

# Chalmette High School Scheduling Information



## 2020 Graduates and Beyond

This scheduling booklet is provided for the students and parents of Chalmette High School so that the information necessary to make good choices for course selections next year and into the future is at your fingertips today. Inside, find the information you need regarding TOPS, career pathways, requirements for graduation, academic honors, and our partnership with Nunez Community College.

### Chalmette High School

1100 East Judge Perez Dr.

Chalmette, LA 70043

Main Campus — 301-2600

Academy Campus — 272-0300



Please use this information to select your eight courses, along with alternate electives, for next year. Your choices should correspond to one of the career pathways listed here that will assist in preparing you academically to meet your future career goals. There are programs for the college-bound, those who seek technical training, and those who want to pursue employment right out of high school.

The answers to questions that you have about scheduling should be found within these pages. Additionally, a handy planning guide for your four years of high school—and beyond!—is on the back cover. Keep it and use it to plan your academic track over the next few years. Your counselor will be meeting with you in the coming weeks to discuss your schedule with you. In the meantime, think about what you might want to do after you graduate and discuss options with your parents and friends. Take some time to read through this handbook now, so when scheduling day comes you'll be ready with a course schedule for next year in mind!

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*The Choices You Make Today...Shape Your World Tomorrow!*

# Planning For Next Year

## **1—What do I want to do after high school?**

If you are unsure, you may want to spend some time looking at suggested courses for particular career pathways (page 7 and 11). You need to consider if a 4-year college, a community college, the military, or an apprenticeship is in your future. You might want to spend some time considering your strengths, weaknesses, and interests as you consider your future. All of these can help you choose the right courses for next year.

## **2—How important is my GPA?**

Your GPA, or grade point average, will determine many things, like whether you qualify for AP Honors classes - or graduate with honors - or qualify for scholarships. You must have at least a 1.0 GPA to graduate, and you must have at least a 3.3 CHS weighted GPA to graduate with honors. As of this printing, the TOPS Scholarship program requires a TOPS GPA of 2.5 or better in designated courses. The LA High School Athletic Association (LHSAA) and the NCAA require a certain GPA for eligibility to compete on sports teams, and some performing groups and clubs at CHS require certain GPAs for membership. More information is available in your student handbook.

## **3—How do I qualify for the TOPS Scholarship?**

The TOPS Scholarship program is discussed in detail, on page 10. You must achieve a state average composite score on the ACT (currently a 20), and you must have a cumulative GPA of 2.5 in TOPS required courses. If you achieve both of these, the state will help with your basic tuition at any state public college. You will still have to pay student fees, purchase your books, and pay room and board if you live on campus.

## **4—What happens if I choose certain classes, but no one else does?**

While it is true that we must have at least 15 students express an interest in a class in order to put it into the master schedule, sometimes we can encourage others to take the class during our scheduling meetings. Also, we try to offer as much diversity in courses as we can—so choose courses which best meet your needs. This is also why we ask for alternate choices.

## **5—When do we start scheduling, and how do we schedule?**

Scheduling for next year will begin during the Spring semester. In order to prepare for the meeting, you should read through this handbook with your parents and try to make some decisions about what courses you need to take during your four years of high school so that you will be well-prepared for what lies ahead after you graduate from CHS.

# A Special Page of “How To’s”

## **How To Be An Honor Graduate**

To be an honor graduate, students must achieve a 3.3 CHS weighted GPA and achieve a composite score on the ACT of 20 or higher. He/she will be awarded a “gold cord” to wear during graduation ceremonies and will be invited to attend a special Honors Banquet, along with his/her parents, at the end of the senior year.

## **How To Be In The “Top 5”**

In order to graduate as one of the “Top 5” in the class, a student must be an honor graduate with at least a 3.3 CHS weighted GPA, achieve a composite score on the ACT of 20 or higher, and schedule 8 courses in each of the four years of high school. Top 5 graduates must also schedule an advanced English and math their senior year. The top 5 graduates are announced at the Honors Banquet each spring, and they are featured as stage guests at graduation. **The “Top 5” includes: Valedictorian, Salutatorian, 3rd, 4th, and 5th Honor Graduates.**

## **How To Apply To Take The ACT**

All juniors will take the ACT in March as part of the state’s accountability program. Students may also take the ACT on any of the national test dates. Chalmette High hosts the test in October, December, February, and April. The cost of the test is \$50.50 or \$67.00 if you also take the writing component. Students must register online for ACT at [www.actstudent.org](http://www.actstudent.org). Beginning their 11th grade year, students with free or reduced lunch are eligible for two ACT fee waivers. Eligible students may see any of the counselors to receive the fee waiver form.

## **How To Apply For College Scholarships**

Most colleges scholarship applications are due by December. Seniors applying for scholarships must meet the required ACT scores by the application deadline. All students are encouraged to take ACT again by October of their Senior year. Check with colleges of interest for individual school application deadlines. Also, check out these web sites for additional scholarship information:

[fastweb.com](http://fastweb.com)

[bigfuture.collegeboard.org](http://bigfuture.collegeboard.org)

[scholarships.com](http://scholarships.com)

## **How To Apply For FAFSA**

To apply for TOPS and federal student aid, students must complete the Free Application for Federal Student Aid (FAFSA) at [fafsa.ed.gov](http://fafsa.ed.gov) For more information, see page 10.

**Completing the FAFSA is now a graduation requirement!**

# What Should I Do After High School?

This is a question that troubles every teenager. Very few students, by the time they are seniors, have a solid grasp on where their futures will lead them. If you are going to be a freshman, sophomore, or junior....at least you have more time. However, the sooner you are able to determine your post-secondary goals, the sooner you will be able to enroll in courses that prepare you to meet those goals. But start now to think about tomorrow.

- 1—What are your academic strengths and weaknesses?
- 2—What are your personal interests?
- 3—What is your GPA (Grade Point Average)?
- 4—What types of scores do you get on standardized tests?  
(ACT, WorkKeys, LEAP 2025?)
- 5—Have you received any special awards?

**Will you go to a four-year college?** If so, begin looking at catalogs from colleges that interest you (most are online) and study their entrance requirements. These requirements will help you focus on high school course requirements and your GPA. (See page 9 for state college entrance requirements.)

**Are you more interested in a two-year program?** If so, spending time at Nunez and/or Delgado is a great way to help you further your education while continuing to consider options for the future. At these schools, you can begin your skills training in one of their career programs, or you can begin work on your four-year degree by taking basic courses that will transfer to a four-year college.

**What about an apprenticeship?** It means learning the job—on the job! Many unions, such as the pipe-fitters local, and many industrial companies sponsor apprenticeship programs. NCCER certification through Carpentry I and II or AWS Welding, Electrical, or HVAC through Nunez partnerships is a great place to start.

**What about the military?** Many students consider the Air Force, Navy, Marines, Army, Coast Guard, or the National Guard as a place to start after high school. You will be trained in skills that match your aptitude and interests, and college can be a part of your future—and they pick up the tab!

# State High School Graduation Requirements

## TOPS University Diploma

*(College Diploma)*

### Course Requirements

<b>ENGLISH</b>	<b>4 UNITS</b>
1 Unit of English I 1 Unit of English II 1 Unit of English III 1 Unit of English IV	
	<b>4 UNITS</b>
1 unit of Algebra I 1 unit of Geometry 1 unit of Algebra II 1 unit from the following courses: Algebra III, Advanced Math–Functions and Statistics, Advanced Math–Pre-Calculus, or Calculus	
	<b>4 UNITS</b>
1 unit of Biology 1 unit of Chemistry 2 units from the following courses: Biology II, Chemistry II, Environmental Science, Physical Science, or Physics	
<b>SOCIAL STUDIES</b>	<b>4 UNITS</b>
1 unit of U. S. History 1 unit of Civics 2 units from the following courses: World History, World Geography, or Psychology AP	
<b>FOREIGN LANGUAGE</b>	<b>2 UNITS</b>
2 units in the same language	
<b>ART</b>	<b>1 UNIT</b>
1 unit from the following courses: Music, Fine Arts Survey, Art, Theater, Media Art or Chorus	
<b>HEALTH/PHYSICAL EDUCATION</b>	<b>2 UNITS</b>
1 unit of Physical Education I 1/2 unit of Physical Education II 1/2 unit of Health Education	
<b>ELECTIVES</b>	<b>3 UNITS</b>
Students must take 3 elective courses	
<b>TOTAL = 24 Units</b>	<b>24 UNITS</b>

## TOPS Tech Jump Start

*(Career Diploma)*

### Course Requirements

<b>ENGLISH</b>	<b>4 UNITS</b>
1 Unit of English I 1 Unit of English II 2 units from the following courses: Business English, Technical Writing, English III, or English IV	
<b>MATH</b>	<b>4 UNITS</b>
1 unit of Algebra I 3 units from the following courses: Math Essentials, Financial Literacy, Geometry, Algebra II, Algebra III, Business Math, Advanced Math–Functions and Statistics, Advanced Math–Pre-Calculus, or Calculus	
<b>SCIENCE</b>	<b>2 UNITS</b>
1 unit of Biology 1 unit from the following courses: Biology II, Chemistry I, Chemistry II, Environmental Science, Physical Science, or Physics	
<b>SOCIAL STUDIES</b>	<b>2 UNITS</b>
1 unit of U. S. History 1 unit of Civics	
<b>HEALTH/PHYSICAL EDUCATION</b>	<b>2 UNITS</b>
1 unit of Physical Education I 1/2 unit of Physical Education II 1/2 unit of Health Education	
<b>JUMP START ELECTIVES</b>	<b>9 UNITS</b>
9 units from Career Readiness/statewide or regional Jump Start pathways	
<b>INDUSTRY BASED CREDENTIAL</b>	
Students must obtain an industry based credential in their identified pathways	
<b>TOTAL = 23 Units</b>	<b>23 UNITS</b>

# Recommended Course of Study for TOPS University Diploma

## Option I — Suggested college preparatory curriculum

Grade	English	Math	Science	Social Studies	Other Required/Elective Courses			
9	English I	Algebra I	Physical Science	Civics	PE I	IBCA	Technical Reading and Writing	Technical Math
10	English II	Geometry	Biology	World History	PE II/Health	Elective	Technical Writing	Math Essentials
11	English III	Algebra II	Chemistry	US History	Foreign Language	Foreign Language	Art Elective	Elective
12	English IV	Advanced Math Func. and Stat. or Algebra III	Science Elective	World Geography	Elective*	Elective*	Elective	Elective

\*Elective courses can be another core course (example: English V, Pre-calculus, 5th science or 5th social studies).

