



Helping students with accommodations at WANIC Skill Center, Local Community Colleges, and in Industry

WANIC Skill Center prides itself on preparing students for success directly into industry or supporting further education in college. As referenced in the article “Helping Students With Disabilities Understand Accommodations in College,” high school accommodation plans DO NOT transfer to colleges. However, there are limited accommodations that can be accessed. Please see references and resources to get that information.

Students moving directly into industry will also not have accommodations. Our hope is to teach students how to access the accommodations (resources) they need to be independently successful in our programs and transfer those skills to college and into industry.

To support this, we have the resources to provide the following accommodations:

In Class:

- Hands on tools/ manipulatives
- Preferential seating
- Frequent check-ins
- Verbal and written instructions
- Short breaks
- Use of calculator
- More time on tests
- More time on assignments- IF arrangements are made between student and teacher
- Use of computers for assignments
- Speaker, microphone systems- in most classes (shop areas have too much interference noise to work properly)
- Study Guides, Notes, Graphic organizers

Student Support Services:

(These are pull out of class limited services that may take away from the students hands-on learning experience)

- Separate testing location
- Small group testing
- Test: read-aloud AND/OR oral responses
- Study Strategies- guides, notecards, practice, how to memorize
- Graphic organizers and how to use visual representations
- Testing Strategies- evaluate questions, narrow down answers, use of scratch paper, memorization
- Re-take Options with support
- Limited- make up work help (time out of class is a loss of hands-on skill practiced and learning that cannot be made up)
- Help to acquire text to speech, digital texts, and translation supports
- Attend IEP/504 meetings as possible

If other supports are needed and not listed above, please give us a call at WANIC Skill Center at (425) 739-8400 to see about arranging other possible accommodations. We look forward to helping students making their career dreams come true.

What is the process for students entitled to Special Education/504?

WANIC is a preparatory career and technical education school designed to prepare students for employment and post-secondary training and is not designed, by definition, to serve as an exploratory program. WANIC has established the following guidelines to promote communication and processes that streamline the availability of service to students with special needs in their preparation for a career and technical education. The guidelines are also designed to enhance each student's success.

1. Communicate information regarding disability status (SPED, 504 etc.) for students who have been identified as needing special services. Before the student attends a WANIC program, the Individual Educational Plan (IEP) and most recent psychological evaluation records need to be submitted to WANIC.
2. Each school district or high school will designate a special education/needs person to act as the contact person for the Skill Center regarding issues/needs relating to special education/needs students from the sending high school or district. The WANIC Special Education Liaison /or designee will serve as the Skill Center contact person(s).
3. All Skill Center students must be able to demonstrate safe working behaviors and habits as evidenced by passing program related safety assessments and instructor observations.

References and Resources:

WANIC Skill Center: Student Support Services
Barb Beck Email: bbeck@lwsd.org Ph: 425-739-8400

Smith, L (2019). Helping Students with Disabilities Understand Accommodations in College.
Article posted under Education Equity. Retrieved from
<https://www.edutopia.org/article/helping-students-disabilities-understand-accommodations-college>

Lake WA TECH: Disability Support Services
www.lwtech.edu/campus-life/disability-support/ Email: dssinfo@lwtech.edu
Ph: 425-739-8300

Bellevue Community College: Disability Resource Center
www.bellevuecollege.edu/drc/ Email: drc@bellevuecollege.edu Ph: 425-564-2498

Everett Community College: Center for Disability Services
<https://www.everettcc.edu/students/cds> Email: cds@everettcc.edu Ph: 425-388-9272

Edmonds Community College: Services for Students with Disabilities
www.students.edmonds.edu/ssd/ Email: ssdmail@edmonds.edu Ph: 425-640-1320

Bellingham Technical College: Student Accessibility Resources
www.btc.edu/CurrentStudents/AccessibilityResources/ Email: ar@btc.edu Ph: 360-752-8576

Renton Technical College: Disability Resource Services
www.rtc.edu/disability-resource-services Email: jswanke@rtc.edu Ph: 425-235-2352 x5540

Universal Technical Institute (UTI): Student Services Support
www.uti.edu/support-services/disability-services
Email: StudentServicesSupportTeamAvondale@uti.edu Ph: 800-859-1202

WANIC

Course Expectations Guide



2021-22

WANIC Skill Center

wanic.org

Automotive Technology Two Year Program - Bellevue High School

Reading Expectations of this class:	Students are required to read every day in this class. One hour of learning and two hours shop-time is how this class works. CDX is our on-line curriculum. Students are expected to research vehicle repair information using on-line industry service manuals and data bases. Most technical reading is typically formatted at a 13 th grade level.
Writing Expectations of this class:	Weekly Point Sheet is our daily informational “work-order style” writing all students will complete. The point sheet explains what they worked on, what was the customer complaint or service item, what they did, lists competencies performed, and special tools used. This is a five-minute record of what they did in the shop and prepares students for technical writing.
Math Expectations of this class:	Math requirements are embedded in our automotive curriculum. technology. At the service technician level, the math we use is at a sixth-ninth grade level. Fractions, decimals, percentages, ratios, micrometer/precision measuring, and tape measure reading, both English and metric. My pre-engineering students should take ALL math classes.
Science Expectations of this class:	Science standards are emphasized and embedded throughout our curriculum. Lab science credit is state approved, and repeatable for this program. Science concepts are explained in detail and taken seriously. Students will be introduced to chemical interactions, electricity and conductance, physical properties of solids/liquids/vapors and corresponding pressures of materials in these states. My pre-engineering students should take ALL level physics classes.
Homework Expectations of this class:	Students are required to complete 1-2 hours per week of online homework assignments.
To be successful in this class, the student should be prepared to:	CRITICAL THINKING is our #1 objective. Maturity, self-motivation, and impulsivity control are required in this program. Students will punch-in and out on a time clock daily; similar to business and industry. Students will act like an employee or a professional and are expected to be on-time and present daily. Actively participate to assure that maximum learning and productivity is achieved. This program includes numerous hands-on activities which can be attained only by being in attendance. Applying and practicing skills are critical to demonstrating competency.
Course Description	<p>This is a full year 3-period Skill Center class (3 high school credits), two CTE and one Science credits. This STEM enriched course continues to prepare individuals to engage in the specialized servicing and maintenance of all types of automobiles. Includes instruction in the diagnosis of malfunctions in, the adjustment or repair of, and/or properly replacing of parts in 4 of the 8 nationally recognized ASE sections. Leadership, Interpersonal, ASE supplemental tasks, and 21st Century Skills are embedded throughout this course along with a heavy correlation to science, physics and chemistry; cross-referenced to the Next Generation Science Standards. Students will be reading college level textbooks and practicing their technical writing skills.</p> <p>Certification: This program is nationally ASE certified at the Auto Service Technician (AST) level but is taught to the Master Auto Service Tech (MAST) level, encompassing all of the AST, MLR and GST competencies: A-5 Brakes (180hrs. major), A-6 Electrical/Electronics (180hrs. major), A-1 Engine Repair (90hrs. minor), A-3 Manual Drivetrain and Axles (90hrs. minor).</p> <p>CTE Dual Credit - College Credit Available</p>

