



Lapeer Community Schools

Scheduling Handbook

2005 - 2006



Lapeer East

Lapeer West



8th Grade

Lapeer Community Schools . . .

teaching for the future today!

Notice of Nondiscrimination Policy



It is the policy of the Lapeer Community Schools that no person shall, on the basis of race, color, national origin, sex or handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination during any program or activity or in employment.

January 2005

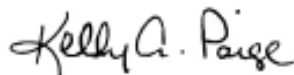
Dear Parents/Guardians and Students:

We welcome those students who will be enrolling in our eighth grade program. We want to develop a positive relationship with parents and students who will now comprise our eighth grade student body. A constructive learning environment awaits all students willing to use their capabilities, interest, and energy toward gaining useful knowledge and skills. This booklet provides students and parents with essential information about educational programs. The Agenda Book/Daily Planner, which contains school policies and procedures, will be issued in the fall.

Parents are encouraged to keep close contact with the school regarding the needs of their child. Even though eighth grade students have the common characteristic of seeking independence, all will need guidance and assistance at some time or another. We want to do our share in this regard. Parents can be of great help by keeping school personnel informed of special situations or potential problems. Working together will help ensure the best outcomes for all of our students.

Once again, we extend a sincere welcome to all eighth graders. We wish to work closely with you for a profitable and enjoyable year of growth.

Sincerely,



Kelly Paige
Lapeer East Principal



Tom Goulette
Lapeer West Principal

Administrative and Counseling Staff

Lapeer East High School - 667-2418, counseling extension 4

Sharon Miller Assistant Principal
Mike Hoboth Assistant Principal
Jack Lindell Assistant Principal - Athletic Director
Jeff Lorenz Counselor

Lapeer West High School - 667-2423, counseling extension 4

Dean Rothgeb Assistant Principal
Beth Rayl Assistant Principal
Rob Belous Assistant Principal - Athletic Director
Dave Kirkpatrick Counselor - Last Names A-D
Brad Walker Counselor - Last Names E - L
Dave Webster Counselor - Last Names M - Ro
Karol Settergren Counselor - Last Names Ru-Z

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Expectations

The eighth graders are housed at Lapeer West and East High Schools. Even though the 8th grade unit is part of each high school, activities, classes, etc. are designed for eighth graders.

Efforts have been made to deliver a program designed to serve 8th grade needs. When 8th graders are mixed with high school students, issues of educational purpose, adequate supervision and good role modeling are considered. Students are encouraged to participate only in those programs designed for the eighth grade. Care is taken to assure a positive experience at Lapeer West and East High Schools.

1. Attend school daily and be on time to class.
2. Come to class prepared.
3. Know and comply with the rules and regulations of the school.
4. Respect the authority of teachers and other school personnel.
5. Show respect for self and fellow classmates and demonstrate a positive attitude.
6. Demonstrate proper behavior in school, on school grounds and at school activities. Public displays of affection, fighting, profane language, vulgar behavior, and the like, are strictly prohibited.
7. Carry and use the Daily Planner/Agenda Book for all classes.
8. Be attentive in class and strive to learn as much as possible from the courses of study.
9. Take pride in school facilities and equipment and respect the property of others. Students will be expected to do their part in keeping the classrooms, building and campus clean at all times.
10. Dress appropriately for school and meet commonly recognized standards of health, cleanliness and neatness.



Classification of Students

Promotion and Retention

Students need to be aware of the relationship of academic performance and the possibility of promotion to the next grade or retention in the same grade for another year. Promotion to another grade is based upon having met certain academic and attendance criteria rather than having been enrolled in school for a year.

At the conclusion of the first semester, students who have received D- or failure in two or more core-area classes are placed on a list to be considered for retention. Students must also meet the attendance requirements in order to earn a grade in any course. Letters are sent to parents to make them aware of possible retention.

In the spring of the year, those students who have consistently functioned at an unacceptable level in the core classes will have their situation evaluated by a team of teachers, a counselor, and principal. The evaluation will be discussed with parents and the student and a decision will be made whether the student's best interest will be met by promotion to the next grade or retention in the current grade for another year. Successful completion of summer school may be required with another evaluation held at the conclusion of summer school to determine promotion or retention.

