be submitted on a regular basis to our Academic Dean, and 3. A public performance schedule.

4. College/Career:

Business Computer Information Systems 1A (5)

BCIS I-A is a high school elective that explores the use of technology applications in both business and personal situations. The course provides key knowledge and skills in the following areas: • communication skills • business technology • word processing applications • spreadsheet applications • database applications The course is intended to help students arrive at the following understandings: • Effective communications skills and productive work habits can increase employees' success. • Technology solutions can help employees be more productive and effective.

Business Computer Information Systems 1B (5)

BCIS I-B is a high school elective that explores the use of technology in both business and personal situations. The course provides key knowledge and skills in the following areas: • telecommunications technology • desktop publishing technology • presentation technology • computer networks • computer operating systems The course is intended to help students arrive at the following understandings: • Effective communication skills and productive work habits can increase employees' success. • Technology solutions can help employees be more productive and effective.

Business Law (5)

An online career course designed for students in grades 10-12, Business Law provides students with an understanding of the vital legal concepts that affect commerce and trade. After learning how laws are created and interpreted, students spend the semester-long course exploring both the different types of businesses that can be created to engage in commerce and the contractual and liability considerations that can impact businesses.

Career Explorations 1 (5)

The Career Explorations 1 course is designed to give an opportunity to explore various CTE subjects. Specifically, students will be able to learn about careers involving human-related services. Each unit introduces one particular field and explains its past,

present, and future. The goal is to whet students' appetites for these careers. Students can then explore that career in more detail as a high school student. Objectives • Examine work, lifestyle, and a career. • Evaluate the history of health care and the impact of science and technology has had on it. • Explain why travel and tourism is important to our economy. • Understand how geographic principles relate to traveler decisions. • Explain the history the human services and how it functions in society. • Analyze careers in the consumer services industry. Assignments in this course place a strong emphasis on student inquiry, research, and writing. Links to outside Web sites play a role in course activities and learning. (Please note that we are not responsible for the content of these Web sites since their maintenance is outside our control.) This course has six units. The first five are instructional units containing two chapters. Each chapter usually includes three lessons, two projects, and a chapter test. Each unit also contains a unit test. The sixth unit includes a course review, final exam, and a final project. Most lessons in this course are designed to take one day to complete, while most projects are intended to take from one to several days, depending on complexity. The course contains content sufficient to support seat time requirements ranging from 70-80 hours. This course was edited for a junior high school audience. Still, there are vocabulary words in it that may be unfamiliar to some students. These are either defined in the text or defined in a special "key words" section at the beginning of the lesson. This course was designed to give students enough information to think about five different career ideas in the context of their own lives. This includes their likes and dislikes, interests, aptitudes, desired lifestyle, and goals. But it goes beyond just the facts to encourage the students to think critically about various aspects of each career or different issues that may be facing people in those careers.

Career Explorations 2 (5)

The Career Explorations 2 course is designed to give an opportunity to explore various CTE subjects. Specifically, students will be able to learn about careers involving various technical fields from computers to agriculture. Each unit introduces one particular field and explains its past, present, and future. The goal is to whet students' appetites for these careers. Students can then explore that career in more detail as a high school student. Objectives • Identify the basic components of a computer system and its use within a networking/communications environment. • Discuss the history, development, and use of the Internet and mobile computing technology in business and society. • Explore systems design and implementation. • State the purpose of a computer network, and explain the role of network hardware in achieving that purpose. • Identify the advancement of agriculture to the present day. • Explain sustainable agriculture and its impact on society.. • Understand the STEM field along with the concepts, theories, practical applications, and STEM careers. Assignments in this course place a strong emphasis on student inquiry, research, and writing. Links to outside Web sites play a role in course activities and learning. (Please note that we are not responsible for the content of these Web sites since their maintenance is outside our control.) This course has six units. The first five are instructional units containing two

chapters. Each chapter usually includes three lessons, two projects, and a chapter test. Each unit also contains a unit test. The sixth unit includes a course review, final exam, and a final project. Most lessons in this course are designed to take one day to complete, while most projects are intended to take from one to several days, depending on complexity. The course contains content sufficient to support seat time requirements ranging from 70 to 80 hours. This course was edited for a junior high school audience. Still, there are vocabulary words in it that may be unfamiliar to some students. These are either defined in the text or defined in a special "key words" section at the beginning of the lesson. This course was designed to give students enough information to think about five different career ideas in the context of their own lives. This includes their likes and dislikes, interests, aptitudes, desired lifestyle, and goals. But it goes beyond just the facts to encourage the students to think critically about various aspects of each career or different issues that may be facing people in those careers.