Automotive Technology Two Year Program - Bothell High School

<p>Reading Expectations of this class:</p>	<p>Students are required to read online text book chapters (about one every week). Online textbooks currently have an audio book component that can “read” the chapter information to the students. This option is time intensive.</p> <p>Students are expected to be able to research vehicle repair information using industry service manuals and data bases. This information is typically formatted at 13th grade level.</p>
<p>Writing Expectations of this class:</p>	<p>Most of the “written” assignments are done online using our online textbook system (currently CDX). We do daily/weekly journal writing (to support our language arts cross crediting) as well as a resume writing exercise each year.</p> <p>Repair orders need to be written by hand on paper copies daily/weekly to receive credit for hands on work.</p>
<p>Math Expectations of this class:</p>	<p>Most of the math requirements are embedded in the automotive technology. We do study fractions and decimals to the 4th point.</p> <p>Precision measuring and ruler reading is emphasized.</p>
<p>Science Expectations of this class:</p>	<p>Science standards are emphasized. Students should be able to understand chemical interactions, electricity and conductance, physical properties of solids/liquids/vapors and corresponding pressures of materials in these states.</p>
<p>Homework Expectations of this class:</p>	<p>Students are required to complete online homework assignments each week. Students with average reading skills can typically complete these assignments in 1-2 hours per week. The structure of the program does not allow for extra time to complete assignments as the lectures for the group are based around completion of the homework. However, I can adjust grading for incomplete/late assignments based on IEP accommodations as required.</p>
<p>To be successful in this class, the student should be prepared to:</p>	<p>ORGANIZATIONAL SKILLS!!!! Students must fill out progress reports daily and repair orders for credit in the program. The program is a “portfolio” based system, where students keep all work in a binder for review/grading at grade period intervals. Maturity, self-motivation, and impulsivity control are required in this program.</p> <p>Follow an attendance policy similar to business and industry; the student is considered an employee or a professional and is expected to be in full daily attendance and actively participating to assure that maximum learning and productivity are achieved. This program includes numerous hands-on activities which can be attained only by being in attendance. Applying and practicing skills are critical to demonstrating competency.</p>
<p>Course Description</p>	<p>Prerequisite – Successful completion of Automotive Technology Year 1</p> <p>This is a full year 3-period Skill Center class (3 high school credits). This STEM enriched course continues to prepare individuals to engage in the specialized servicing and maintenance of all types of automobiles. Includes instruction in the diagnosis of malfunctions in, the adjustment or repair of, and/or properly replacing of parts in 4 of the 8 nationally recognized ASE sections. Leadership, Interpersonal, ASE supplemental tasks, and 21st Century Skills are embedded throughout this course along with a heavy correlation to science, physics and chemistry; cross-referenced to the Next Generation Science Standards. Students will be reading college level textbooks and practicing their technical writing skills.</p>

	<p>Certification: This program is nationally ASE certified at the Auto Service Technician (AST) level but is taught to the Master Auto Service Tech (MAST) level, encompassing all of the AST, MLR and GST competencies: A-5 Brakes (180hrs. major), A-6 Electrical/Electronics (180hrs. major), A-1 Engine Repair (90hrs. minor), A-3 Manual Drivetrain and Axles (90hrs. minor).</p> <p>CTE Dual Credit - College Credit Available</p>
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Building Industry Technologies – Core Plus Construction - Interlake High School	
Reading Expectations of this class:	Students will be reading professional and technical documents, industry related articles, product instructions, machinery and tool operating instructions. Various online materials and supplier websites will be accessed, navigated, and utilized.
Writing Expectations of this class:	Students will be writing one-word, short answer, detailed response, as well as paragraph-style (multi-sentence) expositions and descriptions. Students will write cover letters and complete employment applications, write out weekly plans of work and time/task verification forms.
Math Expectations of this class:	Students will be working with whole numbers, fractions and decimals, and the various mathematic operations (addition, subtraction, multiplication, division) involved in calculating various applied instances. Students will calculate amounts, dimensions, area, load/capacity, volume, as well as applications of the Pythagorean Theorem ($A^2 + B^2 = C^2$), angles and ratios. Students will be applying the Imperial and Metric systems in measurement calculations.
Science Expectations of this class:	Students will be conducting research, problem solving and application in the physical scientific areas of chemistry and physics in relation to methods and materials in the building industry. Students will apply principles of electrical current, hydraulics, pneumatics, load, slope/pitch, force.
Homework Expectations of this class:	Homework will be 30 minutes to 1.5 hours per week. Assignments will be accepted early, on time, and late within reason. Assessments and most assignments are eligible for upgrades and re-submission by students for increased credit/scoring. Assignments submitted beyond the reasonable time frame will receive majority credit and are eligible for the same upgrade procedure.
To be successful in this class, the student should be prepared to:	<p>Students will be performing numerous broad, physical tasks, including (but not limited to) pushing, lifting, carrying, bending, crouching, load bearing and load inducing. Students will safely use both hand tools and power hand tools, as well as power machinery. Students will assist and lead in the various activities. Students will be working with with numerous platforms and applications of worksite technology, digital and computer technology.</p> <p>Follow an attendance policy similar to business and industry; the student is considered an employee or a professional and is expected to be in full daily attendance and actively participating to assure that maximum learning and productivity are achieved. This program includes numerous hands-on activities which can be attained only by being in attendance. Applying and practicing skills are critical to demonstrating competency.</p>
Course Description	This is a full year 3-period Skill Center class (3 high school credits). Work with industry experts who provide professional knowledge and first-hand experience. Utilize different materials and methods, fasteners and adhesives, learn to safely operate various industry tools, and learn jobsite safety and OSHA requirements. Design and carry out hands-on skills in practices such as rigging, lifting and safely moving a load utilizing principles of mechanical advantage. Read, understand and interpret basic plan sets and engineering drawings. Apply academic concepts such as math and physics for a well-designed