Attendance Policy

Philosophy

Because school attendance is a major factor related to academic success, the students of Lapeer Community Schools are expected to attend school on a regular basis. Students must be present if they intend to take full advantage of the opportunities offered to them in the classroom. Regular attendance at school teaches self-discipline and responsibility, which are characteristics of reliable and employable adults. It is the responsibility of the students, parents, faculty, and administration to recognize the importance of school attendance and its impact on academic achievement.

Student Responsibilities

- To attend each class every day on time, attentive and prepared
- To sign in and out through the Attendance Office when arriving late or leaving early. Students must have parent permission in order to leave school early
- To stay within the building or designated areas for the entire school day
- To know their current number of absences class and tardies in each class
- To seek and make up work for all absences



Attendance Policy cont.

Parent Responsibilities

- To see that their children attend school continuously and consecutively
- To know and observe the attendance policies/procedures of Lapeer Community Schools
- To plan appointments and family vacations around the school calendar whenever possible
- To write a note of explanation to the first hour teacher the day after the student was absent. Notes should include specific explanations for the absence
- To notify the attendance office if an absence is known in advance (professional appointments, family vacations, etc.)
- To work with the school if the student has a serious attendance problem.

Teacher Responsibilities

- To create a classroom environment where student's learning is enhanced by attendance
- To start class on time
- To keep accurate attendance records
- To keep students informed of the number of absences in their class
- To inform the parent, counselor and administration of a student's continuing absence in a particular class
- To work with students and parents when the student's absences are impacting student's work

Administration Responsibilities

- Inform parents when student has 4 and 8 absences by letter
- Contact parents by phone or letter at the 9th absence
- Work with students and parents when the student's absences are impacting the student's work

Fulfilling Attendance Requirements

A student's academic standing may be affected by his/her absenteeism. Awarding of grades will be based upon the student's academic performance in conjunction with his/her attendance. Requirements are not fulfilled if the student is absent for more than eight (8) days of the semester. Students, who are absent a ninth, tenth and eleventh day, may make up the three absences through participation in Saturday school. Students who are absent for more than eleven days or who fail to attend Saturday school for the ninth, tenth and eleventh absences will receive an "E" on their report card. "E" means the student failed to complete the requirements. However, a student who is failing a class at the time he/she goes over on the absences shall receive an "F" on the report card. Waivers are available for students with unusual circumstances.



Eligibility and Registration

Eligibility

A student must be “academically eligible” as a condition for participating in (a) high-school athletics, (b) extracurricular activities, or (c) driver education.

Extra Curricular Eligibility Including Athletics and Driver’s Education

To be eligible to participate in extracurricular programs, Lapeer Community School District students must attain at least a 2.0 G.P.A. for the semester immediately preceding the semester of participation, or must have passed each course in which he/she was previously enrolled. Students who have attained a 2.0 G.P.A. or above, cannot have failed more than one class to be eligible.

Registration Information and Procedures

Student placement is dependent on teacher recommendations based on previous academic performance and standardized testing results. Parents are expected to participate in the scheduling process, working closely with their child and current classroom teacher(s).

Special Needs Students: Students who have been identified as having “Special Needs” will have their schedules established through the IEPC (Individualized Educational Planning Committee) process.

Counselors spend much time and effort to assist student-schedule development to ensure proper courses are selected. **Once a student’s final schedule is developed, class changes can only be made for balancing class size, human error, or educationally sound reasons. Counselors are available to discuss problems prior to the start of school.** Students should select their classes carefully. They are expected to remain in their classes until completion. An open period of drop and add will occur at the beginning of each semester. First semester open drop and add will end after the second week of the semester. Second semester open period of drop and add will end after the first week of the semester and will be limited to single semester courses.

Before choosing courses, student should carefully read the following sections: “Eighth Grade Course Offerings,” “Sample Course Selections, “ and “Course Descriptions.”

Students will be expected to take the classes they select and remain in them for the duration of the course.



Couse Descriptions

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All courses available to eighth grade students are listed below by course number and course title. Language Arts and Mathematics are required at 8th grade; however, within each content area a choice is made as to the level of instruction. Subject length will be indicated in parentheses after the course title. More detailed information about each subject can be found in the last section of this booklet, "Course Descriptions".