## Option II — Suggested college preparatory curriculum for accelerated students with credits

Grade	English	Math	Science	Social Studies	Other Required/Elective Courses			
9	English I	Algebra I	Physical Science	Human Geography AP	PE I	IBCA or Intro to Engineering Design	English II	Algebra II
10	English III	Geometry	Biology	Civics	PE II/Health	Psychology AP	English Language AP	Math Essentials
11	Literature-AP	Advanced Math Pre-Calculus	Chemistry	US History	Foreign Language	Foreign Language	Adv. Math Func. & Stat.	US History AP or Elective
12	English V	Calculus	Biology II AP or Chemistry II	World History	Elective	Art Elective	Calculus AP	Elective

Those students scheduling band, chorus, JROTC, theater, dance, and other special courses can work with the counselors to determine the best possible schedule for those specialty courses and a college prep curriculum.

## Jump Start

Jump Start is Louisiana’s innovative career and technical education (CTE) program. Jump Start prepares students to lead productive adult lives, capable of continuing their education after high school while earning certifications in high-wage career sectors. Students participating in the Jump Start Career Diploma will work towards industry credentials or college credentials (through Nunez) in addition to their high school diplomas. The Jump Start career diploma will qualify graduates to continue their studies at a community college after high school and the industry based credentials will allow students to launch a career upon graduating. Jump Start industry credentials are state-approved and valued by Louisiana employers. Students pursuing a Jump Start Career Diploma must complete 9 courses related to their pathway. One of these nine credits must be career readiness courses. Students must earn industry based credentials in order to graduate. See pages 16 and 17 for information regarding credentials available for each pathway.

# Recommended Course of Study for Jump Start Career Diploma

## Required Courses for all Jump Start Students

9	English I	Algebra I	Physical Science	Civics	PE I	IBCA	Technical Reading and Writing	Technical Math
10	English II	Math Essentials	Biology	Jump Start Career Elective	PE II/Health	Education for Careers	Technical Writing	Jump Start Career Elective
11	Business English	Business Math	Jump Start Career Elective	US History	Jump Start Career Elective	Basic Career Readiness	Jump Start Career Elective	Jump Start Career Elective
12	Jump Start Career Elective	Financial Literacy	Jump Start Career Elective	Jump Start Career Elective	Jump Start Career Elective	Advanced Career Readiness	Jump Start Career Elective	Jump Start Career Elective

## Primary Electives Jump Start Pathways

Business Management	Entertainment Technology	Health Sciences	Hospitality, Tourism, Culinary, & Retail	Information Technology	Manufacturing, Construction Crafts, & Logistics
Cooperative Office Education; Principles of Marketing; Desktop Publishing; Micro-Enterprise	Digital Media I, II, & III; Introduction to TV; TV Production I, II, & III; Audio Engineering; Publications; Micro-Enterprise; Art I & II; Theater I & II	Introduction to Health Occupations; Medical Terminology; Certified Nurse Assistant; Medical Assistant I & II; Food & Nutrition	Food and Nutrition; ProStart I & II; Principles of Marketing; Cooperative Marketing Education; Micro-Enterprise	CIW Network Technology Associate I & II; CIW Site Development Associate I & II; CIW Internet Business Associate I & II; Intro. to Engineering; Principles of Engineering; Digital Electronics	General Technology Education; Construction Tech; Carpentry I, II, & III; Welding I, II, & III; HVAC I, II, & III; Electrical I, II, & III

## Secondary Electives in Jump Start Pathways

Business Management	Entertainment Technology	Health Sciences	Hospitality, Tourism, Culinary, & Retail	Information Technology	Manufacturing, Construction Crafts, & Logistics
CIW Network Technology Associate; CIW Site Development Associate; CIW Internet Business Associate; General Technology Education; Digital Media	CIW Network Technology Associate; CIW Site Development Associate; CIW Internet Business Associate; General Technology Education; Intro. to Engineering; Principles of Engineering; Desktop Publishing; Carpentry; Electrical; Publications; Chemistry; Physics	Sports Medicine; Chemistry; Psychology	Digital Media; Chemistry; Foreign Language I	Digital Media; Desktop Publishing; Carpentry; Electrical; Publications; Chemistry; Physics; TV Production; Art I & II; Theater I & II	Theater Design and Technology; Intro to Engineering; Principles of Engineering; Chemistry; Environmental Science; Drafting

## Universal Electives in all Jump Start Pathways

Accounting; Business Computer Applications; Customer Service; Geometry; Introduction to Business Computer Applications; Journey to Careers; JR ROTC III & IV; Law Studies; Speech I & II, Principles of Marketing

# TOPS University Option

## **1 – Understand The Difference In Flagship, State, And Regional Universities**

Admission requirements to state colleges and universities are determined by the Louisiana Board of Regents. Louisiana State University in Baton Rouge is regarded as the state's flagship university by the Board. It has the most rigorous admission criteria. LA Technical University in Ruston, the University of Louisiana in Lafayette, and the University of New Orleans are considered statewide universities. All other public colleges and universities in the state are considered regional universities.

Entrance requirements for flagship, state, and regional institutions are on the next page. Additionally, you should check with any institution in which you have an interest, as universities are allowed to adopt additional requirements over and above those required by the Board of Regents. Each university also has the ability to allow a small percentage of students not meeting admission requirements to enroll under special circumstances; however, the decision to allow a student admission when he/she does not meet admission requirements rests solely with the university.

## **2 – Check Out Your University's Requirements On The Web And/Or College Catalog**

Here are the most often used URL's:

LSU — [www.lsu.edu](http://www.lsu.edu)

University of Louisiana at Lafayette — [www.louisiana.edu](http://www.louisiana.edu)

University of New Orleans — [www.uno.edu](http://www.uno.edu)

Louisiana Technical University — [www.latech.edu](http://www.latech.edu)

Southern University of New Orleans — [www.sunu.edu](http://www.sunu.edu)

Southeastern Louisiana University — [www.selu.edu](http://www.selu.edu)

University of Louisiana at Monroe — [www.ulm.edu](http://www.ulm.edu)

Northwestern — [www.nsula.edu](http://www.nsula.edu)

Nicholls — [www.nicholls.edu](http://www.nicholls.edu)

Check individual college web sites for admission requirements for private colleges and universities in which you may have an interest.

## **3 – Based On Your ACT Scores, Do You Need A Developmental Course?**

Any student scoring below a 19 on the ACT in math and an 18 in English must take and pass a developmental course in college prior to taking a for-credit college level course. Regional universities will accept a student who needs only one developmental course. Some 4-year universities require that students who need a developmental course enroll in the summer at a community college and complete that developmental course successfully prior to final admission approval for the fall semester. Flagship and statewide universities do not admit any students who need developmental courses. If you cannot score at these levels, begin your college career at a community college, and then transfer to the 4-year program after successful completion of your freshman year of college there.

**Louisiana Board of Regents: Office of Academic and Student Affairs**  
**MINIMUM ADMISSION STANDARDS FOR FIRST-TIME FRESHMEN**  
**At Louisiana State Public Universities**

<b>Admission Requirements to 4-Year State University*</b>	
<b>High School Curriculum</b>	<p align="center">Regents' Core: 19 units (TOPS University Curriculum)            Those courses in the English, Math, Science, Social Studies, Foreign Language, and Arts Categories as defined in the Core 4 or the TOPS University Diploma Curriculum listed in LA Department of Education Bulletins 741            (Louisiana Handbook for School Administrators; and Louisiana Handbook for Nonpublic School Administrators)</p>
AND	
<b>Minimum High School GPA</b>	Minimum overall high school GPA: 2.0
AND	
<b>Developmental Courses</b>	<p align="center">Minimum ACT subscore: English <math>\geq</math> 18; Math <math>\geq</math> 19            Developmental courses needed, per BoR AA Policy 2.18:            0 at Flagship and Statewide universities; <math>\leq</math>1 at Regional universities            [Example: ACT English score <math>\geq</math> 18; ACT Math score <math>\geq</math> 19]</p>
AND <u>ONE</u> of the FOLLOWING	
<b>High School GPA</b>	<p align="center">GPA on the TOPS University Curriculum — 3.0 – Flagship            GPA on the TOPS University Curriculum — 2.5 – Statewide            GPA on the TOPS University Curriculum — 2.0 – Regional</p>
OR	
<b>ACT Composite</b>	<p align="center">ACT Composite — 25 – Flagship            ACT Composite — 23 – Statewide            ACT Composite — 20 – Regional</p>

Flagship: LSU  
 Statewide: LA Tech, ULL, UNO  
 Regional: Grambling, LSUA, LSUS, McNeese, Nicholls, NSU, SLU, SUBR, SUNO, ULM.  
 Two-Year institutions (i.e., Nunez or Delgado) are open admission for freshmen students with a diploma from a BESE-approved high school (adopted June 18, 2010).