	<p>project, key concepts in plumbing and electrical, along with energy utilization and energy efficiencies. Learn about a variety of project management approaches. Feel prepared to find employment in the field or continue at a post-secondary institution. Qualified students may enroll in the Construction Management Program at the University of Washington upon graduation.</p> <p>CTE Dual Credit - College Credit Available</p>
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<h2 style="color: #4F81BD;">Cisco Networking Year One - Newport High School</h2>
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Reading Expectations of this class:	Most of the reading is centered on daily labs that are assigned. Students work in groups on daily labs and support is given to students with special needs or IEP or 504 plans. We always have students with special needs in class and provide extra help.	
Writing Expectations of this class:	Students are expected to take notes on material presented in class as well as document solutions to problems in various labs.	
Math Expectations of this class:	There are binary and hexadecimal math concepts that are introduced and heavily reinforced in class. The expectation is that students have an	
	<h3 style="color: #4F81BD;">Cisco Networking Year Two - Newport High School</h3>	
	Reading Expectations of this class:	Students read a variety of sources, both online and paper format. Students will be expected to research networking and cybersecurity subjects and apply the research to labs.
	Writing Expectations of this class:	There is a larger than normal writing component to this course. Students are follow lab guideline procedures for documenting solutions to problems. Support is given to special education students or students with writing difficulties.
	Math Expectations of this class:	Students are expected to work at Algebra 2 level but will also have to know sci and hexadecimal math. These topics are introduced and reinforced in the CCNA first year course.
	Science Expectations of this class:	Scientific method is used to develop possible solutions to given problems. Students work in groups to develop theories and solutions to these problems and work to solve them in group environments.
	Homework Expectations of this class:	Homework is not typical in CCNP with a majority of the work being done in class on networking and cybersecurity equipment in the classroom.

<p>To be successful in this class, the student should be prepared to:</p>	<p>Follow an attendance policy similar to business and industry; the student is considered an employee or a professional and is expected to be in full daily attendance and actively participating to assure that maximum learning and productivity are achieved. This program includes numerous hands-on activities which can be attained only by being in attendance. Applying and practicing skills are critical to demonstrating competency. Students are also expected to work together in lab groups in coming up with solutions.</p>
<p>Course Description</p>	<p>Prerequisite – Successful Completion of Cisco Network CCNA</p> <p>This is a full year 3-period Skill Center class (3 high school credits). This advanced curriculum trains students to install, configure, and operate local and wide area networks using protocols and technologies such as TCP/IP, OSPF, EIGRP, BGP, AAA, IPv6, MPLS, STP, DSL, VTP, Gigabit, and 10 Gigabit Ethernet. This course makes extensive use of labs to focus on developing skills to build campus networks using multilayer switching technologies, creating and deploying a global intranet and troubleshooting. Be prepared to take the Cisco Certified Networking Professional (CCNP) exams at the completion of the course. Aspects of cloud computing with Microsoft Azure and Amazon AWS are covered as well as Voice-over-IP (VoIP) and Cisco Unified Communication Manager topics. Students use VMWare and Microsoft virtualization product to build servers in virtual and cloud environments. Students also gain experience in setting up and configuring Microsoft Server products.</p> <p>CTE Dual Credit - College Credit Available</p>

Culinary Arts Year One – Newport High School

<p>Reading Expectations of this class:</p>	<p>Students use The Professional Chef textbook which is 9th grade reading level at the beginning of units. The daily reading for the class includes recipes and instructions on the whiteboard.</p>
<p>Writing Expectations of this class:</p>	<p>Word processing is the most common form of writing in Culinary Arts. Occasionally for a poster or presentation printing is used (word processing could be used on that as well). Most presentations are expected to be PowerPoints.</p> <p>Two units have a written component:</p> <ol style="list-style-type: none"> 1) The Meaning of Food where students respond to prompts after watching a series of DVD's on how food affects life. 2) A research project on an environmental issue that interests them.
<p>Math Expectations of this class:</p>	<p>Basic arithmetic (add, subtract, multiply, divide, and fractions) skills are used daily. Students use basic math to divide and multiply recipes. Timetables are used to figure out how many pieces of a product are on a sheet tray or in a pan. Measurement in the form of liquid, dry, ounces, cups, width, length, pounds, heat, etc. Food costing, As Purchased pricing and Edible Portion pricing are required in some units.</p>

Science Expectations of this class:	Science is cooking, this class is hands on science. Cooking is an extension of the science students have been taught in their core classes.
Homework Expectations of this class:	Occasional homework, typically for students that didn't use their time wisely in class. Most homework is research on a speaker or about a field trip we will be taking.
To be successful in this class, the student should be prepared to:	Follow an attendance policy similar to business and industry; the student is considered an employee or a professional and is expected to be in full daily attendance and actively participating to assure that maximum learning and productivity are achieved. This program includes numerous hands-on activities which can be attained only by being in attendance. Applying and practicing skills are critical to demonstrating competency.
Course Description	This is a full year 3-period Skill Center class (3 high school credits). Culinary Arts is a comprehensive, career focused introduction to the fundamentals of culinary arts and the professional kitchen in a commercial kitchen classroom. Students learn French cooking techniques, culinary terminology, knife skills, aesthetics of food presentation, baking and pastry techniques, and explore a wide variety of foods and cuisines. In addition, students practice safety and sanitation procedures, restaurant management, customer relations, team and leadership skills, and catering and table service. There are also industry related field trips to observe professionals and explore career possibilities. Students who successfully complete Year 1 may be eligible to apply for Year 2. CTE Dual Credit - College Credit Available

