

Pasco High School

2015/2016 Electives, Programs and Academies: Course Description Handbook

NOTE: An asterisk (*) denotes Fine/Performing Arts course

ACADEMIC ELECTIVES

LANGUAGE ARTS

Creative Writing 1, 2: (0.5 each) This elective course develops writing and language skills needed for individual expression in literary forms. Students will study classic and modern examples of poetry, short stories, and plays, paying attention to the unique style and skills required for each genre. Students will then write their own poems, stories, and scripts while learning how to read and revise their own work as well as the work of their peers. This is a fun yet challenging class where learning who we are and how to use our unique voice to speak our mind is as important as learning how to write.

Intensive Reading: (1.0) Placement determined by FCAT/FSA score. The course emphasizes reading comprehension and vocabulary skills using a variety of grade appropriate texts encompassing a range of complexity. Students enrolled in the course will engage in research, write in response to reading, and cite evidence to answer text dependent questions both orally and in writing. At the end of 10th grade students are expected to read and comprehend texts in the grades 9-10 complexity band independently and proficiently.

*Introduction to Drama: (0.5) Students explore various performance, technical, and administrative aspects of theatre. Students learn about basic characterization through physical activity, reading selected theatre literature, reading and writing theatrical reviews, and analysis of such tools as scripts, costuming, and theatrical makeup. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

*Journalism 1, 2, 3: (1.0) This class is centered around Yearbook Journalism. Students must have a 4.0 on the FCAT Writes (or a level 4 or 5 score on the FSA ELA), an overall B average in English, and the recommendation of 2 teachers, one English and another of their choice. Journalism 2 and above students need teacher approval to continue in the program. Yearbook has many facets: design, photography, writing, editing, reporting, interviewing, sales, marketing, and video creation. Students are required to attend and cover events after school and on weekends. While there is an editor system, all students have to perform in all previously mentioned areas.

SOCIAL STUDIES

Florida History: (0.5) Basic history course which starts with the original inhabitants and goes through the end of WWII with a focus on how certain events affected Florida. It is also about how Florida impacted the course of US history.

Law Studies: (0.5) Basic overview of the US legal system while also introducing basic debate and mock trial skills. The class does require students to argue and helps them to become comfortable speaking in front of others.

Psychology 1, 2: (0.5 each) 11th & 12th grades only. We will look at the Science of Psychology, describe its history, identify the methods of examining behavior, and the mental process. We will review the scientific methods and careers in the discipline along with addressing how the brain processes information, and how the body adapts to changes to the environment. We will cover how individuals react to different stimuli, stress, emotions, and behavioral drives and needs. We will review how our memory works, how we think, learn, and use our language. We will examine lifespan development, individual and personality differences, and psychological disorders. Finally, we will look at different types of therapies and look at individual and group attitudes, interactions, and social influence.

Sociology: (0.5) 11th & 12th grades only. Sociology is a social science not to be confused with Psychology or Anthropology. While Psychology delves into the individual and Anthropology looks primarily at cultures, Sociology deals with interactions between people and the phenomena that those interactions create: Social Structures, institutions, stratifications and collective behavior. As a social science, understanding the scientific method as applied to social groups is paramount. Surveys, polls, interviews, and research into societal issues will be examined, as social scientists believe we can better understand the world around us and more effectively deal with social problems. We will study in-depth the social institutions of the family, education, political and economic institutions, religion, and the nature of sports, and how they have become their own social institution.

AICE European History: (1.0) College level course. You will receive specific information on the European countries: France, Britain, Germany, and Italy, and will learn about the revolutions within those countries from the years 1789-1917. This will include: the French Revolution of 1789, the Industrial Revolution of 1800, the origins of World War I, and the liberalism and nationalism in Italy and Germany from 1848-1871. European history aims to develop: an interest in the past, a greater knowledge and understanding of the time period in Europe, an awareness of historical concepts, the ability to think independently, and the ability to make informed judgments on an issue.