Careers in Allied Health (5)

Allied health is the term for the area of healthcare (and health care professions) that provide support and care services other than specific doctoring and nurse care. At times, the line between allied health and "non-allied health" may seem to be separated by level of degree/education, although this isn't always true. Allied health career paths can be divided into general roles like diagnostic (testing to see what's wrong), technical (taking care of technology aspects), therapeutic (moving the patient toward healing) and direct patient care (caring for the patient in other ways), although there is some overlap in a few roles. There are a few hundred potential jobs and dozens of potential settings that one could work in. The career field is important for several reasons. First, the care and support that allied health professionals provide is integral to the health care system. In addition it's estimated that these professionals make up more than half of the entire health care field. This representation within the industry shows how very important the various roles are. In this course, we will focus on select allied health careers, studying a variety of different levels, responsibilities, settings, education needs and amounts of patient contact. We will look at things like the degree or training needed for each job, the environment one would work in, how much money the position could make, and the facts of the actual working day. Then, within each job group, we will explore important aspects that are applicable to the entire field of allied health, such as behaving ethically, working as a team, keeping patients safe and free from infections and germs, honoring diverse needs of diverse patients, and following laws and policies. The last unit will then include several activities that allow the student to seriously engage with their career exploration and selection. Objectives • learn about allied health careers, academic preparation, lifestyle, skills needed, licensing and credentialing, employment potential, and continuing education. • explore ethical and legal challenges in the healthcare field. • understand the role of allied health care professionals in the overall health care environment and the importance of teamwork in patient care. • examine the importance of cultural, social, and ethnic diversity in the healthcare workforce and environment. • learn legal/regulatory guidelines addressing

patient and medical information and understand the issues related to confidentiality. • learn about safety measures and regulatory requirements.

Career Management (5)

Help students at your Christian school prepare to select a career and enter the workforce with Ignitia's Career Management course. Designed for students in grades 11 and 12, Career Management helps students improve important career skills that apply to a variety of occupations. Specific skills that are refined during the semester-long course include communication, leadership, decision making, problem solving, goal setting, and time management skills.

College Planner (5)

College Planner is a one-semester high-school elective, with the following goals: • guiding students in the entire college process • planning for college • selecting the right school • the application process • financial aid • guiding students who may not be headed to college The program focuses on the decision-making process of choosing a school, covering both the application process and financial requirements. Additionally, for those students who will not be attending college or university, the course surveys non-college options. Upon completion of the course, students should be able to do the following: • Articulate reasons for attending college and for choosing a specific institution over another. • Identify the planning steps to be taken by students during each year of high school. • Understand the basic differences between the SAT and ACT entrance exams, knowing how best to prepare for each one. • Understand the major costs of attending college and what financial aid options are available. • Identify post-high school options for individuals who will not be attending college. Additionally, students will gain practice in report-writing, covering topics like God's plan, admissions essays, college costs, and more.

Engineering and Design (5)

Engineering and Design is part of the STEM (Science, Technology, Engineering, and Mathematics) education and career path. By building real-world problem-solving and critical-thinking skills, students learn how to innovate and design new products and improve existing products. Students are introduced to the engineering design process to build new products and to the reverse engineering process, which enables engineers to adjust any existing product. Parallels and analogies from Scriptural examples will firmly seat the course in Bible truth, since God is the master engineer, designer, and creator of everything. Popular topics and issues that are politically controversial will be explored from a Biblical perspective. A second and equally important emphasis will address how fluid power is used by engineers to make difficult maneuvers easier, increasing efficiency and minimizing effects on the environment. Students will then identify how engineering and design have a direct impact on environmental sustainability and economic greening, with Bible principles incorporated when appropriate. Finally, students will incorporate the engineering design process, environmental life cycle, and