Culinary Arts Year Two – Newport High School

Reading Expectations of this class:	Students use The Professional Chef textbook which is 9 th grade reading level at the beginning of units. The daily reading for the class includes recipes and instructions on the whiteboard.
Writing Expectations of this class:	<p>Word processing is the most common form of writing in Culinary Arts. Occasionally, for a poster or presentation, printing is used (however, word processing could be used on that as well). Most presentations are expected to be PowerPoint presentations.</p> <p>Two units have a written component:</p> <ol style="list-style-type: none"> 1) The Meaning of Food where students respond to prompts after watching a series of DVD's on how food affects life. 2) A research project on an environmental issue that interests them. <p>Second year students keep a journal that can be handwritten, or word processed.</p>

Math Expectations of this class:	Basic arithmetic (add, subtract, multiply, divide, and fractions) skills are used daily. Students use basic math to divide and multiply recipes. Timetables are used to figure out how many pieces of a product are on a sheet tray or in a pan. Measurement in the form of liquid, dry, ounces, cups, width, length, pounds, heat, etc. Food costing, As Purchased pricing and Edible Portion pricing are required in some units
Science Expectations of this class:	Food costing, As Purchased pricing and Edible Portion pricing are required in some units.
Homework Expectations of this class:	Occasional homework, typically for students that didn't use their time wisely in class. Most homework is research on speaker or about a field trip we will be taking.
To be successful in this class, the student should be prepared to:	Follow an attendance policy similar to business and industry; the student is considered an employee or a professional and is expected to be in full daily attendance and actively participating to assure that maximum learning and productivity are achieved. This program includes numerous hands-on activities which can be attained only by being in attendance. Applying and practicing skills are critical to demonstrating competency.
Course Description	<p>Prerequisite –Successful completion of Culinary Arts Year 1</p> <p>This is a full year 3-period Skill Center class (3 high school credits). Students in Advanced Culinary Arts expand and refine their culinary expertise. Students are prepared with broad and transferable planning, management, communication, and advanced food production skills for employment and post-secondary education.</p> <p>CTE Dual Credit - College Credit Available</p>

Dental Careers – WANIC Skill Center

Reading Expectations of this class:	Students will read from online and hard copy textbooks. Reading materials are college level and requires a higher level of ELL for vocabulary comprehension. Dental and medical terminology is a major focus for this class. 1-2 Chapters are covered each week.
Writing Expectations of this class:	Writing requirements are first based on learning the language of dental/medical terminology. Writing comprehension needs to show vocabulary comprehension. Students will be expected to write clear and concise patient records with proper grammar and spelling.

	<p>Math Expectations of this class:</p>	<p>Basic math is required: students need to be able to add up & calculate intake & output using cc's & understand basic metric system conversions such as 30 cc= 1 oz, etc. & how to add multiple numbers together to come up with a total.</p>
	<p>Science Expectations of this class:</p>	<p>Curriculum focuses heavily on microbiology, biology, anatomy and physiology. Lab skills assessments are a significant part of this class. Mixing and applying chemical.</p>
	<p>Homework Expectations of this class:</p>	<p>Generally, homework is not assigned, unless students are unable to manage their time in class. If students do not get expected work done within class time given, they will be expected to complete at home.</p>
	<p>To be successful in this class, the student should be prepared to:</p>	<p>Complete assignments on time, actively participate in class daily, and maintain an 80% or higher in each course. Follow an attendance policy similar to business and industry; the student is considered an employee or a professional and is expected to be in full daily attendance and actively participating to assure that maximum learning and productivity are achieved. This program includes numerous hands-on activities which can be attained only by being in attendance. Applying and practicing skills are critical to demonstrating competency.</p>
	<p>Course Description</p>	<p>This is a full year 3-period Skill Center class (3 high school credits). Explore many dental career possibilities. In a state-of-the-art dental skills lab, learn about instruments, dental materials, four-handed dentistry, preventative, restorative and specialty procedures, patient charting, sterilization, radiography, general and oral anatomy, microbiology, terminology, First Aid/CPR, and infection control. Successful completion of Biology strongly recommended prior to enrolling. Students will be reading college level textbooks and practicing their technical writing skills.</p>
<p>understanding of basic Algebra for this course.</p>		
<p>Science Expectations of this class:</p>	<p>It will be expected that students can follow the scientific method for solving issues that arise in daily labs. This class is excellent for students to develop analytical thinking to real world problems.</p>	
<p>Home-work</p>	<p>Homework is not typical since most labs will be finished in class.</p>	

To be successful in this class, the student should be prepared to:	Follow an attendance policy similar to business and industry; the student is considered an employee or a professional and is expected to be in full daily attendance and actively part	
	DigiPen Art & Animation Two Year Program – DigiPen Institute of Technol	
	Reading Expectations of this class:	<ul style="list-style-type: none"> Students will be expected to read, understand, and execute assignment briefs with specific requirements. Utilize computer skills such as file management, basic troubleshooting, industry software, and internet research.
	Writing Expectations of this class:	<ul style="list-style-type: none"> Take notes from live lectures and course materials. Analyze works of art (including their own) in written format using art techniques as evidence. Manage time and class resources (class websites, digital turn-ins, multiple ongoing projects/assignments)
	Math Expectations of this class:	<ul style="list-style-type: none"> Use fractions, addition, subtraction, multiplication, and division to learn art concepts and use them to solve real world problems. Synthesize basic math procedures with art principles.
	Science Expectations of this class:	Not applicable
	Homework Expectations of this class:	There are no required assignments for students outside of class. Due to the nature of the competency-based curriculum, students may find themselves practicing or re-doing skills outside of class to improve. Students may be asked to work on projects began in class on their own time if they don't complete during class time.
	To be successful in this class, the student should be prepared to:	<ul style="list-style-type: none"> Receive constructive criticism and revise their artwork based on it Have their artwork evaluated using professional, objective criteria Be willing to repeatedly practice fundamentals to achieve mastery Work on specific assignments/techniques, not just their preferred subjects Learn art as both an industry skill set as well as a method of expression <p>Follow an attendance policy similar to business and industry; the student is considered an employee or a professional and is expected to be in full daily attendance and actively participating to assure that maximum learning and productivity are achieved. The program includes numerous hands-on activities which can be attained only by being in class. Applying and practicing skills are critical to demonstrating competency.</p>
	Course Description	This is a full year 3-period Skill Center class (3 high school credits). Open the creative world of fine art and animation production. Study professional production animation from traditional art theory and skills development to composition and storytelling in 2D animation and 3D modeling. This program prepares students for education and provides the baseline skills to succeed as an artist/illustrator/ animator in the video games and film industries. Students who successfully complete Year 1 are eligible to apply for Year 2.