REQUIRED SUBJECTS

CAREERS

160 Careers (1 Semester) *

***May be waived after consultation with a counselor**

LANGUAGE ARTS

201 Communication Skills 8 (2 Semesters)

211 General English 8 (2 Semesters)

221 English 8 (2 Semesters)

MATHEMATICS

501 Fundamental Math 8 (2 Semesters)

511 General Math 8 (2 Semesters)

525 Pre-Algebra (2 Semesters)

530 Algebra I (2 Semesters)

SCIENCE

710 Science 8 (2 Semesters)

SOCIAL STUDIES

810 Social Studies 8 (2 Semesters)

ELECTIVE SUBJECTS

011 Art 8 (1 Semester)

150 Word Processing for Personal Use (1 Semester)

240 Writing Literature (1 Semester)

300 French 1 (2 Semesters)

310 Spanish I (2 Semesters)

401 Industrial Arts 8 (1 semester)

410 Modular Technology (1 Semester, West only)

601 8th Grade Band (2 Semesters)

610 Choir-S (1 Semester)

611 Choir-Y (2 Semesters)

651 Physical Education (1 Semester)

SPECIAL EDUCATION

94A Basic Classroom Academic Support (2 semesters)

94E Basic Classroom English (2 semesters)

94M Basic Classroom Math (2 semesters)

94S Basic Classroom Science (2 semesters)

94H Basic Classroom History (2 semesters)

94B Basic Classroom Experience-Based Education (E.B.C.E.)

Sample Course Selections

❖ NO BAND/NO CHOIR

1. English (210, 211 or 221)
2. Mathematics (501, 511, 525 or 530)
3. Science 8 (710)
4. Social Studies 8 (810)
5. Careers (160)/Elective
6. Elective(s)

❖ BAND OR CHOIR

1. English (201, 211 or 221)
2. Mathematics (510, 511, 525 or 530)
3. Science 8 (710)
4. Social Studies 8 (810)
5. Careers (160)/Elective
6. Band (601) or Choir-Y (611)



Course Descriptions

This section of the Student Scheduling Handbook contains a detailed listing of all courses of instruction by subject areas for the coming school year.

Language Arts

201 COMMUNICATION SKILLS 8

Full Year

In Fundamental English 8, writing assignments will include instruction and practice in writing complete sentences, correcting run-on sentences and fragments, and writing logical paragraphs. Correct usage of capitals and punctuation is reviewed. Spelling is also included.

211 GENERAL ENGLISH 8

Full Year

Students learn and use research skills and write personal and business letters. Vocabulary and spelling are a regular part of the class. Grammar instruction concentrates on the eight parts of speech, correct word usage, and rules of capitalization and punctuation. Literature studies include structure analysis in short stories, poems, plays and non-fiction. Students study the major elements of poetry and fiction.

221 ENGLISH 8

Full Year

Writing assignments include personal and business letters, outlines, creative writing, a short research paper, and several impromptu essays. Students will study and practice research skills and prepare and present a public speaking assignment. Grammar instruction concentrates on the eight parts of speech and correct word usage. Rules of capitalization and punctuation are reviewed. Literature studies include structure analysis in novels, short stories, poems, plays, and non-fiction. The elements of poetry and fiction are studied. Vocabulary work includes spelling, definitions, and word usage.



Course Descriptions

Math

Remedial	2 Year or Vocational Program	College Preparatory 4-year University
Fundamental Math 8	General Math 8	Pre-Algebra/Algebra
Basic Math I	Intro to Algebra	Algebra
Basic Math II	Integrated I	Geometry
Basic Math III	Integrated II	Algebra II
Intro to Algebra	Integrated III	Trig/Pre Calc
	Integrated IV	AP Calculus
	Probability and Statistics <i>(May be taken alone or concurrently with Integrated III or Integrated IV)</i>	AP Statistics <i>(May be taken alone or concurrently with Trig/Precalc or AP Calc.)</i>

Teacher recommendations allow for lateral movement.

501 FUNDAMENTAL MATH 8

Full Year

This course contains content in the following areas: problem solving, applications with decimals and fractions, statistics and data analysis, patterns and number sense, and an introduction to algebra.

511 GENERAL MATH 8

Full Year

General Math 8 is designed to help students master basic math processes and includes the following topics: addition, subtraction, multiplication, and computation of the perimeter, area, Integers, Rational Numbers, Ratios, Probability, Inequalities, Graphing Lines, volume of simple geometric figures, percentage problems and related consumer mathematics, measurement and conversion within the metric and customary units and simple equation problems.