# Qualifying for TOPS

If you want to receive help with tuition for college, plan as a freshman to complete the TOPS requirements. TOPS is the state-funded college tuition plan that will help pay tuition currently for four years of college for any Louisiana high school graduate who qualifies for the program. In order to qualify, you must have a minimum ACT score of the prior year state average and a cumulative GPA of 2.5 in the applicable core curriculum listed on page 5.

The applicable core curriculum is accurate as of the date of publication of this document and includes courses listed in the TOPS legislation and courses determined to be equivalent by the Board of Elementary and Secondary Education and the Louisiana Board of Regents. For the latest TOPS requirements and information, contact TOPS at:

(800) 259-5626, Ext. 1012 or (225) 922-1012  
P.O. Box 91202, Baton Rouge, LA 70821-9202  
[www.osfa.la.gov](http://www.osfa.la.gov)  
[custserv@osfa.la.gov](mailto:custserv@osfa.la.gov)

## **Your first step in applying for TOPS is to complete a FAFSA form.**

This form is a generic one that is also used in applying for financial aid. You can find the form at [fafsa.gov](http://fafsa.gov). Beginning October 1st, seniors may begin filling out FAFSA forms, but must complete before graduation. All FAFSA forms must be completed using completed tax returns from the prior year. The web site also mentions that in the event of a state budget shortfall, students completing the TOPS application online on the TOPS web site but not on the FAFSA form will be the first to lose their TOPS awards. So FAFSA is a must! A FAFSA form must be completed prior to each year of college, as you must apply for TOPS each academic year.

## **The TOPS Awards Breakdown**

**TOPS Opportunity Award** — 2.5 TOPS GPA in applicable courses listed — 20 on the ACT (tuition)

**TOPS Performance Award** — 3.25 TOPS GPA — 23 on the ACT (tuition + \$400 annual award)

**TOPS Honors Award** — 3.25 TOPS GPA — 27 on the ACT (tuition + \$800 annual award)

**TOPS Tech**—2.5 TOPS GPA—17 on the ACT or Silver Level on WorkKeys System—for use at LA Technical College Campuses and other schools (Nunez, Delgado) that provide skill or occupational training

# Jump Start Career Pathways and Credentials

The following are the career pathways and credentials offered at Chalmette High School. Students who are completing the TOPS University curriculum and who plan to enroll at a two or four-year college/university after graduation are encouraged to choose electives related to their intended field of study and earn credentials offered in the pathways. **Students enrolled in the TOPS Tech Jump Start Career Diploma track MUST follow one of the career pathways listed below, complete 9 courses in the pathway (page 7), and obtain an advanced, basic, or regional industry based certification. (Please note, regional credentials include 1 core and 2 complementary credentials.)**

Credentials with an asterisk (\*) have a minimum ACT requirement. Please see pages 24-27 for details

Business Management		
Certifications Offered		
Advanced	Basic	Regional
None Available	None Available	<b>Core:</b> Customer Service; Micro-Enterprise <b>Complimentary:</b> OSHA 10; MOS PowerPoint; MOS Word; WorkKeys Silver

Information Technology		
Certifications Offered		
Advanced	Basic	Regional
CIW Web Foundations *Operation Spark Level 2	CIW Internet Business CIW Site Development CIW Network Technology *Operation Spark Level 1	<b>Core:</b> Customer Service; Micro-Enterprise <b>Complimentary:</b> OSHA 10; MOS PowerPoint; MOS Word;

Hospitality, Tourism, Culinary, and Retail		
Certifications Offered		
Advanced	Basic	Regional
None Available	ServSafe and ProStart I & II Statewide Micro-Enterprise	<b>Core:</b> ServSafe; Customer Service; Micro-Enterprise <b>Complimentary:</b> OSHA 10; MOS PowerPoint; MOS Word; WorkKeys Silver

Entertainment Technology and Digital Media		
Certifications Offered		
Advanced	Basic	Regional
Adobe Certified Specialist Avid Media Composer	Adobe Associate – Photoshop Adobe Associate – InDesign Adobe Associate – Illustrator Avid ProTools	<b>Core:</b> Customer Service; Micro-Enterprise <b>Complimentary:</b> OSHA 10; MOS PowerPoint; MOS Word;

Health Science		
Certifications Offered		
Advanced	Basic	Regional
*Medical Assistant	*Certified Nurse Assistant	<b>Core:</b> ServSafe <b>Complimentary:</b> OSHA 10; Customer Service; MOS PowerPoint; MOS Word; WorkKeys Silver

Manufacturing, Construction Crafts, & Logistics		
Certifications Offered		
Advanced	Basic	Regional
*Associate Degree Technical Diploma CITF Level 2 AWS Level 3	CITF Level 1 AWS Level 2 CTS – Electrical Construction CTS – Welding S/P2 Pollution & Safety	<b>Core:</b> FEMA; CITF Core; AWS Level 1; TCA Tack Welding <b>Complimentary:</b> OSHA 10; MOS PowerPoint; MOS Word; WorkKeys Silver

# Earn College Credit While in High School

## Advanced Placement Course Offerings

Human Geography

US History

Calculus AB

English Literature and Composition

English Language and Composition

Biology

Psychology

Earn college credit while you are still in high school through these AP courses. Students must take the national AP exam on the scheduled date at the end of the course in the Spring semester.

Go to [collegeboard.org/apcreditpolicy](https://collegeboard.org/apcreditpolicy) to find out the score you need on each test to earn college credit at your prospective college or university.

## Advanced Placement & Honors Course Eligibility

Honors Course status will be applied to Advanced Placement courses only. AP courses are college level courses offered to interested, qualified students. All students passing AP courses will receive an extra quality point when the GPA is calculated. Students must take the AP exam at the end of the course or will have to pay the exam fee. AP exam results will determine whether or not the student will receive college credit for the course.

There are academic requirements for entry into any of the courses listed on this page including but not limited to LEAP 2025/EOC, ACT, and/or classroom performance.

# Earn Industry Based Certifications While in High School

## Industry-Based Certifications

While a student at Chalmette High School, you have the opportunity to earn an Industry-based Certification (IBC) or, at the very least, to take the first few courses leading to one that you would complete at Nunez or Delgado. These IBCs indicate to potential employers that you possess the training and skills necessary to complete the job.

### The following is a list of the Industry-based Certifications available to CHS students:

- ProStart** — sponsored by the National Restaurant Association — *for jobs in the restaurant and hospitality sectors*
- ServSafe** — sponsored by the National Restaurant Association — *for jobs in the restaurant and hospitality sectors*
- CITF Carpentry** — sponsored by Carpenter’s International Trade Fund — *for jobs in the construction sector*
- NCCER Electrical** — sponsored by National Center for Construction Education Research — *for jobs in the skilled labor sector*
- NCCER HVAC** — sponsored by National Center for Construction Education Research — *for jobs in the skilled labor sector*
- AWS** — sponsored by American Welding Society — *for jobs in the manufacturing sector*
- MOS (Microsoft Office Specialist)** — sponsored by Microsoft — *for jobs in clerical, medical, and sales sectors*
- Certified Nursing Assistant** — sponsored by Department of Health and Hospitals— *for jobs in the health sector*
- Emergency Medical Responder** — sponsored by Department of Health and Hospitals— *for jobs in the health sector*
- Phlebotomy** — sponsored by Department of Health and Hospitals— *for jobs in the health sector*
- EKG** — sponsored by Department of Health and Hospitals— *for jobs in the health sector*
- Medical Assistant** — sponsored by Department of Health and Hospitals— *for jobs in the health sector*
- Customer Service**— sponsored by the National Retail Federation *for jobs in sales, stores, or the service sectors*
- Internet Business Associate** — sponsored by Certification Partners — *for jobs in the information technology sectors*
- Site Development Associate** — sponsored by Certification Partners — *for jobs in the information technology sectors*
- Network Technology Associate** — sponsored by Certification Partners — *for jobs in the information technology sectors*
- Web Foundations Associate** — sponsored by Certification Partners — *for jobs in the information technology sectors*
- AVID Certified User** — sponsored by AVID — *for jobs in the film and television sectors*
- AVID ProTools** — sponsored by AVID — *for jobs in the music production sectors*
- AutoDesk Inventor** — sponsored by AutoDesk — *for jobs in the engineering sectors*
- Adobe Certified Associate in InDesign** — sponsored by Adobe — *for jobs in the digital media sectors*
- Adobe Certified Associate in Illustrator** — sponsored by Adobe — *for jobs in the digital media sectors*
- Adobe Visual Design Specialist** — sponsored by Adobe — *for jobs in the digital media sectors*
- OSHA 10** — sponsored by Occupational Safety and Health Administration — *for jobs in all sectors*
- Automotive Pollution/Safety** — sponsored by S/P 2— *for jobs in all sectors*

## Military

Many of our graduates choose to enter the military right after high school. Talk with an Air Force, Marine, Navy, Army, Coast Guard, or National Guard recruiter to determine what job training programs are available to you and whether or not your enlistment in the military includes training and/or college tuition. It is a good idea when negotiating your future with the recruiter to get all of the details of your enlistment opportunities in writing.