AICE Psychology: (1.0) AICE Psychology is an internationally accepted college level course that explores behavior and mental processes through twenty “core studies” from Psychology’s past. Students who take this course will gain a working knowledge of what psychologists do, how they gather their data, and how the research is applied to daily life. Students in the AICE Psychology class are expected to be able to write for evidence, evaluation, application, and analysis. The 20 research studies to be examined will allow students to reflect on five key approaches in psychology: cognitive psychology, social psychology, developmental psychology, physiological psychology, and the psychology of individual differences.

OTHER

AVID 1, 2, 3, 4: (1.0) Students must fill out AVID application and be approved to take AVID courses along with teacher recommendation. AVID (Advancement Via Individual Determination) is offered as a rigorous academic elective course that prepares students for success in four-year colleges. The AVID course is scheduled during the regular school day as a year-long course. Each week students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic survival skills. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, note-taking, and research. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support their academic growth.

Critical Thinking and Study Skills: (0.5) Critical thinking and study skills are the tools needed to enhance performance in almost any venture. Take a trip with us, following our road map for developing learning strategies and skills in problem solving, critical thinking, and test taking that lead to winning performance on assessments. School experiences and present knowledge fill each student’s travel bags with the items needed on this trip. Now is the time to become a savvy traveler and an expert problem solver. In this course, practicing thinking strategies, learning test-taking strategies, building verbal competence, and sharpening mathematics reasoning are all stops on the trip itinerary. As the trip progresses, students acquire new essential learning strategies.

AICE Global Perspectives: (1.0) 11TH & 12th grade only. College level course. The focus of AICE Global Perspectives is on developing the ability to think, speak, and write critically about a range of global issues where there is always more than one point of view. Students will become aware of global themes and issues, viewed from personal, local, national and international perspectives, and of the connections between them. This cross-curricular program challenges students to work in groups, to present seminars, to create projects, and to publish essays. Students who sign up for AICE Global Perspectives must be self-motivated and have the ability to establish and meet deadlines.

AICE Thinking Skills: (1.0) College level course. Thinking Skills develops a specific set of intellectual skills, independent of subject content. It reflects the need voiced by universities and employers for more mature and sophisticated ways of thinking. The Thinking Skills syllabus also enables students to approach their other subjects with an improved ability to understand, analyze and resolve problems. As a result, students find the course of great benefit when preparing for higher education and for a wide range of careers, including law, scientific research, social science, journalism, medicine, business, accounting and engineering. As a curriculum subject, Thinking Skills offers students an excellent opportunity to express themselves freely and openly. The Thinking Skills syllabus encourages free and open debate, critical and investigative thinking, and informed and disciplined reasoning. *Please note there is significant amount of math in this course.

FOREIGN LANGUAGE

(2.0) Credits required for 4-year colleges and Bright Futures

Spanish 1: (1.0) Introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

Spanish 2: (1.0) Reinforces the fundamental skills acquired by the students in Spanish 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Spanish 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

Pre-AICE Spanish 1, 2: (1.0 each) Honors level course. This syllabus is designed for learners who are learning Spanish as a foreign language. The aim is to develop an ability to use the language effectively for practical communication. The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as learners progress through their studies. The syllabus also aims to offer insights into the culture and civilization of countries where the language is spoken, thus encouraging positive attitudes towards language learning and towards speakers of foreign languages.

Pre-AICE Spanish 3: (1.0) Honors level course. Spanish 3 provides mastery and expansion of skills acquired by the students in Spanish 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities, which are important to the everyday life of the target language-speaking people.

AICE Spanish Language: (1.0) College level course. Students in the Spanish Language class will study a wide range of topics in the language including human relationships, family, patterns of daily life, the media, food and drink, law and order, religion, health and fitness, work and leisure, employment, sports, and education. It is recommended that students who wish to enter the AICE Spanish Language class have a minimum of three previous years of instruction in Spanish. Students are required to complete a speaking presentation that will be recorded as part of the exam for this class.