green engineering principles to create a decision matrix to learn how to solve environmental issues, while identifying how following God's original principles would have avoided producing those issues in the first place. Objectives: • Understand the basic STEM requirements of engineers and the skills required for the occupation. • Define and understand how forces are transmitted with fluid systems to build efficiency and increase sustainability. With this knowledge, students can solve a problem with a new design solution using fluid power. • Utilize sketching skills and techniques to produce detailed sketches of components in the design of a realworld object to scale. This allows students to determine the feasibility of a product or design. • Use the engineering design process and reverse engineering techniques and apply them to a design. They will be able to create and use decision matrices to make design decisions based on logic and analysis. Students will be able to identify and research environmental issues and challenges with respect to energy and air quality. • Identify and analyze the environmental life cycle of a product or process to solve sustainability challenges for social and industrial environmental issues.

Engineering and Innovation (5)

The Engineering and Innovation course will provide students with an understanding of the field of engineering and introduction to the concepts of invention and innovation, as well as some of the skills and tools necessary to invent and innovate. This information will provide students with the ability to invent and innovate in their field of choice. Students will learn details about the scope and nature of the field of engineering, as well as the Biblical principles that serve as the foundation for engineering and work in general. They will also learn about the history of invention and innovation and how those activities play a role in the advancement of human society. Students will be introduced to patents, regulations, and ethical and professional standards that apply in the fields of engineering and invention. Students will also learn about analytical modeling and problem solving, interpreting the results of models and experiments, and understanding how bias impacts outcomes. In addition, students will learn about innovations and inventions in the fields of biomedicine and the environment and how those fields have impacted the health and wellbeing of society. Lastly, students will learn about career choices and organizations and resources available for individuals who wish to incorporate invention and innovation into their careers and lives. Objectives: • Understand the field of engineering as well as the concepts of invention and innovation. • Understand the history of inventions and innovations and compare and contrast the roles of innovators, inventors, and engineers. • Understand the changes that inventions have brought to society and how engineers and inventors collaborate with business. • Understand how to search and apply for patents, find regulations, and research ethical and professional standards that apply in the fields of engineering and innovation. • Understand the process of invention as problem solving, including using and interpreting models, and apply a model to a problem to solve it. • Understand problem solving and innovation specifically in the fields of biomedicine and

the environment. • Identify career options and resources in interest areas, as well as understand how to bring a product or idea to market.

Engineering and Product Development

Designed for Christian students who are interested in Science, Technology, Engineering, and Mathematics (STEM) careers, Engineering and Product Development helps build an understanding of the product life cycle. From the initial idea to drafting requirements to using 3-D modeling and other design tools, students in grades 11 and 12 spend the semester-long course analyzing the life cycle of a product to prepare it for distribution to target markets.

Essentials of Business (5)

This semester-long course is an introduction to the goals, processes, and operations of business enterprises for students. The main focus is on the functions that a company – whether a multinational corporation or a corner grocery store – must manage effectively to be successful. These include accounting, finance, human resource management, marketing, operations management, and strategic planning. Attention is also given to the legal environment in which businesses operate, and the importance of business ethics and corporate citizenship. Throughout the course, students may be asked to answer questions or to reflect on what they've read in their notes. The notes are not graded. Rather, they are a way for students to extend their thinking about the lesson content. Students may keep handwritten or typed notes. Upon completion of the course, students should be able to do the following: • Apply business concepts to their lives • Compare and contrast market economies with controlled economy • Describe the six areas of human resource management • List and define the legal forms of business ownership • Name and describe the components of successful business communication • Analyze ways in which technology is changing business operations.

Introduction to Consumer Services (5)

Prepare students at your Christian school for a career in consumer services with Ignitia's Introduction to Consumer Services for grades 10-12. Throughout the semester-long course, students study the impact of local, state, national, and global issues on the industry to gain an understanding of the current issues affecting a variety of consumer services professions. Recurring themes throughout the course include social issues, advocacy, ethics, and legalities.