# Important Things to Note

## Early College Academy

The Early College Academy is an advanced, unique program that blends both career education and rigorous academic course work for students interested in medical, engineering, and industrial industries. Unlike many other programs throughout the state, this program allows students who complete it to graduate high school with a job-ready college degree saving students and families thousands of dollars in tuition costs.

Students apply for the program during the scheduling process of their sophomore year. During their junior and senior year, students take classes at both Chalmette High and Nunez Community College. At the end of the program, students will earn a high school diploma and an Associate of Applied Science in Aerospace Technology, an Associate of Applied Science in Industrial Technology, a Technical Diploma in Industrial Maintenance (Pre-Industrial), or a Certificate of Technical Studies (Medical).

## Grade Classification

A student's grade classification is determined by the number of credits he or she has earned by the end of a school year. A student is eligible to earn 1 credit for each class he/she successfully completes each semester.

*Freshman.....0-5.5 credits*

*Sophomore.....6-12.5 credits*

*Junior.....13-17.5 credits*

*Senior.....4th year students with 18 or more*

Students who have been reclassified as seniors and are prospective May graduates will change IDs after the first semester of the senior year.

## Important Things to Note

### LEAP 2025 exams

Every public high school student must pass the state's designated LEAP 2025/EOC exams in order to receive a high school diploma. Students take LEAP 2025/EOC exams at the end of Algebra I, Geometry, English I, English II, English III, Biology, and U.S. History.

### Summer Reading

Chalmette High School students, including incoming freshmen, are required to complete summer reading assignments. You will be provided with a list of books you are expected to read over the summer prior to the end of school, and you will be held accountable for those books. You may purchase the books from any bookstore or the CHS office (limited copies are available).

Chalmette High School is an equal opportunity school and is dedicated to a policy of non-discrimination. Students will not be excluded from any course or activity because of age, race, creed, color, sex, religion, national origin, or qualified handicap. All students have equal rights to counseling, training, and Career and Technical Education Programs.

# Important Terms

## Important Terms

**Elective** — a course a student may select because of interest, preparation for college, or as part of a career pathway.

**Industry Based Credential** — An IBC is a credential issued by an industry organization. IBCs are “industry-promulgated” (designed and issued by industry) and “industry-valued” (considered by companies when they evaluate job applicants).

**GPA** — grade point average, determined by the number of quality points earned divided by the number of credits attempted – for example: the first semester you earn 2 A’s, 1 B, and 1 C in your course work;  $A=4 \times 2 \text{ courses} = 8 \text{ quality points}$ ;  $B=3 \times 1 \text{ course} = 3 \text{ quality points}$ ;  $C = 2 \times 1 \text{ course} = 2 \text{ quality points}$ ;  $13 \text{ quality points} / 4 \text{ courses} = 3.25 \text{ GPA}$

**Graduation Plan** — a plan for high school that a student begins in 8th grade and revisits during scheduling each spring to make sure he/she graduates college/career ready.

**Prerequisite** — a course that must be successfully completed before another, higher level course is taken.

**Quality Points** — the value assigned to letter grades which is used to determine GPA. [A=4, B=3, C=2, D=1, F=0; AP classes earn one additional quality point]

# Athletics

## To athletes who hope to play high school sports

### First Semester Eligibility

To be eligible for the first semester of the school year, a student shall have earned at least six (6) units from the previous school year, which shall be listed on the student's transcript and shall have earned at least a 1.5 grade point average as determined by the Local Education Authority when considering all "graded" subjects.

### Second Semester Eligibility

To be eligible for the second semester of the school year, a student shall pass any combination of at least three (3) of four (4) units from the first semester

In addition, coaches require certain standards of their players with regard to practice, participation, and skill development in order to remain on the team. In accordance with LHSAA (LA High School Athletic Association) regulations, athletes are subject to random drug testing. Personal commitment to the team is definitely required.

## To athletes who hope to play college sports

NCAA (National Collegiate Athletic Association) Division I and Division II colleges and universities require the successful completion of certain high school core courses for eligibility. This includes: 4 years of English; 4 years of math; 2 years of science; 2 years of social studies; 1 year of additional English, math, or science; and 4 years of additional courses that include English, math, social studies, science, or foreign language.

### Full Qualifier

- Complete 16 core courses
  - Ten of the 16 core courses must be completed before the 7th semester (senior year) of high school.
  - Seven of the 10 core courses must be in English, math, or science.
- Earn a core-course GPA of at least 2.3 by the 7th semester.
- Earn an ACT sum score matching your core-course GPA on the sliding scale (examples: 3.55 GPA/37 ACT sum, 3.2 GPA/47 ACT sum, 2.75 GPA/59 ACT sum, 2.3 GPA/75 ACT sum)

### Academic Redshirt

- Complete 16 core courses
- Earn a core-course GPA of at least 2.0 by the 7th semester.
- Earn an ACT sum score matching your core-course GPA on the sliding scale (examples: 2.0 GPA/86 ACT sum, 2.1 GPA/83 ACT sum, 2.2 GPA/79 ACT sum, 2.29GPA/76 ACT sum)

The NCAA web site [www.eligibilitycenter.org](http://www.eligibilitycenter.org) can provide you with up-to-the-minute eligibility information.

Registration for eligibility requires a fee unless you are eligible for an ACT waiver.

NCAA eligibility code when taking the ACT is 9999

*If you plan to be an athlete in high school and college, you must begin on the first day of your freshman year to meet requirements for the LHSAA and the NCAA!*

# Course Descriptions

The following course descriptions offer students and their parents an opportunity to make course selections based on their content. Use these descriptions in concert with the suggested courses of study for career pathways to determine specific course selections for next year. Students will receive honors credit for Advanced Placement courses only.

## English

*9th and 10th grade students are required to take an English course in both the fall and spring semesters unless otherwise designated by the principal.*

### Technical Reading and Writing

Students begin to explore the thematic topic of “Coming of Age” in different texts such as *To Kill a Mockingbird* and *The Book Thief*. Students will engage in writing workshops that focus on literary analysis and expository writing. Language studies focus on foundational grammar skills and application. Students will also conduct research and engage in class discussions to communicate information to their peers in order to understand how a piece of literature’s social, cultural, historical, and geographical context enhances the experience of a text.

### English I

Following Technical Reading & Writing, English I students will continue their exploration of the thematic topic of “Coming of Age” in many different mediums from multiple genres. In the second semester, students will uncover how authors use literary tools and rhetoric to convey complex ideas and persuade audiences in varying texts including Shakespeare’s *Romeo and Juliet*. Students will engage with a rigorous examination of conventions and usage, and writing workshops will focus on argumentative and expository writing. Students’ understanding of the research process will continue with a required research paper following the first unit.

### Technical Writing

Technical Writing students focus on evidence-based writing in response to both fiction and nonfiction texts. Students read novels, poetry, short stories, and excerpts from memoirs, personal essays, and informational texts. All texts are thematically aligned so that students learn to analyze the influence of cultural perspectives and how authors use narrative techniques to convey those perspectives. In writing workshops, students write narratives, literary analyses, and arguments while moving through the revision process to strengthen their writing skills. They also practice research skills and develop English usage and conventions to improve writing and practice for the ACT.

### English II

Students continue looking at texts through the lens of cultural perspective and evaluating author’s craft by conducting literary analyses of *Things Fall Apart*. They integrate research and speaking skills by developing a research presentation related to the novel. Students also continue to study non-fiction and explore the genre of drama. The thematic topic of cultural perspectives is expanded upon as students examine how different cultures view issues of justice and injustice. Writing is improved through responsive writing workshops and the revision process as students practice a variety of writing skills in response to text-based questions.

### English III

English III students explore the interactions of content, craft, and context in both traditional and nontraditional media as well as specific American literary periods. Students examine and compare writers’ craft in increasingly ambiguous and complex texts—interpreting interrelated meanings, analyzing writing strategies, and evaluating aesthetic impacts. Language studies extend to include the deliberate use of multi-meaning diction and unconventional syntax. Students engage in recursive writing workshops, composing original research-based arguments, literary analyses, and narratives.

### English IV

In addition to preparing for the ACT, students will engage in analysis of primarily British Literature –with a focus on two “anchor” texts: Shakespeare’s *Macbeth* and Orwell’s *1984*. Students will also produce analytical essays in which they show how the various literary elements used by Shakespeare, Orwell, and others reinforce basic themes and motifs. Students will also be required to produce expository, compare and contrast, and argumentative essays. These challenges will prepare students for a required research paper, an argumentative, four-to-six page paper. Finally, an on-going grammar review will prepare student for both the ACT and the challenges of college-essay writing.

### Business English

This class covers reading, writing, and comprehension skills necessary for the workplace. Students will develop skills in reading and understanding common workplace documents. Students will also learn to analyze workplace graphics such as tables, graphs, charts, diagrams, flow charts, floor plans, and instrument gauges.

### English Language and Composition — Advanced Placement

*Prerequisite: English III*

This course engages students in becoming skilled readers of prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing.

### English Literature and Composition — Advanced Placement

*Prerequisite: English IV*

This course engages students in becoming skilled readers of a variety of fiction-genres: poetry, novels, and drama. A focus on analytical writing will seek to help students sharpen their reading-comprehension skills. Students will be challenged to produce analytical essays, which identify various literary devices (images, tone, diction, etc.) and which demonstrate how these various devices are used to convey a contextual/historic philosophy and/or idea.

# Course Descriptions

## **English V**

*Prerequisite: English IV*

English V is a course for seniors only who have completed English I-IV successfully. It is structured to resemble a freshman college English class and uses a college text. It is designed to equip the college-bound students more intensely with skills and techniques for success in college. The emphasis here is on the different types of essays and responding to literature, with grammar lessons concentrating on errors seniors still need to correct before college. The course also includes ACT preparatory work.