525 PRE-ALGEBRA 8

Full Year

In Pre-Algebra, students will be expected to compute using rational numbers, use variables, evaluate expressions, solve equations, graph equations, estimate and do mental math, gain critical thinking skills and learn problem solving strategies.

530 ALGEBRA I 8

Full Year

Algebra I is a course for students who have mastered the basic skills in arithmetic and are ready for more rigorous work in the concepts of the real number systems. Algebra I includes solving inequalities, factoring, working with fractions, working with polynomials and solving systems of equations. Successful completion of this course will result in high school credit.



Course Descriptions

Science

710 SCIENCE 8

Full Year

This is a yearlong course that deals with the basic study of astronomy, meteorology, geochemistry, and geology. Course content includes: the solar system, galaxies and the universe, dynamics of the atmosphere, earth's interior, weathering and erosion, rocks, minerals, mapping, plate tectonics and its relationship to earthquakes and volcanoes.

Social Studies

810 SOCIAL STUDIES 8

Full Year

This course will be a survey of the history of the United States from prehistoric times to reconstruction era. Students will be presented with the chronology of major periods of American history: exploration, colonization, independence, and birth of constitutional government, westward expansion, Civil War and reconstruction. Students will become familiar with major historical characters, including explorers, colonizers, scientists, inventors, political leaders and social reformers. The cause/effect relationship of people and major events will be presented. Contemporary issues will be discussed as they relate to historical events.

Careers

160 CAREERS

One Semester

This class will provide an opportunity for students to explore many career areas and to identify their own interests and aptitudes. Educational Development Plans (EDPs) will be developed in setting short and long term educational goals, helping to prepare students to make course selections and career decisions for high school and after graduation. Students will investigate career trends, job supply and demand, and non-traditional careers using MOIS (Michigan Occupational Interest Survey). They will visit the Educational Technology Center and hear from guest speakers about jobs in the different career pathways. Students will also take the Differential Aptitude Test (DAT) and Career Interest Inventory to better understand how their interests and abilities may relate to possible future career.



Course Descriptions - Electives

Art

011 ART 8 One Semester

This course allows students to improve and test their art skill and further their art education. Activities may include drawing, using a variety of materials, use of color, clay, ceramic and sculpture, printmaking and art appreciation.

Computers

150 WORD PROCESSING FOR PERSONAL USE One Semester

This course is designed to teach the basics of keyboarding using personal computers. The course will emphasize touch keyboarding, accuracy and speed development, creating documents such as reports, classroom notes, personal notes, letters and numbered lists.

Foreign Language

300 FRENCH I 8 Full Year

Prerequisite: Recommendation from a core teacher

Students will be introduced to and begin to develop early listening, reading, writing, and speaking skills. Students will learn basic vocabulary and grammar. The geography and traditions of French-speaking people will be introduced. This course covers the same curriculum as the high school French I class. This class is not an exploratory class.

310 SPANISH I 8 Full Year

Prerequisite: Recommendation from a core teacher

Students will be introduced to and begin to develop early listening, reading, writing, and speaking skills. Students will learn basic vocabulary and grammar. The geography and traditions of Spanish-speaking people will be introduced. This course covers the same curriculum as the high school Spanish I class. This course is not an exploratory class.

Industrial Technology

401 INDUSTRIAL ARTS 8 One Semester

This class offers students the opportunity to work and develop skills in three major areas of Industrial Technology: drafting, woodworking, and building trades. Students learn to identify and properly use hand and power tools through woods/metals project construction and structures. Students also are introduced to drafting methods and applications.

410 MODULAR TECHNOLOGY 8 (Lapeer West Only) - One Semester

This course will provide students the opportunity to explore different technologies. Some areas of study may include: CNC (Computer Numerical Control) lathe, CNC mill, robotics, solar energy, mechanical power, fiber optics, lasers, CAD (Computer-Aided Drafting), video production, satellite communications, biotechnology, stress analysis, plastics, flight instrumentation and more.

Language Arts

240 WRITING LITERATURE 8 One Semester

This class will focus on developing the student's composition skills. Writing skills to be emphasized include logical organization, paragraph structure, idea development and editing skills. Students will write test essays, various types of paragraphs and letters and a longer writing assignment. They will also write about two novels that are assigned as reading.



Course Descriptions - Electives

Music

601 8th GRADE BAND 8

Full Year

The Concert Band is the premier performing organization. It appears in many public performances and attends the district and state levels of band festival. Most members participate in the annual Solo and Ensemble Festival. The Concert Band performs at elementary centers, provides school assemblies and is available for special performances.