French 1: (1.0) Learn basic French grammar to help build your fluency and understanding, and apply what you learn through interactive games, written practice, and listening and speaking exercises.

Pre-AICE French 1: (1.0) Honors level course. This syllabus is designed for learners who are learning French as a foreign language. The aim is to develop an ability to use the language effectively for purposes of practical communication. The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as learners progress through their studies. The syllabus also aims to offer insights into the culture and civilization of countries where French is spoken, thus encouraging positive attitudes towards language learning and towards speakers of foreign languages.

FINE ARTS

(1.0) Credit required for Graduation

ART

*Intro to Art History: (0.5) Students take an inquiry-based approach to exploring, researching, and analyzing works of art across time and cultures. In developing art-specific vocabulary, students explore how the structural elements of art and organizational principles of design have been used to solve artistic challenges and create meaning. Students learn to identify the functions, forms, media, styles of art, cultural ideas, and themes related to time periods and geographical places. Career options related to art history and criticism are also explored.

*Art in World Cultures: (0.5) Must complete Intro to Art History first as Prerequisite. Students survey selected works of art, utilitarian artworks, and architecture from around the world. Students explore both the traditional forms and contemporary interpretations, including analysis of purpose, theme, cultural and historical context, formal qualities, symbols, and media. Students explore and compare various cultural responses to universal themes, as evidenced in their art. Students also consider the value of preserving these works in today's museums and other public buildings, private collections, and in digital format. This course may incorporate hands-on activities and consumption of art materials.

*Art 2-D Studio 1: (1.0) Prerequisite for all year-long art classes. Art 2-D Studio 1 explores the production of flat artworks using readily available media, such as pencil, color pencil, pastels, collage, etc. Contemporary and historical fine art will be discussed. This is an introductory course and has no prerequisites. The purchase and consumption of materials is required for this course. Second semester builds upon what was learned and focuses on enabling the student to produce successful flat artwork. Contemporary and historical fine art will be discussed. New, more challenging media will be used, and students will work more autonomously. Materials must be purchased and consumed for this course.

*Art 3-D Studio 1: (1.0) Prerequisite is a "C" or higher from Art 2D 1. Art 3D Studio is an introduction to sculptural processes and history, and explores the use of various media in pursuit of producing successful sculptures. Students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Processes and techniques for substitution include wheel-thrown clay, glaze formulation and application, or extruded, cast, draped, molded, laminated, or soft forms. Materials must be purchased and consumed for this course.

*Ceramics/Pottery: (1.0) Prerequisite is a "C" or higher from Art 2D 1. Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instructional focus will be on ceramics and/or pottery. Media may include, but are not limited to, clay and/or plaster, with consideration of the workability, durability, cost, and toxicity of the media used. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail, size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftsmanship and quality in the surface and structural qualities of the completed art forms. Students in the ceramics and/or pottery art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

*Drawing: (1.0) Prerequisite is a "C" or higher from Art 2D 1. Drawing is an advanced course in which drawing technique is studied intensely with the goal of enabling students to draw successfully in both traditional, and contemporary modes. It is recommended that students have an existing interest in drawing before enrolling in this course. This course also introduces students to a variety of painting media and techniques, working toward developing the ability to paint in traditional figurative modes, as well as contemporary painting styles. Materials must be purchased and consumed for this course.

*Portfolio 1 Honors: (1.0) Requires teacher recommendation and 2 successful years of Art courses. This an intensive course designed for the advanced student who is considering art as a professional option. The course is an independent study in the fashion of a college art class, and aspires to produce a respectable portfolio of works that may be used for college application. This course requires the purchase and consumption of a variety of materials. Honors credit is received for the course, and expectations of student performance and time investment follow accordingly.