## **Creative Writing**

*Prerequisite: English III*

Creative Writing gives students the opportunity to develop their own writing identities through a series of writing workshops. In each recursive writing workshop, students experiment with a variety of creative strategies, study writers' craft in diverse exemplar texts, and collaborate with peers in order to develop an original literary work. Students finish the course by proposing and composing an independent writing project. Students leave with tactics to find inspiration for writing in the world, media, and imagination—and to continue to evolve as writers.

## **Speech I**

Speech I provides students not only a general foundation of the principles of public speaking, but also experience with communication skills such as propaganda, oral interpretation, news stories, and resume writing.

## **Speech II**

Speech II allows students to focus on improving their preparation and delivery for various public speaking formats. Students will study debate, oral interpretation, drama, and will participate in various performances.

## **Mathematics**

*9th and 10th grade students are required to take a mathematics course in both the fall and spring semesters.*

## **Technical Math**

This course gives an in-depth look at linear concepts with an introduction to quadratic expressions. Linear concepts covered in the course include expressions, equations, inequalities, slope, average rate of change, graphing, and systems of equations and inequalities.

## **Algebra I**

This course includes the study of linear, quadratic, exponential, and parent functions. Topics included are linear vs. non-linear, factoring, solving quadratic equations, applications of quadratic functions, exponential growth and decay, shifts of parent functions, domain and range, and measures of central tendency.

## **Math Essentials**

*Prerequisite: Algebra I*

Math Essentials includes the study of geometric figures, definitions, and proofs; segment and angle measurement; distance and midpoint formulas; parallel and perpendicular lines; translations, reflections, and rotations; and properties of triangles and triangle congruence.

## **Geometry**

*Prerequisite: Algebra I*

This courses offer students an inductive approach to geometrical concepts. The topics covered are geometric patterns and puzzles, reasoning and proof, parallel and perpendicular relationships, triangles and quadrilaterals, similarity and trigonometry, area, surface area, polyhedral and volume, circles and spheres, and transformations. The purchase of a scientific calculator, ruler, protractor, and compass are suggested for these courses.

## **Algebra II**

*Prerequisites: Algebra I and Geometry*

This course is needed for college mathematics. It includes a study of functions, polynomial equations and inequalities, rational equations and inequalities, radicals and the complex number system, quadratic and higher order polynomial functions, exponential and logarithmic functions, and conic sections. The purchase of a scientific calculator is suggested.

## **Financial Literacy**

*Prerequisites: Algebra I*

This course is designed to develop the ability to solve real world problems in order to become productive citizens and workers in a technological society. Problem-solving applications will be used to analyze and solve business problems.

## **Business Math**

This class teaches the critical thinking, mathematical reasoning, and problem solving techniques for students to be successful in situations that occur in today's workplace. Lessons are aimed at strengthening core mathematics skills to apply to work-related problems

## **Algebra III**

*Prerequisite: Algebra II*

Algebra III includes the study of ratio and proportion, probability, statistics, linear functions, quadratic functions, and topics in geometry, among other math topics.

## **Adv. Math: Functions and Statistics**

*Prerequisite: Algebra II*

This course includes a study of mathematical functions, power functions, and polynomial functions, rational function, radical functions, exponential and logarithmic functions, trigonometric functions, matrices, univariate statistics, and bivariate statistics.

## **Adv. Mathematics: Pre-Calculus**

*Prerequisite: Advanced Math Functions and Statistics*

This course includes a study of trigonometric functions, additional topics in trigonometry, sequences and series, and conic sections and parametric equations.

## **Calculus**

*Prerequisite: Advanced Math: Pre-Calculus*

Calculus serves as preparation for college calculus. It includes the study of functions, graphs, limits, and continuity, differentiation and integration techniques of algebraic and trigonometric functions, maxima and minima, plus related rates.

# Course Descriptions

## Calculus — Advanced Placement

Grade level: 12

Prerequisite: Calculus

This course includes the study and application of limits and continuity as they are related to instantaneous rates of change, differentiation of inverse trigonometrics, logarithmic and exponential functions, application of derivatives in optimization problems, linearization models and related rate problems, application of definite integrals in approximating areas and volumes of solids with known cross-sections.

## Science

### Physical Science

Physical Science involves the investigation of forces, motion, work and energy, the structure and properties of matter, chemical reactions in a laboratory setting, and the interrelationship of matter and energy. An exploration of the nature and history of science and related careers is included. This course is the basis for further study of physics, chemistry and other sciences. Mathematical skills through the pre-algebra level are used in problem solving.

### Chemistry

Prerequisites: *Biology I, Physical Science or its equivalent, and Algebra II or concurrent enrollment in Algebra II*

Chemistry I focuses on the properties and reaction of matter with emphasis on real world applications. Topics of concentration include scientific measurements, symbolic representation, properties and structure of matter, chemical reactions and relationships between energy and matter. These concepts are developed through inquiry-based labs, demonstrations, problem solving, and other interactive activities.

### Biology I

Biology I explores the characteristics and life cycles of organisms and explains their relationships to each other and their environments. Topics of concentration include: cellular biology, the molecular basis of heredity, biological evolution, energy relationships within organisms and ecosystems, organization of living systems and contemporary health issues. The development of these concepts is supported by inquiry and laboratory based instruction.

### Biology II: Human Anatomy and Physiology

Prerequisites: *Chemistry*

The Human Anatomy and Physiology course provides a detailed study of the human body systems specifically focusing on structure and function. Students explore advanced topics through research, laboratory techniques and seminar discussion. An additional focus is on medical career development.

### Biology II — Advanced Placement

Prerequisite: *Chemistry*

Biology II is designed for the student who has a strong interest in biology and may be considering a career in a health field. Students explore advanced topics selected from cellular biology, biochemistry, biotechnology, genetics, microbiology, evolution, behavior, ecology, plant and animal anatomy and physiology. Research and advanced laboratory techniques are emphasized.

## Chemistry II

Prerequisites: *Chemistry I*

Chemistry II is designed to enrich and enhance the study of basic chemistry. The major topics include: chemistry thermodynamics, chemical kinetics, equilibrium, solubility, electrochemistry, nuclear chemistry, and organic chemistry. This course parallels the material covered in an entry level college level course. Lab experiences and problem-solving are used in making contemporary applications in biochemistry and industrial processes.

## Environmental Science

Prerequisites: *Biology I and Physical Science or its equivalent*

Environmental Science provides a balanced approach to scientific principles and societal applications. These include ecological systems and interactions, resources and resource management, environmental awareness and protection. This integrated study is designed to develop an informed citizenry by providing a learning model which progresses through knowledge, understanding, appreciation and stewardship.

## Physics

Prerequisites: *Chemistry and Advanced Math: Functions and Statistics (or current enrollment in Advanced Math: Functions and Statistics)*

Physics includes the topics of force and motion, forms of energy and their transformations, and the conservation and interactions of energy and matter. Contemporary applications are illustrated through laboratory procedures. Mathematical skills through the advanced mathematics level are used in problem solving.

## Physics II

Prerequisites: *Physics I; An overall C average in Physics I*

Physics II is an in-depth study of mechanics, laws of thermodynamics, wave phenomena, electromagnetic radiation, electricity and magnetism, and current applications of physics. These concepts are reinforced through detailed investigations.

## Social Studies

### Civics

Civics is a survey course designed to examine the foundations of the United States government, formation of the Constitution, the branches of government, political parties, elections, and economic systems. Students will gain insight into these topics through analysis of historical texts, cartoons, and graphs.

### U.S. History

US History is a survey of our country's history from the Industrial Revolution through the present presidential administration.

### U.S. History — Advanced Placement

Prerequisites: *B average in U.S. History*

This class is taught as a college class, using a college textbook. It examines, in depth, a broad body of historical knowledge. Students will demonstrate an understanding of historical chronology; use historical data to support an argument or position; differentiate between historical schools of thought; interpret and apply data from original documents, including cartoons, graphs, letters, etc.; effectively use analytical skills of evaluation, cause and effect, comparison and contrast; and work effectively with others to produce products and solve problems.

# Course Descriptions

## World History

World History is a survey course covering major world events from Imperialism to present, including World Wars I and II and the Cold War. Students will examine how these events impacted different parts of the world and shaped our world today.

## World Geography

World Geography is a physical and cultural approach to the study of nations. It covers differing physical environments and man's adaptation to them. It also examines the various social and economic activities of people, their demographics, and migration.

## Human Geography — Advanced Placement

The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

## Psychology

Psychology explores behavior and mental processes of both humans and non-human animals. This survey course is an academic discipline that focuses on psychological science and how this body of knowledge can be applied to a variety of issues. Students will apply critical thinking skills and employ various methods of psychological inquiry. Students will study multiple units; some topics include biopsychology, development and learning, cognition, and individual variations.

## Psychology — Advanced Placement

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major sub fields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. The course objectives are outlined by the College Board.

## Foreign Language

*Students must schedule 2 courses of the same foreign language in their junior or senior year to complete the TOPS University diploma.*

### Latin I

Latin I is designed to introduce and develop basic skills in the Latin language and to encourage an appreciation for the cultures of the Greeks and Romans. Knowledge of Latin is extended through the skills of listening, speaking, reading, and writing. Grammar and vocabulary are emphasized.