Introduction to Information Support, Services (5)

This course focuses on real-world application including common industry best practices and specific vendors that offer tools for technicians, project managers, and IT leadership. Emphasis should be made that the purpose of the IT department of an enterprise is to support the overall mission of the company, and it is not simply a standalone component of the company's infrastructure. Students will continue to apply their knowledge of hardware and software components associated with IT systems

while exploring a variety of careers related to IT support and services. Students will analyze technical support needs to perform customer service, perform configuration management activities, and evaluate application software packages and emerging software. Students will demonstrate and apply knowledge of IT analysis and design by initiating a system project and evaluating applications within the IT system. Information Technology is a dynamic discipline that is continuously evolving. You will also find these objectives at the beginning of each lesson under “Lesson Expectations.” Objectives • Explore systems design and implementation. • Investigate the implementation and maintenance of IT infrastructure. • Review the basics of management collaboration and reporting. • Discuss education and careers in IT and how to pursue such a career.

Introduction to Information Technology (5)

In this course, we introduce students to the knowledge base and technical skills that will help them to successfully compete for jobs within the Information Technology Career Cluster. Lessons are structured so that students learn and then demonstrate not only critical assessment and analytic skills, but also interpersonal skills that are valued so highly among IT employers. We explore a range of career tracks that include network engineers, application/programming developers, and systems analysts. These career paths are described in depth, discussing typical job responsibilities, educational and licensure requirements, working conditions, and job outlooks. Our lessons help students place the evolution of technology and job opportunities in context so that they will understand their important role in furthering its development. We believe that the most successful IT professionals combine technical know-how with leadership ability. To this end, students learn that their acquired expertise comes with the responsibility to represent themselves and the companies they work for within the highest legal and ethical standards. Objectives • Identify the basic components and structure of a computer system and its use within a networking/communications environment. • Design and implement a basic network while being introduced to multiple types of network systems. • Apply both ethical and industry standard security policies to networks. • Discuss the history and development and use of the Internet in business and society. • Explain the development of human-centered technology interaction. • Apply mobile computing technology capabilities to learning and business. • Identify the variety of operating systems found on desktops, laptops, and mobile devices. • Understand mobile application architecture, deployment, and marketing. • Determine best practice application skills for the variety of information technology systems available to implement. • Plan, develop, and implement an information system. • Maximize use of the Internet within the home and business. • Identify the structure of wireless communication networks and the mechanisms behind its functionality. • Identify and develop protocols for use of the Internet within business. • Identify and develop information system libraries and repositories of information. • Develop an understanding of the logic behind object-oriented programming. • Identify the multiple programming languages for use in mobile/Internet application development. • Plan, develop, and implement a mobile/Internet application.

Introduction to Network Systems (5)

How can we automate the transfer of information from one computer to another? To answer that question, this course introduces students to the fundamental technology and concepts that make networking systems possible. The question itself is a very practical one and the concepts taught are more concerned with practices and processes rather than theoretical generalities. The most important concept introduced is that of the OSI reference model and its bottom four layers, which are most directly concerned with networking instead of computing. Each networking layer is explored in a three-lesson chapter. By the end of the course, every student should be comfortable reading a sentence that says something like, "X is a protocol working at the third layer." The course also explores a good deal of technology, specifically the software and hardware supporting LANs, WANs, and Wi-Fi networks. Particularly important are the protocols in the TCP/IP stack that are used to communicate across a network, but the students are also introduced to the hardware, including hubs, switches, bridges, routers, and transmission media. The student is expected to learn that a network is not some mysterious idea out there in cyberspace. It is a mechanism that is fully dependent on its parts working properly. Once the students understand the fundamentals of the layers and network hardware, they can be introduced to questions of security, network management, and network operating systems. In particular, they should understand the role of the server. They have already encountered many examples of client-server relationships, and the material later in the course should introduce them to the many roles that a server can play as a part of a network. Objectives • State the purpose of a computer network, and explain the role of network hardware in achieving that purpose; • List at least four protocols from the TCP/IP stack and explain how each contributes to data transmission; • Explain the technical differences between a LAN and a WAN; • Explain the importance of technical standards in networks; • List all seven layers of the OSI reference model and explain what each of the bottom four layers contributes to a network; • Compare and contrast the Windows Server and Linux operating systems.