610 CHOIR S

One Semester

(Prerequisite: Enrollment by audition)

Choir-S is designed for boys and girls interested in learning to perform for others in a concert and classroom setting. The class includes writing music, reading music, but singing music. There is an AUDITION required to enroll in the class to ensure the students' ability to "carry a tune" and have average music reading ability. This class will help prepare students for the high school choir experience.

611 CHOIR Y

Full Year

(Prerequisite: Enrollment by audition)

Choir-Y is a year in length, therefore allowing eighth graders the option of enrolling in vocal music for a full year. The class has the same objectives as 610 Choir.

Physical Education

651 PHYSICAL EDUCATION

One Semester

Emphasis is placed on introductory sports, recreational games and developing athletic skills. Physical fitness is stressed with testing conducted throughout each marking period.



Special Education

Special Needs Students: Students who have been identified as having “Special Needs” will have their schedules established through the IEPC (Individualized Educational Planning Committee) process. The IEPC is the only process by which students may enroll in the following classes.

94A BASIC CLASSROOM ACADEMIC SUPPORT

This class is designed to provide students with necessary assistance and support in regards to daily assignments, homework, and quizzes/tests.

94B BASIC CLASSROOM EXPERIENCE-BASED CAREER EDUCATION (E.B.C.E.) – 2 credits

Grades 9, 10, 11, 12

Bannermania is the in-school business component of a class called Experience-based Career Education (E.B.C.E.). Students will spend time working on marketing, production, advertising, inventory, and growth of the business, as well as building work-related skills needed to be successful in the workplace. Department or IEP approval.

(Available to East students only)

94E BASIC CLASSROOM ENGLISH

This course focuses on reading, writing, spelling, and vocabulary skills at levels appropriate to the special needs of the individual student. Dept/IEP approval.

94M BASIC CLASSROOM MATH

Instruction is basic instruction in basic computation and problem solving skills at levels appropriate to the individual needs of students enrolled in the class.

94S BASIC CLASSROOM SCIENCE

General skills and knowledge of physical and life science applied to topics appropriate to the special needs of the individual student.

94H BASIC CLASSROOM HISTORY

Topics in American History which parallel those covered in the general curriculum adjusted to the special needs of the individual student.



Career Pathways

What are the 6 Career Paths?

Arts and Communication

Careers in this path are related to humanities and performing, visual, literary and media arts. These include architecture; graphic, interior, and fashion design; writing; film; fine arts; journalism; languages; media; advertising; and public relations.

Business, Management, Marketing & Technology

Careers in this path are related to the business environment. These include entrepreneurship (business ownership); marketing, sales, computer and information systems, finance, accounting, personnel, economics, and management.

Engineering/Manufacturing & Industrial Technology

Careers in this path are related to technologies necessary to design, develop, install, and maintain physical systems. These include engineering, manufacturing, construction, service, and related technologies.

Health Sciences

Careers in this path are related to the promotion of health and treatment of diseases. These include research, prevention, treatment, and related health technologies.

Human Services

Careers in this path are related to economic, political, and social systems. These include education, government, law and law enforcement, religion, childcare, and social services.

Natural Resources & Agriscience

Careers in this path are related to agriculture, the environment, and natural resources. These include fisheries, forestry, horticulture, and wildlife.

Exploring Career Pathways

How can Career Pathways help me?

By exploring career majors and suggested pathways now, you can expand your choices for the future. The courses you select in high school can greatly assist your future career development. Career Pathways have been developed for you and your family to use to help make your career and college decisions easier.

By exploring different career pathways, you will see now many of the things you study (math, science, social studies) in school are important in many careers. When you see a connection between what you are learning in school and the demands of the workplace and college admissions requirements, chances are school will mean more to you. Plus, you will be more motivated because you will be in charge of where you are going, and pursuing interests and activities that matter to you.

Why are Career Pathways Important?

Today's job market demands a highly skilled work force. Many new jobs require at least one or more years of education beyond high school. So the courses you select in high school can prepare you for further education and employment. To be successful in today's labor market, you need to be prepared with a school and employment record that shows high academic achievement, good attendance, and that you are driven by a purpose and have goals.

Plan of Action

Goals are essential to your academic and occupational career. Goals are your road map, giving a destination and a route.

Where Can I Get More Information?