### Latin II

Latin II is a continuation of Latin I skills in the four areas of communication: listening, speaking, reading, and writing. The subject content of this course is organized to teach students to learn Latin by reading, comprehending, and discovering the shapes of words and the structures of phrases, clauses, and paragraphs. Knowledge and appreciation of Greek and Roman cultures are continued.

### Latin III and Latin IV

Latin III and Latin IV offer continued development and application of cultural appreciation and language skills. Students read and translate texts of ancient authors such as Cicero, Virgil, and Seneca.

### Spanish I

This course is designed to introduce the student to basic vocabulary, speech patterns, and structures of the Spanish language via the four communicative skills (listening, reading, speaking, and writing). Emphasis is placed on the relationship between vocabulary and language structures and cultures of the Spanish-speaking world. Comparisons are made between the English and Spanish languages, and American culture and various Spanish/Hispanic cultures. Course content is presented and reinforced through projects, media, and technology. The textbook is supplemented with a variety of resources.

### Spanish II

Spanish II increases the student's abilities to communicate in and understand spoken and written Spanish and to further develop listening, speaking, reading, and writing skills and understanding of world Spanish/Hispanic cultures.

### Spanish III and Spanish IV

These levels are designed for students who have demonstrated outstanding aptitude, interest, and achievement in Spanish as well as the motivation and self-discipline to engage in serious study of the language. The emphasis is on oral and written communication as well as Spanish and Hispanic history and culture. There is also an emphasis on independent work through technology and paired or group work in the texts and other media.

### Japanese I

This course is designed to introduce the student to basic vocabulary, speech patterns, and structures of the Japanese language via the four communicative skills (listening, reading, speaking, and writing). The Japanese writing system will be introduced (a combination of hiragana, katakana, and kanji), and students are expected to learn and use hiragana (46 phonetic symbols) and approximately 40 kanji (meaning-based characters). Emphasis is placed on the relationship between vocabulary and language structures and Japanese culture. Comparisons are made between the English and Japanese languages, and American and Japanese cultures. Course content is presented and reinforced through projects, media, and technology. The textbook is supplemented with a variety of resources.

### Japanese II

Japanese II increases the student's abilities to communicate in and understand spoken and written Japanese and to further develop listening, speaking, reading, and writing skills and understanding of Japanese culture. In addition, students will learn and use katakana (46 phonetic symbols) and an additional 17 (or more) kanji.

# Course Descriptions

## Visual and Performing Arts

### Art I, II, III, IV

These courses introduce and develop a student's abilities in the visual arts. The course series begins with a basic study of design and moves toward work involving sketchbooks, calligraphy, print making, painting, sculpture, and personal exhibitions of art.

### Dance I

Dance I consists of the study of dance as a means to understand self and others, to communicate in dramatic form, to study history and culture and to evaluate art. Dance genres may include modern, world dance, ballet, jazz, and social dance. Students have the opportunity to choreograph and present a dance using basic movement. This class may also be considered physical education.

### Dance II

*Prerequisite: Dance I*

Students will perform expanded movement patterns in the different dance genres studied in Dance I. Students will perform dances from various cultures to gain an understanding of cultural, historical, and artistic diversity. Students will also perform dances in different mediums i.e. musical theatre, film and stage. Students will also explore choreographic processes i.e. improvisation, abstraction, retrograde and inversion.

### Dance III

*Prerequisite: Dance II and Instructor's Approval*

This course stresses the development of strength, flexibility, and endurance of the physical body, the ability of students to work cooperatively with others, and the maturation of performance skills including the range of dynamics, projection and expression. Students explore the craft of choreography and create a dance based on an historical event or theme. Out-of-school rehearsals and performances are required.

### Dance IV

*Prerequisite: Dance III and Instructor's Approval*

Students will refine kinesthetic and spatial awareness working toward greater musicality and expressiveness. Students will lead various group projects demonstrating sensitivity while working with others. Students will create original dances, using choreographic processes such as improvisation, thematic development, variation, and resolution. Students will analyze choreography from various cultures as well as create a project illustrating an understanding of historical and cultural contexts. Out-of-school rehearsals and performances are required.

### Instrumental Music I, II, III, IV

The courses are designed to introduce and supplement knowledge of fundamental principles of musical ensembles. Opportunities are provided to apply skills in learning how to prepare, organize, and rehearse with the ensembles. Through practical assignments, students will gain knowledge of terminology, pedagogy, and structure of various ensembles. Students will read and play music on a daily basis to enhance technique on their particular instrument. Students will also learn and understand the importance of group activities, dedication, and teamwork. Performance opportunities include marching band, concert band, jazz band, and various chamber ensembles.

### Theater I, II, III, IV

Students will develop and practice stage technique in these courses. Students learn stage technique as well as behind the scenes techniques in lighting, set design, prop management, costuming, and sound.

### Introduction to Vocal Music

Introduction to Vocal Music is the first in a series of courses designed to engage the student on an exciting journey through vocal music enrichment. In this course, students will learn the fundamentals of music theory and apply the information to music reading. A basic introduction to music literature and repertoire in the styles of pop, classical, sacred and secular is also included. Based upon the introductory nature of this class, it is a class with limited after school and performance opportunities. There is no financial commitment associated with this course.

### Vocal Music I, II, III, IV

*Prerequisite: Teacher approval required*

Vocal Music is a series of advanced, co-curricular electives offered to students already mastering the concepts of Introduction to Vocal Music. These upper level performing art electives provide advanced enrichment in music theory, vocal music literature and both ensemble and solo performance technique. Assessments require the commitment of a student's time both during and after school, and commitment to and participation in Chalmette High School's chorus, CHS Voices, is expected in order to meet the course expectations. In addition to the financial commitment associated with CHS Voices, an audition is required for students requesting placement in this course. Fulfillment of the appropriate pre-requisite classes is required.

### Show Choir

*Prerequisite: Teacher Approval Required*

Show Choir is an advanced, co-curricular elective offered to students already mastering the concepts of Introduction to Vocal Music. This upper level performing art elective provides physical training in flexibility, endurance and dance in addition to the continued study of music theory, vocal music, and performance of musical theatre repertoire. Assessments require the commitment of a student's time both during and after school, and commitment to and participation in CHS Voices Show Choir is expected in order to meet the course expectations. In addition to the financial commitment associated with CHS Voices, an audition is required for students requesting placement in this course. Fulfillment of the appropriate pre-requisite classes is required.

### Applied Music I, II (Junior and Senior Voice Lab)

*Prerequisite: Introduction to Vocal Music, Vocal Music I, Vocal Music II or Show Choir and Teacher Approval*

Applied Music is the most advanced course offered in the CHS Voices music elective curriculum. It is a co-curricular course offered to students already mastering the concepts of introductory music theory and choral performance repertoire. This advanced level performing art elective provides training in solo performance technique, classical vocal repertoire and continued study of music theory and history. It is designed as a course to help prepare the high school vocal music performer to transition to a collegiate music environment. Assessments require the commitment of a student's time both during and after school, and commitment to and participation in CHS Voices Concert Choir, Show Choir and Varsity Chorale is expected in order to meet the course expectations. In addition to the financial commitment associated with CHS Voices, an audition is required for students requesting placement in this course.

# Course Descriptions

## Fine Arts Survey

Fine Arts Survey is an overview of the performing and visual arts. Students will learn to identify, analyze, and appreciate the works of master artists within the disciplines – visual art, music, theater, and dance – and form a greater understanding of characteristics associated with various artistic style periods through art history. This is not a studio course.

## Ceramics

*Prerequisite: Teacher approval required*

The course will explore a broad range of techniques and approaches to art through hand built and wheel thrown clay. Students will learn to approach ceramic artwork as both functional and decorative sculptural objects. Development of technical skills and artistic vocabulary will include scoring, slipping, hand building (slab, coil, and pinch techniques), wheel throwing, bisque firing, slip molding, painting, and glazing, plus the endless alternative possibilities involved with clay.

## Physical Education

### Physical Education I

Physical Education I includes an introduction to team and individual sports. The course focuses on individual physical fitness assessments and fitness plans. This is a graduation requirement.

### Physical Education II/ Health

Physical Education II/Health, required for graduation, emphasizes team and individual sports and physical fitness. The health component encompasses a study in human growth and development, mental and emotional health, safety, substance use and abuse, consumer health, and communicable and non-communicable diseases.

### Physical Education III, IV and Physical Education Electives

These courses offer a variety of advanced team and individual sports training as well as physical fitness training. Nutrition for optimal physical fitness is also emphasized.

## Air Force JROTC

*Participation in Air Force Junior ROTC does NOT obligate students to join the US military.*

### AFJROTC

Open to all students, Grades 9-12. Air Force Junior ROTC is a citizenship program for high school students, grades 9 through 12. Each semester students participate in the AFJROTC self-paced, wellness-fitness program. Students are encouraged to get involved in their communities to become well-informed, productive citizens. Each year's Aerospace Science coursework relates to a different theme, such as A Journey into Aviation History, The Science of Flight, and The Exploration of Space. To enhance classroom learning, students participate in extracurricular and social activities such as field trips, drill teams, color guard, aircraft model and rocketry clubs, and drill meet competitions. Select students may participate in the Air Force JROTC/Civil Air Patrol (CAP) Flight Orientation Program, receiving up to 1 hour of flight orientation time with a CAP Orientation Pilot in a CAP Cessna 172 Aircraft. All students must wear the AFJROTC uniform on selected days and must meet grooming and appearance standards.