Network System Design (5)

The Network System Design course will provide students with an understanding of computer networks and how they operate, as well as a basic understanding of how to manage and maintain computer networks. These skills will provide students with the ability to design, configure, and troubleshoot networks of all sizes. Students will learn the basics of network design, including how to identify network requirements and determine the proper network architecture. They will be instructed on the requirements of network models, as well as be introduced to local area networks. Students will also learn about Internet Protocol and the basics of routing data on a network. Students will be introduced to wide area networks and network security issues. In addition, students will learn about network management, including monitoring and troubleshooting. Last, students will learn about network operating systems and their role in connecting computers and facilitating communications. Objectives • Understand computer

networks and their functions, as well as know how to analyze business and technical goals of a network to effectively meet customer needs. • Identify requirements to successfully support network users, applications, and devices. They will also understand network architecture and topology, protocols, and services of local and wide area networks. • Identify principles and operation of equipment like wire and circuits, as well as of standards such as open system interconnection, TCP/IP, and high-speed networking. • Demonstrate knowledge of security requirements and data protection on a network, as well as the role of security tools such as routers, firewalls, and virtual private networks. • Understand network operating systems and be able to support computer networks. For topics in this course, it is helpful for students to be familiar with the basics of computer hardware (desktop and laptop), as well as desktop operating systems. If students are not familiar with these topics, it is recommended, though not required, that they be introduced to computer hardware and desktop or workstation operating systems before starting this course. That includes examining hardware devices such as motherboards, hard drives, and processing chips and exploring the features and functions of a workstation operating system.

Nursing: *Unlimited Possibilities and Unlimited Potential (5)*

Open the door to a nursing career with Nursing: Unlimited Possibilities and Unlimited Potential. The semester-long career course provides students in grades 10-12 with opportunities to compare and contrast the various academic and clinical training pathways that lead to an entry-level position in nursing. Like all Ignitia courses, Nursing: Unlimited Possibilities and Unlimited Potential is taught from a Christian worldview.

Technology & Business (10)

Technology and Business is a year-long, high school elective that teaches students technical skills, effective communication skills, and productive work habits needed to make a successful transition into the workplace or postsecondary education. In this course, students gain an understanding of emerging technologies, operating systems, and computer networks. In addition, they create a variety of business documents, including complex wordprocessing documents, spreadsheets with charts and graphs, database files, and electronic presentations. This course provides key knowledge and skills in the following areas: 1. Emerging Technologies 2. Operating Systems 3. Word Processing 4. Spreadsheets 5. Databases 6. Communication Skills 7. Telecommunications 8. Electronic Presentations 9. Computer Networks 10. Project Management By the end of the course, the student should be able to do the following: • Select the appropriate technology to address business needs. • Describe and compare types of operating systems. • Use the computer's operating system to execute work responsibilities. • Identify the purpose and style of various business documents. • Create complex word-processing documents with columns, bulleted lists, tables, and graphs. • Improve speed and accuracy of keyboarding. • Use spreadsheets to calculate, graph, solve business problems, and make predictions. • Perform data-management procedures using database technology. • Demonstrate communication skills for

obtaining and conveying information. • Send and receive information using electronic mail, following appropriate guidelines. • Describe and identify components of the telecommunications industry. • Create and deliver an effective presentation following presentation guidelines. • Describe the components required to establish a network. • Identify the information management requirements and business needs of an organization. • Use project-management tools and processes to manage a business project successfully.

Small Business Entrepreneurship (5)

This semester-long course is designed to provide the skills needed to effectively organize, develop, create, and manage your own business, while exposing you to the challenges, problems, and issues faced by entrepreneurs. Throughout this course, you will be given the chance to see what kinds of opportunities exist for small business entrepreneurs and become aware of the necessary skills for running a business. You will become familiar with the traits and characteristics that are found in successful entrepreneurs and you will see how research, planning, operations, and regulations can affect small businesses. You will learn how to develop plans for having effective business management and marketing strategies. Small Business Entrepreneurship will teach you basic principles of entrepreneurship and business ethics. You'll look at the major steps relevant to starting a new business. These steps include financing, marketing, and managing. Knowing how to analyze a business plan will help you develop one, while at the same time making it easier for you to understand the reasons businesses have to write one. Small Business Entrepreneurship is designed to give you an overview on running a business from start to finish. Objectives • Understand the basic aspects of entrepreneurship. • Recognize the legal environment of a small business. • Describe basic economic principles. • Understand scarcity and forecasting. • Identify different kinds of costs. • Explain the principles of financing. • Identify kinds of financial records. • Know the sources of financing. • Explain target markets. • Analyze market research and competition. • Describe marketing mix. • Recognize the roles of management. • Construct a business plan.