*AICE Art & Design: (1.0) Prerequisite is a “C” or higher from Art 2D 1. College level Art course. AICE Art and Design encourages a range of skills, stimulates aesthetic awareness, knowledge and critical understanding of art, and provides opportunities for learners to develop a range of skills. Crucially, a personal and independent perspective is encouraged at all times. The syllabus is designed to accommodate a wide range of abilities, materials and resources, and allows the different skills of the teaching staff to be fully exploited.

MUSIC

Band 1, 2, 3, 4: (1.0) This year-long, formative class, designed for students ready to build on skills and knowledge previously acquired in a middle or high school instrumental ensemble, promotes the enjoyment and appreciation of music through performance of high-quality, intermediate-level wind and percussion literature. Rehearsals focus on development of critical listening/aural skills, individual musicianship, instrumental technique, refinement of ensemble skills, and aesthetic engagement culminating in periodic public performances.

Jazz Ensemble 1, 2, 3: (1.0) Students with experience on an instrument suited for jazz ensemble explore the fundamentals of performance practices, improvisation, and music theory through a diverse repertoire of high-quality jazz literature. Students learn the basics of foundational jazz styles, use chord symbols, develop knowledge of musical structure, and study the history of jazz and its iconic musicians. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

Jazz Ensemble 4 Honors: (1.0) Students with significant jazz experience become highly conversant with complex harmonic structures; compose or arrange for small groups; improvise over various forms, keys, and styles; and are knowledgeable about the professional jazz scene and its icons. Musicians study the impact of technology on jazz and the music industry, and learn the basics of sound reinforcement for solo and ensemble performance. In keeping with the rigor expected in an Honors course, students undertake independent study that includes synthesis of learning and experience. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

PHYSICAL EDUCATION

(1.0) Credit required for Graduation including Personal Fitness
Dressing out is required for ALL PE classes

Personal Fitness: (0.5) Graduation Requirement. The purpose of this course is to provide students with the knowledge, skills, and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill-related components of physical fitness, which are critical for students' success.

Team Sports 1, 2: (0.5 each) The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course.

Individual and Dual Sports 1, 2: (0.5 each) The purpose of this course is to provide students with opportunities to acquire knowledge of strategies of individual and dual sports play, develop skills in selected individual and dual sports, and maintain and/or improve their personal fitness. This course expands and refines concepts and activities that were introduced in elementary and middle school.

Recreational Activities: (0.5) The purpose of this course is to provide students with opportunities to acquire knowledge and skills in a variety of recreational activities that may be used in recreational pursuits today as well as in later life and maintain and/or improve their personal fitness. This course expands and refines concepts and activities that were introduced in elementary and middle school.

Weight Training 1, 2, 3: (0.5 each) The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement as it relates to weight training. The integration of fitness concepts throughout the content is critical to the success of this course.

PROGRAMS AND ACADEMIES

AGRICULTURE:

Agriscience Foundations 1 Hon: (1.0) Prerequisite for all Agriculture courses. Honors course. This course provides the students with skills related to plant and animal science, conservation and ecology, forestry and natural resources, mechanics, and agriculture production. With completion and passing grade, student can use this course as 1.0 science credit OR 1.0 elective credit.

Introduction to Horticulture 2: (1.0) Must have successfully completed Agriscience Foundations 1 as prerequisite. This course is designed to develop competencies in the areas of career opportunities; global importance of agriculture; plant classification; propagation; growing media; nutritional needs; fertilization; irrigation; pest identification; pest control, pruning; plant installation; transplanting; safe hand-tool use; and employability skills. Students will continue on to Horticulture Science 3 after completion of Intro to Horticulture 2.

Agricultural Communications 3: (1.0) Must have successfully completed Agriscience Foundations 1 and Ag Comm 2 as prerequisites. This is a combination course of leadership and preparing a student for employment in the communication industry. Content includes: public speaking, photography, professional issues, media broadcasting, advertising and marketing, demonstrations, publications and ethical issues.