### AFJROTC IA/IB: Leadership I and Journey into Aviation History

This is an introductory leadership course that emphasizes the characteristics of great leaders. In Leadership I, basic leadership skills are taught and practiced. The course focuses on Air Force traditions and heritage, self-control, fitness and US citizenship. Students study time management, study skills, teamwork and ethics. This course prepares students for life beyond high school. A companion course, Aviation History, focuses on the development of flight throughout the centuries. It starts with ancient civilizations, then progresses through time to modern day. The emphasis is on civilian and military contributions to aviation, and the history of the US Air Force. Wellness is an important part of the overall program. Proper wear of the Air Force uniform is mandatory.

### AFJROTC IIA/B: Leadership II and The Exploration of Space

*Prerequisite: Completion of IA/IB*

This course focuses on the mission to “develop citizens of character dedicated to serving their nation and community” through better communication, increased awareness of self and others, and improved leadership. Practical training is provided in building a positive attitude, improving communication skills, and understanding and dealing with group dynamics. It includes the wellness-fitness program and addresses the required health class component. The Exploration of Space component covers astronomy and the early history of space exploration up to the present time. Mission operations, spacecraft and launch vehicles, and orbits and trajectories are among the many topics covered. Exploration milestones and the people who made them possible, as well as the future of space exploration are given special emphasis. Wellness is an important part of the overall program. Proper wear of the Air Force uniform is mandatory.

### AFJROTC III A/B: Leadership III and The Science of Flight

*Prerequisite: Completion of IIA/IIB*

The course completes the Leadership III component and includes the wellness-fitness program. The Science of Flight component is an introduction to aviation weather, the basics of aeronautics and navigation, as well as the human physiology of flight. Practical training is provided in the principles of flight and navigation. Selected students may participate in the AFJROTC/Civil Air Patrol Flight Orientation Program. Wellness is an important part of the overall program. Proper wear of the Air Force uniform is mandatory.

### AFJROTC IV A/B: Leadership IV and Global Studies

*Prerequisite: Completion of IIIA/IIIB*

Senior cadets direct the corps, apply decision-making techniques, manage, organize, plan, and direct the unit. Principles of leadership are applied within the corps, providing experience with the operation of a major organization. It may also include the Survival academic course and Global Studies, which investigate people, cultures, customs, societies, political systems, and geography of selected global areas with an eye toward a better understanding of international relations. Wellness is an important part of the overall program. Proper wear of the Air Force uniform is mandatory.

# Career and Technical Education Course Descriptions

## **General Courses**

### **Education for Careers**

This course is designed to prepare students for lifelong learning and the 21st century workplace. This course will engage students as they investigate options available to them after high school graduation, develop an understanding of the financial concerns related to their future, and learn to utilize resources that will provide them with employment opportunities.

### **Basic Career Readiness**

This course is designed to prepare students for learning beyond high school and the demands of the 21st century workplace. This course will engage students in investigating careers using resources available to them and develop the documents that are required for applying for a job within a personal print or web-based portfolio as they enhance the soft skills required for success in the workplace.

### **Advanced Career Readiness**

This course is designed to prepare students for entering into a post-secondary environment. The course sequence will focus on the prerequisite skills for success in any post-secondary setting.

### **Customer Service**

*Industry Certification: Customer Service*

This course teaches the knowledge and skills noted as important to successful employment in high-performance companies in the sales and service industries. The course covers four major work areas: products and services, assessing customer needs, educating customers, meeting customer needs and providing ongoing customer support

### **Law Studies**

This course provides an introduction to law and the American legal system with an emphasis on the judicial branch at the federal and state level, as well as criminal, civil and constitutional law and legal process and procedure. Additional focus is given to the citizen's role in lawmaking and the judicial process as well as the extent to which law affects our daily lives.

## **Agriculture**

### **Agriscience (Horticulture)**

This course includes units in animal science, soil science, plant science, agricultural mechanics, food science technology, and agricultural leadership. Work-based learning strategies appropriate for this course are school-based enterprises, field trips, and internships.

## **Business Management**

### **Introduction to Business Computer Applications**

*Industry Certification: OSHA and Microsoft Office Specialist in PowerPoint*

This course introduces students to basic computer concepts, software applications, and computer systems. It leads to the possibility of IC3 certification, an IBC that certifies basic computer operation skills. It introduces the student to the computer skills needed in courses throughout high school and college.

### **Principles of Business**

*Industry Certification: Various*

This introductory course provides students with a basic framework for understanding the development and structure of American business, business management and organization, human resources management, marketing, finance and information resources.

### **Business Computer Applications**

*Industry Certification: Microsoft Office Specialist in Word*

This course acquaints students with the principles associated with information processing. Students study computer concepts, word processing, spreadsheet development, presentation applications, and database management. It satisfies TOPS computer component and can lead to Microsoft Office Specialist certification.

### **Principles of Marketing I (Fall Semester)**

*DE—Work Experience Program / Early Release - (Seniors only) - Requires Coordinator's approval*

*Industry Certification: Customer Service*

This course is designed to introduce students to basic foundations and functions of marketing, including business, retailing, management, entrepreneurship, communications, career explorations, and economics.

### **Cooperative Marketing Education (Spring Semester)**

*DE—Work Experience Program / Early Release - (Seniors only) - Requires Marketing Coordinator's approval. Prerequisite: Principles of Marketing I*

*Industry Certification: Customer Service*

Students receive course credit for successful completion of classroom academics in the course in which they are enrolled and on the job training through this course. Students work under the guidance of a teacher facilitator in collaboration with community members/business representatives who serve as on-the-job trainers. Students are evaluated both in the classroom and on the job. Students are eligible to receive an IBC and a Career Technical Endorsement.

# Career and Technical Education Course Descriptions

## ***Manufacturing, Construction Crafts, Logistics, and Engineering***

*Enrollment Limited*

### **General Technology Education**

*Industry Certification: CITF Core*

This course is designed as an introductory course into the world of technology and industry. GTE is designed to provide students with basic and varied opportunities in a broad range of topics. Students will design, plan, and build projects using various hand and power tools.

### **Basic Technical Drafting (CAD)**

*Prerequisite: General Technology Education*

*Industry Certification: AutoCAD*

Basic technical drafting is designed to give students a general overview of concepts that are common to the broad field of technical drawing. The curriculum is based in the use AutoCAD as its main vehicle of producing drawings.

### **Architectural Drafting (AutoCAD II)**

*Prerequisite: Basic Technical Drafting*

*Industry Certification: AutoCAD*

Architectural Drafting is designed to give students an overview of the basic concepts that are common in the area of residential planning and design. The steps in planning will enable students to design a residence to meet given specifications.

### **Carpentry I**

*Prerequisite: General Technology Education and CITF Core*

*Industry Certification: CITF Level 1*

The carpentry courses prepares students to construct wood structures for residential and non-residential use. The students learn the safe use of tools, construction protocols, techniques for site layout, blueprint reading, the layout and cutting of framing members, materials estimation, and interior and exterior finishing techniques.

### **Carpentry II**

*Prerequisite: Carpentry I and CITF Level 1 Certification*

*Industry Certification: CITF Level 2*

The carpentry courses will prepare students to construct wood structures for residential and non-residential use. The students learn the safe use of tools, construction protocols, techniques for site layout, blueprint reading, the layout and cutting of framing members, materials estimation, and interior and exterior finishing techniques.

### **Construction Technology**

*Prerequisite: General Technology Education and CITF Level I*

This advanced course prepares students for employment in the construction field and completes requirements for industry-based CITF certification.

### **Welding I**

*Dual enrollment course taught at Nunez Community College*

*Prerequisite: General Technology Education and administrator approval.*

*Industry Certification: AWS Level 1*

Students learn the application of the basic operations of Shielded Metal Arc Welding. Activities are lab oriented and include machine setup, striking an arc, running a bead, and proper methods for handling typical welding positions and types of joints.

### **Welding II**

*Dual enrollment course taught at Nunez Community College*

*Prerequisite: AWS Level 1 certification and administrator approval.*

*Industry Certification: AWS Level 2*

Students learn basic arc welding, V-Butt with backup and end, vertical welding techniques, and plate preparation for Destructive and Non-destructive testing in most welding procedures.

### **Heating, Air-Conditioning and Ventilation I**

*Dual enrollment course taught at Nunez Community College*

*Prerequisite: General Technology Education and administrator approval.*

*Industry Certification: NCCER HVAC Level 1*

This course covers the fundamentals of safety, basic refrigeration cycle, theory, thermodynamics, and types of refrigerants.

### **Heating, Air-Conditioning and Ventilation II**

*Dual enrollment course taught at Nunez Community College*

*Prerequisite: HVAC Level 1 Certification. Administrator approval required.*

*Industry Certification: NCCER HVAC Level 2*

This course covers methods and field practices to successfully operate, install, and maintain residential, light commercial and commercial heating, ventilation, and air conditioning equipment. It includes system start-up procedures.

### **Electrical I**

*Dual enrollment course taught at Nunez Community College*

*Prerequisite: General Technology Education and Administrator approval.*

*Industry Certification: NCCER Electrical Level 1*

This course is designed as the first training course for entry level electrical construction workers. Topics include an overview of electrical construction, safety, electricity, electrical circuits, the National Electrical Code (NEC), device boxes, bending conduit, cable raceways, conductors and cables, electrical construction drawing, residential electrical services, and electrical testing equipment.

### **Electrical II**

*Dual enrollment course taught at Nunez Community College*

*Prerequisite: NCCER Electrical Level 1 Certification. Administrator approval.*

*Industry Certification: NCCER Electrical Level 2*

This is the second training course for entry level electrical construction workers. Topics include: alternating current, electric motors, lighting, pull boxes and junction boxes, conductor installation methods, cable trays, conductor terminations and splices, grounding and bonding, circuit breakers and fuses, and control systems.