DigiPen Music & Sound Design Two Year Program – DigiPen Institute of Technology

Reading Expectations of this class:	Most of our reading comes in the form of examining historical music. Students will be expected to read and reproduce accurate information about musical terminology and historical events and figures. Students read approximately one history chapter of a college level textbook per month.
Writing Expectations of this class:	The writing component of this class comes in the form of responses to the historical information mentioned above. Students should expect to write short-form responses to prompts about musical terminology or historical events and figures.
Math Expectations of this class:	I could make a joke about musicians only needing to count to 4 most of the time. The reality is music uses numbers a lot, it just isn't exactly the type of math you might expect. Students should expect to use basic arithmetic to count and find relationships between notes. It's mostly mental math with some basic addition.
Science Expectations of this class:	There is not a significant science component to this class. Occasionally topics of interest related to acoustics may be brought to class to provide context or to showcase music technology.
Homework Expectations of this class:	We do not have homework in the traditional sense. All the coursework for this class is intended to be done during class. Any work done outside of class is either a continuation of work we begin in class or preparatory work such as reading a chapter in the history book. We want students to have all the help they need while they are actively working on their assignments. Students who put forth a consistent effort during class have almost no homework.
To be successful in this class, the student should be prepared to:	<p>Students should be prepared to generate, analyze, and discuss musical ideas. Student should also be prepared to try new things, listen critically, and participate in giving and receiving constructive feedback in the pursuit of better music. A multitude of skills come into play when we are making music. This class endeavors to introduce students to a variety of these skills, some of which may not be easy at first. Mistakes are common at first, and students should be willing to embrace the growing process and learn from both their successes and mistakes.</p> <p>Follow an attendance policy similar to business and industry; the student is considered an employee or a professional and is expected to be in full daily attendance and actively participating to assure that maximum learning and productivity are achieved. This program includes numerous hands-on activities which can be attained only by being in attendance. Applying and practicing skills are critical to demonstrating competency.</p>

Course Description	<p>This is a full year 3-period Skill Center class (3 high school credits). Discover the exciting opportunities of music and sound design. Combine music composition, history, and theory with practical training in studio recording techniques. Apply fundamentals in computer science, mathematics, and physics to sound design principles. Learn what it takes to work within teams in real-world settings to create interactive audio for video games and engaging soundtracks for film. Students who successfully complete Year 1 may be eligible to apply for Year 2.</p> <p>CTE Dual Credit. College Credit Available.</p>
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DigiPen Video Game Programming Year One – DigiPen Institute of Technology

Reading Expectations of this class:	Though not a lot of reading is required, many materials provided do require a more technical level of reading. Those with trouble reading may have difficulty understanding some of the more technical vocabulary used.
Writing Expectations of this class:	There isn't writing in the typical sense, but there is a lot of writing code. Students who struggle with typing may have more difficulty completing and expanding on assignments due to this. Adding comments and descriptions to files is also a requirement on most assignments.
Math Expectations of this class:	Many different math topics are referenced, and as mentioned on the course page Algebra 2 is a prerequisite. Understanding variables in algebra, how to rearrange terms, and using a coordinate system are all extremely important. We expand that in class looking at vectors, and how affecting physics over time makes simulations work. In addition, many assignments do rely on calculating different math concepts. I do not recommend this program for students averse to math.
Science Expectations of this class:	When making games we learn about physics peripherally. We also explore how some of the first computers worked electrically. Most of the core science parts of the class are less central to the class, but an interest in physics is always helpful.
Homework Expectations of this class:	There is lab time planned in class for every assignment, but students are expected to be self-motivated during this time. Students who don't use their time wisely do often end up with homework to finish on their own time. Many projects have a set minimum while allowing students to add more into their project according to their plans, sometimes this means aiming for too much for the lab time as well!
To be successful in this class, the student should be prepared to:	Use class time wisely and ask questions if stuck on a problem for too long, or if something doesn't make sense to them. Be willing to look into new concepts on their own to expand their knowledge, projects involve researching and adding their own unique ideas.

	Follow an attendance policy similar to business and industry; the student is considered an employee or a professional and is expected to be in full daily attendance and actively participating to assure that maximum learning and productivity are achieved. This program includes numerous hands-on activities which can be attained only by being in attendance. Applying and practicing skills are critical to demonstrating competency.
Course Description	<p>Prerequisite – Algebra 2 (or instructor approval)</p> <p>This is a full year 3-period Skill Center class (3 high school credits). Become a maker of technology, not just a user of technology. Learn how digital games and interactive experiences are created. Students can expect to have fun developing games using a game engine while learning the basics of programming in C. By integrating mathematics and design theory students immerse themselves in the game production process and explore pathways into video game careers. Students who successfully complete Year 1 may be eligible to apply for Year 2.</p> <p>CTE Dual Credit. College Credit Available.</p>

DigiPen Video Game Programming Year Two – DigiPen Institute of Technology

Reading Expectations of this class:	Students are expected to read and learn from technical documentation, programming tutorials, and assignment instructions, as well as read and comprehend code written by themselves and others.
Writing Expectations of this class:	Students are expected to write clear and concise bits of documentation for each file and function they submit for their programming assignments, all with proper grammar and spelling.
Math Expectations of this class:	Students are expected to learn and apply concepts in several areas of intermediate mathematics, including trigonometry, vector and matrix algebra, and basic physics. This will be done through a combination of written problem sets and programming labs.
Science Expectations of this class:	An understanding of basic physics, including concepts such as position, velocity, and acceleration, is necessary for some of the game/simulation programming projects.
Homework Expectations of this class:	No homework will explicitly be given in this class. There is no expectation of work being done outside of class hours.