Agricultural Mechanics 2: (1.0) Must have successfully completed Agriscience Foundations 1 as prerequisite. This course is designed to develop competencies in the areas of safety; selection and use of tools; electrical circuits; and employability skills. Students will continue on to Ag Mechanics 3 after completion of Ag Mechanics 2.

Ag Coop Ed OJT: (1.0 or 2.0 block) 11th & 12th only with teacher-approved Ag job and involvement in an Agriculture Program of Study. This course is designed to provide related and on-the-job instruction related to the specific agricultural area in which the student has received or is receiving training. Work experience is supervised by the teacher-coordinator. Must be scheduled with one related class which provides instruction in employability skills and content from the students training plan to further develop competencies from the specialized program.

Ag Directed Study: (1.0) Prerequisite is the successful completion of an Agricultural Program of Study. Students can take this course by teacher recommendation and admin approval only.

BUSINESS:

Introduction to Information Technology: (1.0) Learning the keyboard, operation of the computer, and the different programs of Microsoft Office. Includes Microsoft Word, PowerPoint, Excel and Access. In Word students learn to type announcements, memos, letters, research papers, and reports with enhanced presentation. Students will learn how to enhance the effects of a PowerPoint presentation. In Excel students will learn how to use formulas in worksheets and create graph presentations. In Access, students will learn how to create and utilize databases.

Digital Design 1, 2, 3: Prerequisite is successful completion of Intro to Information Technology and teacher recommendation. This course is designed to develop entry-level skills required for careers in the digital publishing industry. The content includes computer skills; digital publishing concepts and operations; layout, design, and measurement activities; decision-making activities; and digital imaging.

Accounting Applications 1, 2, 3: (1.0) This course teaches the skills necessary to obtain an entry level job in bookkeeping, recording business transactions, and the preparation and understanding of financial statements. With successful completion of the program students may earn Industry Certification in Microsoft Quickbooks.

Business Cooperative Education OJT: (1.0) or (2.0) block. 11th & 12th only with teacher recommendation, BCE job, and a business class. Integration and application of the competencies mastered within the Business Education sequence through related instruction and on-the-job training in a business occupations. Classroom instruction and supervised on-the-job experiences permit the student to refine and further develop competencies in business occupations.

DRAFTING AND TECHNICAL DESIGN

As part of the Construction Academy at Pasco High school, the Drafting classes are project based, with an emphasis on learning to graphically communicate design ideas using both manual and computer techniques. The software used is AutoCAD and Revit Architecture, which are the industry standard in the US.

1. Technical Design 1: (1.0) Students learn the basics hand drafting as well as an introduction to CAD. They use the program to design small projects such as a roof for a small cottage, and build a scale model of the project using hand techniques as well as the Laser cutter in the classroom.
2. Technical Design 2: (1.0) Students learn to use the 3D capability of the program and use CAD along with the laser cutter to design and build a cardboard table, an example of which sits in the IRC. The students have the opportunity to take the Autodesk AutoCAD Certified User Exam upon completion of this class.
3. Technical Design 3: (1.0) Students learn to use Autodesk Revit Architecture to construct a Building Information Model (BIM) of a small project as well as begin to put a portfolio of work together. The students have the opportunity to take the Autodesk Revit Architecture Certified User Exam upon completion of this class.

Pre-AICE Design and Technology: (1.0) Students learn the basics of Product design, beginning with graphic communication (drawing to communicate.) They work through design problems while learning about the design process, materials and production methods.

AICE Design and Technology: (1.0) Students learn to be innovative and creative while refining their skills to develop high quality products. They will come to a greater understanding of the significance of design and technology on society while learning more about production processes and industrial practices.

ELECTRICITY:

Electricians install electrical systems in structures; they install wiring and other electrical components, such as circuit breaker panels, switches, and light fixtures, and they follow blueprints, the National Electrical Code® and state and local codes. To prepare trainees a career in the electrical field, NCCER offers a comprehensive, 4-level Electrical curriculum that complies with DOL time-based standards for apprenticeship. After completing three years you could be Industry certified and also qualify for Florida Bright Futures.