# Career and Technical Education Course Descriptions

## Information Technology

### CIW Network Technology Associate I, II

*Industry Certification: CIW Network Technology Associate*

This course teaches essential networking technologies and skills, including TCP/IP, stable network creation, wireless networking, mobile devices and network troubleshooting. Students learn to use various network components and protocols that enable users to share data quickly, different types of transmission media, how network architecture and topologies provide for efficient and secure communication, OSI reference model and its relationship to packet creation, and compare and contrast the OSI model with the Internet architecture model.

### CIW Site Development Associate I, II

*Industry Certification: CIW Site Development Associate*

This course teaches essential Web page development skills. Students learn to develop Web sites using Hypertext Markup Language version 5 (HTML5), Cascading Style Sheets (CSS), write code manually, use graphical user interface (GUI) authoring tools, insert images, create hyperlinks, and adding tables, forms, video, and audio to Web pages.

### CIW Internet Business Associate I, II

*Industry Certification: CIW Internet Business Associate*

This course prepares students to work effectively in today's business environment. Students learn about Internet connection methods, Internet protocols, the Domain Name System (DNS), cloud computing, mobile devices, the basic functions of Web browsers, the components of Web addresses, browser use in the business world, browser plug-ins and add-ons to improve Web-browsing experience, and use browsers to download and manage files.

### Introduction to Engineering

This course exposes students to the design process, engineering standards, research and analysis, technical documentation, global and human impacts on communication methods, and teamwork. Using a powerful Computer Aided Design System, students learn the product design process through creating, analyzing, rendering and producing a 3-D model to create solutions to various challenges.

### Principles of Engineering

*Prerequisite: Introduction to Engineering*

*Industry Certification: AutoDesk Inventor*

This is an introductory course that helps students understand the field of engineering, technology, and its career possibilities through the exploration of various technology systems and manufacturing processes. Through the application of math, science, and technology, students will develop engineering problem-solving skills that are implemented in post-secondary education programs and engineering careers. They also learn how engineers address concerns about the social and political consequences of technological change.

### Digital Electronics (Robotics)

*Prerequisite: Introduction to Engineering and Principles of Engineering*

This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Topics include combinational and sequential logic, circuit design tools, logic gates, integrated circuits, and programmable logic devices.

## Digital Media and Entertainment Technology

### Introduction to Television Production

This course introduces students to the basics of television production. The television process, basic shots and some basic editing are covered theoretically and put into practice.

### Television Broadcasting I, II, III, IV

*Prerequisite: Introduction to Television Production*

*Industry Certification: Avid Certified User*

These courses introduce students to the basics of television production and then expand and develop the students' editing and production skills. Students produce packages and programs that air both in school and over the parish educational television network. Senior students produce individual videos as a graduation requirement.

### Audio Engineering

*Industry Certification: Avid ProTools*

In this course students learn about the physics of sound and the history of recording technologies. They learn about the four stages of professional music recording projects: recording, editing, mixing, and mastering.

### Desktop Publishing

*Industry Certification: Microsoft Office Specialist*

Desktop Publishing is designed to help students identify and use desktop publishing technologies. Students determine appropriateness for various tasks and apply concepts of layout and design to publish documents. Digital photography, scanning, and special effects are introduced. Critical thinking and communication skills are reinforced as students' format, create, and proofread brochures, programs, newsletters, web pages, PowerPoint presentations, and manuscripts.

### Publications I, II (Yearbook)

*Prerequisite: Teacher Approval Required*

*Industry Certification: Adobe Certified Associate in InDesign*

Planning, marketing, photography, writing, design, sales, project management—this course offers a wide range of transferable real-world skills for students as they collaborate to create the school's yearbook. Students in this course will learn the value of working under deadlines and are required to be present at school functions and special events. Students will communicate through interviews, writing and presenting stories with both photos and words. Yearbook students also spend about 100 hours in computer seat time utilizing cutting-edge technology including design programs, word processing, research and digital photography. Students will collaborate as they individually contribute to a group venture, and think creatively to come up with solutions to problems and create layouts.

### Digital Media I, II

*Industry Certification: Adobe Certified Associate Photoshop & Illustrator*

This course introduces students to visual design principles and concepts as applied to digital media-based projects. Students focus learning on the concepts of Adobe Photoshop. In this hands-on course, students learn Photoshop techniques for image development and optimization for various delivery formats, masks, blending modes, alpha channels, and other common Photoshop Techniques

# Career and Technical Education Course Descriptions

## Health Science

### Introduction to Health Occupations

This course introduces students to the world of health care occupations. It explores the world of work within the medical community, including hospitals, offices, testing facilities, and laboratories. It also acquaints students with opportunities and requirements for employment in each health care profession.

### Medical Terminology

*Dual enrollment course: HSOM 1020 and 1030 (online component)*

*Prerequisites: Biology and ACT composite score of 15*

Medical terminology is designed for students who have a strong interest in pursuing a career in the medical field. Students are introduced to various medical terms relating to the systems of the human body, diseases, and medical procedures.

### Certified Nursing Assistant

*Dual enrollment course: NURS 1000*

*Prerequisites: ACT scores of 15 in English, 15 Math, and 15 composite and administrator approval*

*Industry Certification: CNA and Clinical Rotation Requirement*

The Nursing Assistant Course prepares students for employment in long-term care facilities and hospitals where basic bedside nursing care is needed. Classroom instruction includes an introduction to health care, basic nursing skills, body structure and functions, infection control, and the job-seeking process. Students participate in clinical activities and lab skills under the supervision of the instructor.

### Medical Assistant 1

*Dual enrollment course: HSOM 2050 and EMSE 1010*

*Prerequisites: ACT scores of 18 in English, 19 Math, and 18 composite and administrator approval*

*Industry Certification: EKG and Clinical Rotation Requirement*

The Medical Office Management course enhances the efficient and successful operation of a medical practice through basic management principles. It focuses on the business aspects of a medical practice, including topics such as staff recruiting, development and management, office systems, revenue enhancement, regulatory compliance, quality and risk management, and cost containment. The EKG course introduces the student to the electrocardiogram (EKG) purposes and procedures. Students gain knowledge regarding the normal structure, function, and electrophysiology of the heart, and basic 3 lead and 12 lead acquisition and interpretation, arrhythmias, pacemakers, and cardiac medications.

### Medical Assistant 2

*(Dual enrollment course: HASC 1010 and EMSE 1010)*

*Prerequisites: Medical Assistant 1 and administrator approval*

*Industry Certification: Phlebotomy, EMR, and Clinical Rotation Requirement*

The phlebotomy course discusses introductory information relative to phlebotomy theory and fundamental phlebotomy skills, including relevant anatomy and physiology as it relates to phlebotomy, venipuncture, capillary sticks, infection control procedures, lab tests, laboratory administrative procedures, tube identification, and laboratory equipment usage. The Emergency Medical Responder course covers emergency conditions of victims of a medical or trauma emergency in the pre-hospital environment with an emphasis on scene stabilization, recognition of patient condition or extent of injuries relative to airway, breathing and circulation, and skills fundamental to the role of a first responder.

## Health Science, continued

### Emergency Medical Responder

*Industry Certification: EMR Certifications*

This course is designed to provide the student with advanced instruction to improve the quality of emergency medical care rendered to victims of accidents and illnesses. Topics include: anatomy and physiology, disease processes, assessment and patient stabilization, and proper use of equipment.

## Hospitality, Tourism, Culinary, and Retail

### Food and Nutrition

*For eligible students, Dual Enrollment credit: CULA 1000*

*Industry Certification: ServSafe*

The study of the food groups as related to the body functions and dietary requirements is covered. The course offers opportunities to plan, prepare, and serve luncheons and simple meals. This course covers safe food-handling procedures and microbiological concerns.

### Advanced Nutrition and Food

This course addresses more complex concepts in nutrition and food preparation, with emphasis on social, psychological, and cultural influences on food choices globally. Students will take an advanced scientific approach to diet analysis and special nutrition concerns.

### ProStart I

*For eligible students, Dual Enrollment credit: CULA 1020*

*Prerequisite: ServSafe Certification and instructor approval*

*Industry Certification: ProStart Level 1*

Sponsored by the Louisiana Restaurant Association, ProStart is the career-building program for 11th and 12th grade students who are interested in culinary arts and food service management. This introductory-level cooking skills course covers methods, measurement, vocabulary terms, standard recipes, preparation, and presentations of soups, salads, meats, poultry, fish, vegetables, starches, sandwiches, hors d'oeuvres, breakfast, international cuisine, and baked products.

### ProStart II

*For eligible students, Dual Enrollment credit: CULA 1050*

*Prerequisite: ProStart Level 1 Certification and instructor approval*

*Industry Certification: ProStart Level 2*

Sponsored by the Louisiana Restaurant Association, ProStart is the career-building program for 11th and 12th grade students who are interested in culinary arts and food service management. This course provides students with a basic understanding of the hospitality industry and serves as a foundation for later specialized courses in the food service industry.

### Micro-Enterprise

*Prerequisite: Teacher or Administrator Approval*

*Industry Certification: Micro-Enterprise*

This course introduces students to theatrical stage makeup and hair within the scope of small business and entrepreneurship. There will be an emphasis on theatrical hairstyles and wiggy, application of theatrical makeup, historical fashions, different forms of small business organizations and entrepreneurship, introduction to economics, introduction to marketing, introduction to business law, and theatre/event management.