Michigan Occupational Information Systems (MOIS)
www.mois.org
www.bridges.com
www.lehs.lapeer.org
www.lwhs.lapeer.org



Arts and Communication

What is Arts and Communication Pathway?

The Arts and Communications Pathway refers to career fields and programs of study that are related to: humanities, media arts, literary arts, technical arts, performing arts, and visual arts.

Arts and Communications is a broad field and includes programs such as:

Creative Writing	Film Production
Journalism	Radio/Television Production
Music	Advertising
Public Relations	

How do I know if this Pathway is for me?

People who are successful in Arts and Communications occupations possess some of the following traits:

- ◆ Work well with people
- ◆ Have artistic and creative abilities
- ◆ Enjoy using computers and technology
- ◆ Possess the art of persuasion
- ◆ Have effective communication skills
- ◆ Want to be part of a team
- ◆ Take on a leadership role on projects
- ◆ Have good hand/eye coordination

Career Possibilities

High School plus Training

Actor/Actress
Driving Instructor
Merchandise Displayer
Model
Musician and Composer
Photographer
Sports Professional
Telecommunications Analyst

Community College/ Technical School

Broadcast Technician
Commercial Artist
Floral Designer
Photographer
Public Relations Specialist
Radio Operator
Teacher Aide
Telecommunications Analyst

Four Plus Years College/University

Author
Elementary School Teacher
Geographer
Journalist
Musician/Composer
Podiatrist
Sociologist
Technical Writer



Business and Management

What is the Business and Management Pathway?

The Business and Management Pathway refers to career fields and programs of study that are related to the business environment.

The Business and Management Pathway includes fields such as:

Sales and Marketing	Finance
Hospitality and Tourism	Economics
Computer Information Services	Advertising
Administration and Management	

How do I know if this Pathway is for me?

People who are successful in Business and Management occupations possess some of the following traits:

- ◆ Work well with people
- ◆ Are well organized and able to meet deadlines
- ◆ Enjoy using computers and technology
- ◆ Can convince others to follow their lead
- ◆ Enjoy work that is detailed
- ◆ Work well under pressure
- ◆ Have effective communication skills
- ◆ Want to be part of a team
- ◆ Have effective decision-making skills
- ◆ Enjoy competition

Career Possibilities

High School plus Training

Bank Teller
Cashier
Estimator
Insurance Claims Clerk
Mail Clerk
Payroll Clerk
Tax Preparer
Travel Agent

Community College/ Technical School

Clerical Supervisor
Computer Service Technician
Court Reporter
Food Service Manager
Hotel/Motel Manager
Legal Assistant
Real Estate Agent
Travel Agent

Four Plus Years College/University

Accountant/Auditor
City Manager
Computer Systems Analyst
Financial Analyst
Health Administrator
Human Resource Manager
Political Scientist
Retail Sales Manager



Health and Science

What is the Health and Science Pathway?

The Health and Science Pathway refers to career fields and programs of study that are related to the promotion of health, as well as the treatment of injuries, conditions and diseases.

The Health and Science Pathway includes fields such as:

- | | |
|-----------|----------------|
| Medicine | Rehabilitation |
| Dentistry | Fitness |
| Nursing | Nutrition |
| Therapy | Hygiene |

How do I know if this Pathway is for me?

People who are successful in Health and Science occupations possess some of the following traits:

- ◆ Work well with and enjoy helping people
- ◆ Are well organized and keep accurate records
- ◆ Work reasonable well under stress and crisis
- ◆ Like being given responsibility
- ◆ Are willing to learn and use new technology
- ◆ Have an interest in how the human body works
- ◆ Enjoy and do well in science and math classes
- ◆ Like working with their hands
- ◆ Understand and follow directions well
- ◆ Have effective decision-making skills
- ◆ Can follow established procedures

Career Possibilities

High School plus Training

- Animal Caretaker
- Dispensing Optician
- Electrocardiograph Technician
- Home Health Aide
- Occupational Therapy
- Optical Laboratory Technician
- Pharmacy Technician
- Veterinary Assistant

Community College/ Technical School

- Dental Assistant
- Dental Hygienist
- Dietetic Technician
- Electrocardiograph Technician
- Medical Assitant
- Nuclear Medicine Technologist
- Radiologic Technician
- Registered Nurse

Four Plus Years College/University

- Chiropractor
- Dentist
- Dietitian
- Health Administrator
- Nurse Anesthetist
- Optometrist
- Psychiatrist
- Veterinarian



Human Services

What is the Human Service Pathway?