<p>To be successful in this class, the student should be prepared to:</p>	<p>Learn and work both independently and in groups on highly technical projects involving object-oriented programming languages. An understanding of structures, pointers, and memory allocation is vital for getting the most out of these projects. These concepts will be reviewed, but prior knowledge with these concepts is highly recommended. Students who have successfully completed this course's prerequisite should already have this knowledge.</p> <p>Follow an attendance policy similar to business and industry; the student is considered an employee or a professional and is expected to be in full daily attendance and actively participating to assure that maximum learning and productivity are achieved. This program includes numerous hands-on activities which can be attained only by being in attendance. Applying and practicing skills are critical to demonstrating competency.</p>
<p>Course Description</p>	<p>Prerequisite – Successful completion of DigiPen Video Game Programming Year 1</p> <p>This is a full year 3-period Skill Center class (3 high school credits). Students in DigiPen Video Game Programming Year 2 continue to expand and refine their skills to create digital games and interactive experiences.</p> <p>CTE Dual Credit. College Credit Available.</p>

<p>Fire & EMS Two Year Program – WANIC Skill Center</p>	
<p>Reading Expectations of this class:</p>	<p>We utilize two different books, EMS and Firefighting Essentials. Our general reading level is often 8th grade level but some material is college level.</p>
<p>Writing Expectations of this class:</p>	<p>Each week we have a written quiz on the material covered. We also have a monthly test over the information covered each month.</p>
<p>Math Expectations of this class:</p>	
<p>Science Expectations of this class:</p>	<p>Since students earn a lab science credit, our textbooks cover a variety of the physical and applied sciences.</p>

Homework Expectations of this class:	The homework reading requirement is usually 1 chapter per week.
To be successful in this class, the student should be prepared to:	Our biggest expectation is that our students TRY. Just give it your best effort and we promise it will be a good experience. Critical thinking is extremely important for Fire & EMS training. Maturity, self-motivation, and impulsivity control are required in this program. We pride ourselves on adapting and accommodating students with disabilities. We follow an attendance policy similar to business and industry; the student is considered an employee or a professional and is expected to be in full daily attendance and actively participating to assure that maximum learning and productivity are achieved. This program includes numerous hands-on activities which can be attained only by being in attendance. Applying and practicing skills are critical to demonstrating competency.
Course Description	This is a full year 3-period Skill Center class (3 high school credits). Learn the skills necessary to pursue a career in the fire service and to be an integral part of a community emergency response team. Taught by fire-fighting professionals. Students are introduced to firefighter training, fire prevention, inspection and investigation, alarm systems, dispatching, CERT, and emergency medical services. Students drill at fire stations all over the Eastside in full bunker gear to further experience all this profession has to offer. Students will be reading college level textbooks and practicing their technical writing skills. This is a realistic mix of hands-on training and academic learning that closely imitates a career in this exciting field. [0.5 Health credit HEO511 available upon request to replace 0.5 PE or 0.5 of Lab Science for Semester 2]. Students who successfully complete Year 1 may be eligible to apply for Year 2. CTE Dual Credit - College Credit Available

Health Science Careers (Nursing) – Sammamish High School

Reading Expectations of this class:	Textbook is Mosby's Textbook for Nursing Assistants-2017-available in the Career Center. Encourage students interested in the class to be sure & check out the textbook for this class. The textbook is considered college level & requires a higher level of ELL for vocabulary comprehension; a major focus is vocabulary for this class. We cover a major part of this book & assignments are based on reading the text & answering questions for each chapter in an assignment in OneNote.
Writing Expectations of this class:	Writing expectations need to show vocabulary comprehension; students are asked to use vocabulary words in a paragraph (usually in a group setting) to show comprehension. Many of the vocabulary words we focus on will appear in the state CNA test that eligible students can take that have earned an "A" or "B".
Math Expectations of this class:	Basic math is required: students need to be able to add up & calculate intake & output using cc's & understand basic metric system conversions such as 30 cc= 1 oz, etc. & how to add multiple numbers together to come up with a total.
Science Expectations of this class:	Students earn .5 lab science credit each semester. Students will study basic anatomy & physiology, learn about systems of the human body & how they are affected by illness. Medical terminology & abbreviations are introduced. A lab portion is a significant part of the class with 22 skills the students learn by practicing repeatedly through the

	class. The skills must be mastered to pass the state certified nursing assistant test in the spring.
Homework Expectations of this class:	Generally, there are two-chapter assignments required per week requiring use of the textbook & OneNote. Assignments cover all the state required curriculum for certified nursing assistants, such as understanding the role of the nursing assistant, ethics, communication, preventing infection, vital signs, etc. Vocabulary is mastered by practice in groups but requires additional study; frequent quizzes to show mastery of vocabulary.
To be successful in this class, the student should be prepared to:	Strive to obtain an “A” or “B” to be eligible for college credit. Complete assignments on time, participate in First Aid & CPR training, complete the required 40 hours of clinical work. Students will earn a certificate & be eligible to work as a Certified Nursing Assistant if they meet these requirements. Attendance is critical to success in this class; the student is considered an employee or a professional and is expected to be in full daily attendance and actively participating to assure that maximum learning and productivity are achieved. This program includes numerous hands-on activities which can be attained only by being in attendance. Applying and practicing skills are critical to demonstrating competency.
Course Description	This is a full year 3-period Skill Center class (3 high school credits). This intensive course of study introduces students to a variety of careers in the health care industry with emphasis on hands-on, patient-oriented skills training for those interested in becoming nurses, physicians, and other therapists. Learn about a variety of health care topics, procedures and careers in patient care, and earn certification in CPR/First Aid. Students complete clinical experience hours in healthcare facilities to meet Nursing Assistant Certified (NAC) certification requirements. At the end of the year, students who meet course requirements for NAC qualify to complete the Washington National Nurse Aid Assessment Program (NNAAP) allowing them to provide patient care. Successful completion of Biology strongly recommended prior to enrolling. Students will be reading college level textbooks and practicing their technical writing skills. The rigor required for success in this class plus college credits earned allow students to immediately enter employment in the health care industry and/or to continue their post-secondary education. Compare this class description with Medical Careers to understand your options. CTE Dual Credit - College Credit Available