1. Electrical 1: (Core Curriculum): (1.0) Students will learn the fundamentals of Basic Construction Knowledge such as Safety, Basic Math, Basic Knowledge of Hand and Power Tools used in the trades. The course also teaches how to fill out a Resume / Job Application, read and have a working knowledge of Architectural Prints.
2. Electrical 2&3: (2.0) In this double-block class, students will gain general knowledge of Electrical Safety, Electrical Theory working knowledge of the National Electrical Code Book, understanding of multiple complex Circuitry, basic conduit bending, residential wiring, and load calculations.
3. Electrical 4: (1.0) Students will develop a deeper understanding of fundamental motors, motor controls, intricate parts of the electrical distribution panels, and the workings of Commercial/ residential sites.

HEALTH OCCUPATIONS:

Life Management Skills: (0.5) Each day hundreds of decisions are made, including important decisions that have a huge impact on personal life. Making good decisions is a whole lot easier for those who have the correct information before making those decisions. Being equipped with correct information will empower students to manage real issues, like quality nutrition, substance abuse, coping with stress, and sexual abstinence. Good health is both mental and physical. Other tools provide a foundation for becoming a savvy consumer in a world of advertising, credit cards, and focusing on earth-friendly practices.

Medical Skills & Services: (1.0) 9th & 10th only. This course is meant as an introduction to health careers, teaching students the basics in vital signs and issues related Health careers. The students from this course are considered “feeders” into the Health Academy.

Health Science 1: (1.0) Prerequisite for Health courses. The 1st of 3 for the Health Academy. It is very similar to Anatomy and Physiology but does not count as a science credit. This program prepares students in the fast growing field of nurse aides/orderlies or health service aides through classroom and hospital instruction. Content includes first aid, disease and disorders of the body, legal and ethical practice. HOSA is a part of this program.

Health Science 2: (1.0) 12th grade only. This program prepares students in the fast growing field of nurse aides/orderlies or health service aides through classroom and hospital instruction. Content includes first aid, disease and disorders of the body, legal and ethical practice. HOSA is a part of this program. Upon completion of Health Science 1 and 2, students may waive one science credit.

Nurse Assist 3 Honors: (1.0) 12th grade only. This is the clinical course in which students learn all the clinical skills necessary to become a Certified Nursing Assistant. Students must be able to pass a Level II Federal background screening and are subject to drug testing before entering clinical facilities. Students must have excellent attendance, as the course requires 120 hours in this course. This calculates to at least 150 days of attendance in their senior year.

JROTC

Naval Science 1, 2, 3, 4: The purpose of this course is to introduce students to the precepts of citizenship, the elements of leadership, and the value of scholarship in attaining life goals. This course will also enable students to develop appreciation for the heritage and traditions of America, to recognize the importance of the role of sea power in America’s future, and to develop a sense of pride in his/her organization, associates, and self. These elements are pursued at a fundamental level. The purpose of this course is to enable students to develop leadership skills including knowledge of individual needs and group dynamics, leadership principles and responsibilities, and effective communication strategies.

VETERINARY ASSISTING:

These courses teach the skills necessary to become a Certified Veterinary Assistant. Once program is completed, the student can take the industry certification test for a Certified Veterinary Assistant.

1. Vet Assist 1: (1.0) Students will develop competencies in history of the animal industry, applied scientific concepts, safety, terminology, careers, breed identification, animal care and human relations skills.
2. Vet Assist 2: (1.0) Students will develop competencies in basic first aid, scientific and technological concepts, tools and equipment, breed identification, and anatomy and physiology of various species of animals.
3. Vet Assist 3: (1.0) Students will develop competencies in animal digestive systems, animal breeding, animal control and over-population, animal related laws, and breeds.
4. Vet Assist 4: (1.0) Students will develop competencies in animal welfare and rights, research, record keeping, and disease and parasites.