The Human Service Pathway refers to career fields and programs of study that are related to economic systems, political systems, and social services and personal services.

The Human Service Pathway includes fields such as:

Education	Child/Family Services
Law and Legal Studies	Mental Health
Law Enforcement	Religion

How do I know if this Pathway is for me?

People who are successful in Human Service occupations possess some of the following traits:

- ◆ Enjoy helping people
- ◆ Work well in groups or teams
- ◆ Value the ability to make a difference with their work
- ◆ Possess good speaking and presentation skills
- ◆ Enjoy learning about the way people behave
- ◆ Enjoy speaking out for a cause
- ◆ Work reasonable well under pressure
- ◆ Enjoy solving problems
- ◆ Follow directions well
- ◆ Have effective decision-making skills

Career Possibilities

High School plus Training

Bank Teller
Bus Driver
Child Care Worker
Corrections Officer
Fire Fighter
Mail Carrier
Police Officer/Detective
Truck Driver

Community College/ Technical School

Cosmetologist
Fire Fighter
Flight Attendant
Floral Designer (florist)
Police Officer/Detective
Police Supervisor
Teacher Aide
Travel Agent

Four Plus Years College/University

Elementary School Teacher
Human Resource Manager
Lawyer
Private Investigator
Psychiatrist
Social Worker
Pathologist/Audiologist
Substance Abuse Counselor



Engineering and Industrial

What is the Engineering and Industrial Pathway?

The Engineering and Industrial Pathway refers to career fields and programs of study that are related to the promotion of health, as well as the treatment of injuries, conditions and diseases.

The Engineering and Industrial Pathway includes fields such as:

Architecture	Manufacturing and Technology
Drafting	Mechanics and Repair
Engineering	Production and Construction
Robotics	Electronics

How do I know if this Pathway is for me?

People who are successful in Engineering and Industrial occupations possess some of the following traits:

- ◆ Think and solve problems in a logical manner
- ◆ Have good hand/eye coordination
- ◆ Enjoy work that is detailed
- ◆ Like to take things apart and put them together
- ◆ Are good at math and science
- ◆ Are curious about the way things work
- ◆ Can follow detailed diagrams

Career Possibilities

High School plus Training

Auto Mechanic
Cement Mason
Civil Engineering Technician
Locomotive Engineer
Office Machine Repair Technician
Robot Technician
Telephone Installer/Technician
Welder

Community College/ Technical School

Auto Mechanic
Broadcast Technician
Drafter
Flight Engineer
Engineering Technician
Microcomputer Specialist
Printing/Platemaker
Truck/Bus Mechanic

Four Plus Years College/University

Aircraft Pilot
Civil Engineer
Electrical/Electronics Engineer
Industrial Engineer
Local Area Network (LAN)
Marine Engineer/Architect
Nuclear Engineer
Surveyor



Natural Resources

What is the Natural Resources Pathway?

The Natural Resources Pathway refers to career fields and programs of study that are related to economic systems, political systems, and social services and personal services.

The Natural Resources Pathway includes fields such as:

- | | |
|-----------------------|---------------------|
| Agriculture | Forestry |
| Earth Science | Horticulture |
| Environmental Science | Wildlife Management |
| Fisheries Management | |

How do I know if this Pathway is for me?

People who are successful in Natural Resources occupations possess some of the following traits:

- ◆ Work well on their own or with a few people
- ◆ Like to study things and figure out how they work
- ◆ Like discovering how things grow and thrive
- ◆ Enjoy working outdoors and in nature
- ◆ Are willing to learn and use new technology
- ◆ Enjoy and do well in science and math classes
- ◆ Like working with their hands
- ◆ Enjoy physical activity

Career Possibilities

High School plus Training

Conservation Officer
Food/Dairy Processing
Forestry Technician
Groundskeeper
Horticultural Nursery Worker
Logging Worker
Pest Controller
Water/Wastewater Plant Operator

Community College/ Technical School

Farm Supervisor
Farmer/Farm Manager
Forester/Conservationist
Geologist
Landscape Architect

Four Plus Years College/University

Agricultural Engineer
Astronomer
Biochemist
Forester/Conservationist
Geologist
Landscape Architect
Meteorologist
Physicist