Health Science Careers (Nursing) – WANIC Skill Center

Reading Expectations of this class:	We use Applied Education Systems, HealthCenter21 on line curriculum. For the most part, the content is at 9 th grade reading level. However, there is some college level reading as well. Learning medical terminology/vocabulary is a large part of the coursework and can be equated to learning a foreign language in terms of study requirements/time commitment. The Washington Nursing Assistant Candidate Handbook is a reference. This can be reviewed online – please contact WANIC or the teacher for the link
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Writing Expectations of this class:	Writing expectations need to show vocabulary comprehension; students are asked to use vocabulary words in a paragraph (usually in a group setting) to show comprehension. Many of the vocabulary words will appear in the state CNA test that eligible students (students that have earned a B or better) can take. All writing assignments contribute to developing skills necessary for charting/communicating with other members of the health care team.
Math Expectations of this class:	Basic math skills are required. Students need to be able to add, calculate intake and output using cc's and understand basic metric system conversions such as 30 cc= 1 oz, etc. They need to be able to estimate volume, to add multiple numbers together to come up with a total. Medical math will be introduced.
Science Expectations of this class:	Students earn .5 lab science credit each semester. Students will study basic anatomy and physiology, learn about systems of the human body, their interrelationship and how they are affected by illness. Medical terminology and abbreviations are learned. A lab portion is a significant part of the class with more than 22 skills the students learn by practicing repeatedly through the class. A certain 22 skills must be mastered to pass the state certified nursing assistant test in the spring. Successful completion of Biology (strongly recommended) prior to enrolling.
Homework Expectations of this class:	Assignments cover all the state required curriculum for certified nursing assistants, such as understanding the role of the nursing assistant, ethics, communication, preventing infection, vital signs, etc. Vocabulary is mastered by practice in groups but requires additional study; frequent quizzes to show mastery of vocabulary.
To be successful in this class, the student should be prepared to:	<p>Strive to obtain an "A" or "B" to be eligible for college credit. Complete assignments on time, participate in First Aid & CPR training, complete the required 40 hours of clinical work. Students will earn a certificate & be eligible to work as a Certified Nursing Assistant if they meet these requirements.</p> <p>Meet the attendance requirement which is similar to health industry expectation; the student is considered an employee or a professional and is expected to be in full daily attendance and actively participating to assure that maximum learning and productivity are achieved. This program includes learning hands-on activities which can be attained only by being in attendance. Applying and practicing skills are critical to demonstrating competency. The Department of Health requires a certain amount of hours for the Certificate of Completion to be awarded.</p>
Course Description:	<p>Pre-requisite: Successful completion of Biology (strongly recommended) prior to enrolling.</p> <p>This is a full year 3-period Skill Center class (3 high school credits). This intensive course of study introduces students to a variety of careers in the health care industry with emphasis on hands-on, patient-oriented skills training for those interested in becoming nurses, physicians, and other therapists. Learn about a variety of health care topics, procedures and careers in patient care, and earn certification in CPR/First Aid. Students complete clinical experience hours in healthcare facilities to meet Nursing Assistant Certified (NAC) certification requirements. At the end of the year, students who meet course requirements for NAC qualify to complete the Washington National Nurse Aid Assessment Program (NNAAP) allowing them to provide patient care. Students will be reading college level textbooks and practicing their technical writing skills. The rigor required for success in this class plus college credits earned allow students to immediately enter employment in the health care industry and/or to continue their post-secondary education.</p> <p>CTE Dual Credit. College Credit Available.</p>

Reading Expectations of this class:	Reading is big part of learning medicine. Students are expected to read 10-20 pages of scientifically dense texts daily. Able to learn more than a thousand new medical terminology words with multiple testing over the course of the year.
Writing Expectations of this class:	There is very little writing in this class. Most of the time it is electronic charting with autocorrect. Notes taking in class during lecture.
Math Expectations of this class:	Elementary algebra and conversions to metric system. Operating Word, Excel, Power Point programs.
Science Expectations of this class:	Able to read scientifically dense texts daily. Able to learn anatomy and physiology using 3D models on website. Able to operate with complex systemic models of functions, able to analyze data and create plan of patient's care.
Homework Expectations of this class:	2 hours a day of reading, preparing PPT presentations, watching educational videos, practicing skills, memorizing medical terminology.
To be successful in this class, the student should be prepared to:	Follow an attendance policy similar to business and industry; the student is considered an employee or a professional and is expected to be in full daily attendance and actively participating to assure that maximum learning and productivity are achieved. This program includes numerous hands-on activities which can be attained only by being in attendance. Applying and practicing skills are critical to demonstrating competency.
Course Description	<p>This is a full year 3-period Skill Center class (3 high school credits). This intensive course of study introduces students to a variety of careers in the health care industry with emphasis on hands-on, patient-oriented skills training for those interested in becoming nurses, physicians, and other therapists. Learn about a variety of health care topics, procedures and careers in patient care, and earn certification in CPR/First Aid. Students complete clinical experience hours in healthcare facilities to meet Nursing Assistant Certified (NAC) certification requirements. At the end of the year, students who meet course requirements for NAC qualify to complete the Washington National Nurse Aid Assessment Program (NNAAP) allowing them to provide patient care. Successful completion of Biology strongly recommended prior to enrolling. Students will be reading college level textbooks and practicing their technical writing skills. The rigor required for success in this class plus college credits earned allow students to immediately enter employment in the health care industry and/or to continue their post-secondary education.</p> <p>Compare this class description with Medical Careers to understand your options.</p> <p>CTE Dual Credit - College Credit Available</p>
Medical Careers – WANIC Skill Center	
Reading Expectations of this class:	This course combines several college freshman 100-level classes. We use online and hard copy textbooks that are college level reading standard. This requires a higher level of vocabulary comprehension to begin the course due to the extent of the complexity of medical terminology.

Writing Expectations of this class:	This course has several online platforms and hard copy textbooks that require writing comprehension at the college freshman 100-level to begin the course. Essays, discussion boards, group projects, and other assignments will be graded based on college level expectations for grammar and spelling.
Math Expectations of this class:	This course has several online platforms and hard copy textbooks that require math comprehension at the college freshman 100-level to begin the course. Medical math is the focus. Examples of medical math are calculating medical dosage, reading prescriptions, analyzing test results, weighing and measuring patients, taking temperatures, determining concentration levels and billing and record-keeping. Student should have a basic understanding of the Hindu-Arabic numeral system as well as the Roman numeral system. Students will need to calculate fractions, decimals, percentages, ratios, proportions, estimating, rounding, and averaging. Medical math will focus on teaching the English and Metric measurement systems and converting units. The apothecary system will also be introduced.
Science Expectations of this class:	This course has several online platforms and hard copy textbooks that require science comprehension at the college freshman 100-level to begin the course. The curriculum of these college courses will focus heavily on the sciences including biology, physical science, and social science. Skills will be demonstrated for competency that are reflected in the medical assisting curriculum of the colleges offering credit to students that successfully complete this course with an 80% or better.
Homework Expectations of this class:	This course has several online platforms and hard copy textbooks that require homework comprehension at the rate of the college credit being offered. For each college credit, three hours is the expected amount of study time outside of the course to be successful. For example, Medical Terminology is a 5-credit course so the homework expectation would be 15 hours per week.
To be successful in this class, the student should be prepared to:	Complete assignments on time, actively participate in class daily, and maintain an 80% or higher in each course. Follow an attendance policy like business and industry; the student is considered an employee or a professional and is expected to be in full daily attendance and actively participating to assure that maximum learning and productivity are achieved. This program includes numerous hands-on activities which can be attained only by being in attendance. Applying and practicing skills are critical to demonstrating competency.
Course Description	<p>This is a full year 3-period Skill Center class (3 high school credits). Learn the language of doctors, nurses, and healthcare professionals in a state-of-the-art facility. Learn skills in pediatric ambulatory care, surgical instrument prep, vital signs, treatment room procedures, CPR/First Aid, law and ethics, medical terminology, infection control, patient positioning, and office practices including accessing and maintaining patient records, billing and coding, and pharmacology. Program includes field trips, guest speakers, team building, and leadership activities and prepares students for further education or an exciting career. Successful completion of Biology strongly recommended prior to enrolling. Students will be reading college level textbooks and practicing their technical writing skills.</p> <p>Compare this class description with Health Science Careers (Nursing) to understand your options.</p> <p>CTE Dual Credit - College Credit Available</p>
Sports Medicine – Issaquah High School	
Reading Expectations of this class:	This class is a college cross credited course and we work through multiple college level books. It is normal for us to work through 2-4 chapters per week. Expect about three or so hours of reading and an additional three to six hours of note taking.

	Writing Expectations of this class:	Writing is medical career based so first we must learn the language of medical writing. Students are expected to do college/medical level writing of assignments and projects.
	Math Expectations of this class:	Algebra or Trigonometry math level will allow students to understand the medical concepts and be able understand the topics being discussed.
	Science Expectations of this class:	This set of courses is massively science based. Understanding Biology is requirement. Human Anatomy and Physiology is recommended. We dive into the medicine of the human body so understanding these sciences allow students to thrive in this fast-paced course
	Homework Expectations of this class:	<p>The class is divided into three sections.</p> <p>Sports Medicine learning of evaluation or rehabilitation (5 hrs per week (in class) with additional 1-3 hrs per week of studying)</p> <p>Medical Terminology and Sports Med Human Anatomy & Physiology (5 hrs per week (in class) with additional 1-2 hrs per week of studying)</p> <p>Onsite Learning of Medical Careers (5 hours per week medical observation and assistance)</p>
	To be successful in this class, the student should be prepared to:	<p>Must be passionate about the world of medicine and helping other. Time management is a must! With three different class components, students need to have mastered time management plans and executing them. Be a team player and understand that the medical world is based on strict rules to protect patient’s privacy while having medical interactions. This class requires personal responsibility and initiative to get the most out of this incredible medical experience.</p> <p>Follow an attendance policy similar to business and industry; the student is considered an employee or a professional and is expected to be in full daily attendance and actively participating to assure that maximum learning and productivity are achieved. This program includes numerous hands-on activities which can be attained only by being in attendance. Applying and practicing skills are critical to demonstrating competency.</p>
	Course Description	<p>This is a full year 3-period Skill Center class (3 high school credits). In this advanced and accelerated course, students learn anatomy, physiology, medical terminology, First Aid/CPR, nutrition, injury prevention, taping and wrapping, and rehabilitation competencies through classroom instruction, lab participation, and field internships.</p> <p>CTE Dual Credit - College Credit Available</p>
		icipating to assure that maximum learning and productivity are achieved. This program includes numerous hands-on activities which can be attained only by being in attendance. Applying and practicing skills are critical to demonstrating competency.
Course Description		This is a full year 3-period Skill Center class (3 high school credits). Discover how to design, build, manage, and troubleshoot corporate enterprise networks. Learn mitigation of security threats, cybersecurity threat management, and advanced troubleshooting skills with a major emphasis on hands-on learning. Python is introduced for scripting and configuration. Each day half the class time is spent working in a state-of-the-art networking lab. Students take the Cisco Certified Networking Associate

	(CCNA) exam at the completion of the course. Students who successfully complete CCNA may be eligible to apply for CCNP.
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	CTE Dual Credit - College Credit Available
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