

eisenhower high school

SURVIVAL GUIDE

for new students

GET INVOLVED!

club, activity, and sports listings

SEE THE FUTURE!

college and career pathways

TOP

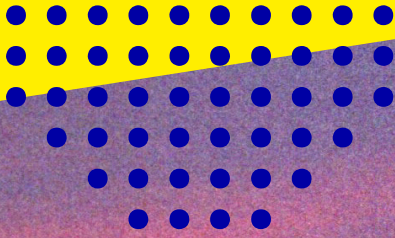
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HACKS!

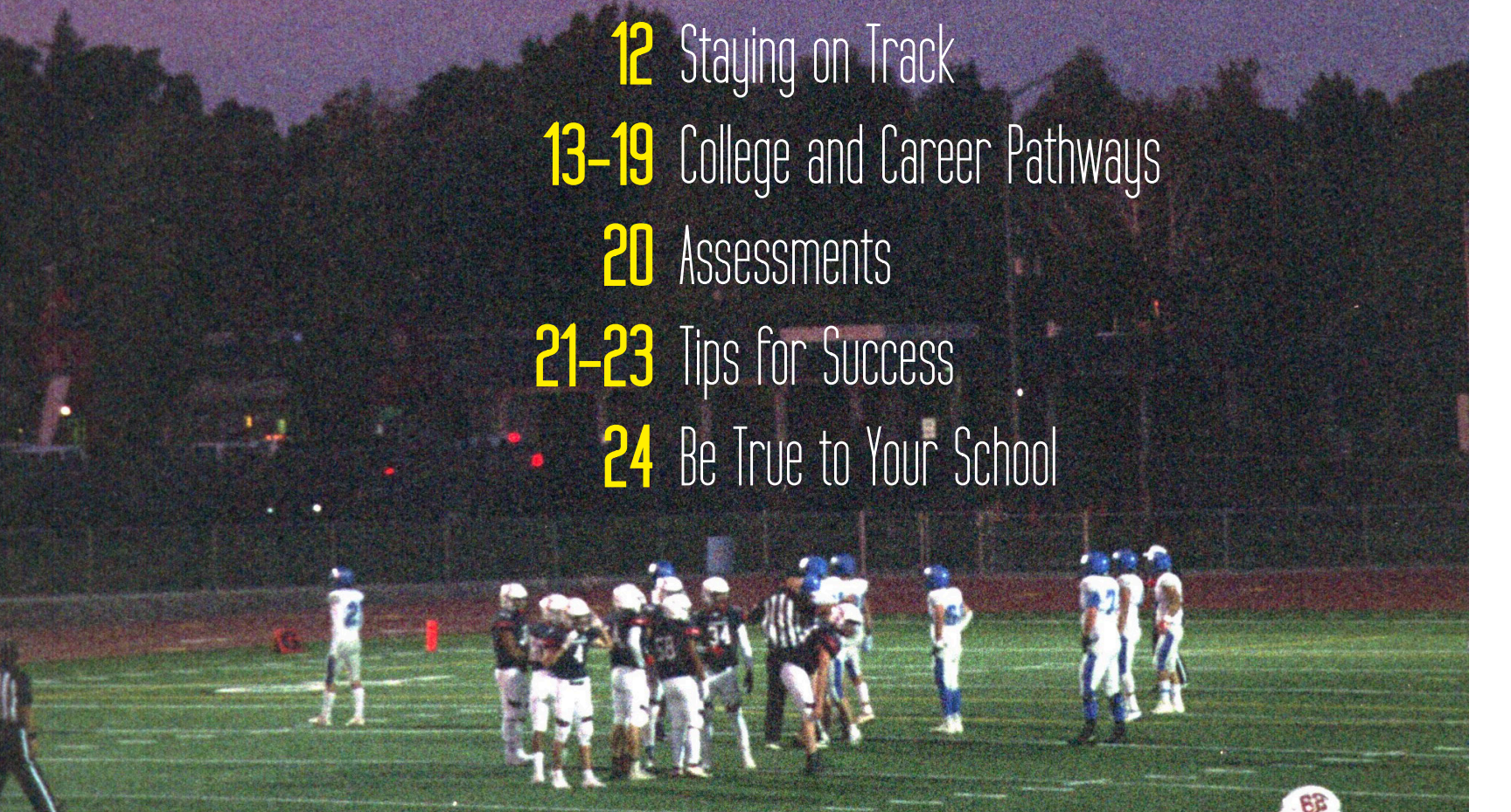
tips for success

20-21 SCHOOL YEAR

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WELCOME CADETS!



Yes, the school is big. Yes, there ARE many people, but your experience at Eisenhower High School does not have to be scary. You have the best four years ahead of you, if you take advantage of opportunities to be successful, try new things, and be open-minded throughout your time here. It is okay to be apprehensive; I was, but that is no excuse to let four years go by without being involved, setting goals, striving after them, and giving your very best to every day. You can do this. Ask questions, seek answers, be open, and always remember: WE are IKE.

Welcome to Eisenhower High School!

- Ms. Bourgeois
Asst. Principal
to the Class of 2024

Hello Cadets!

I know the start of this school year is going to be challenging and unique. None of us ever imagined starting a school year remotely. As your principal, I am going to do everything I can to make this year special for you. The staff of Eisenhower is ready to support your academic and social needs. We will be focusing on communication and expect you to be engaged with your learning.

On a personal note, I miss all of you and cannot wait for the day all of you are back in the building.

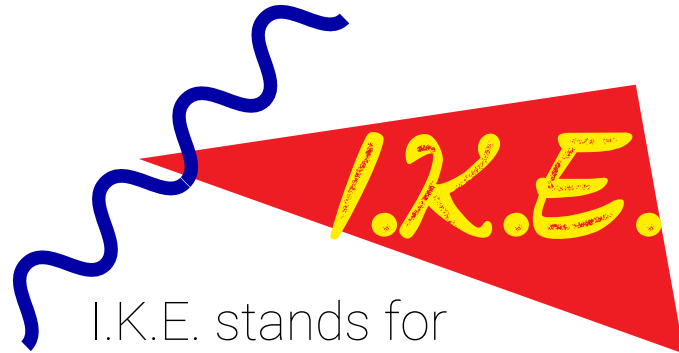
Stay Safe, and remember "We Are IKE!"

- Mr. Diener
Principal



MISSION STATEMENT

Eisenhower High School, in partnership with parents and community members, will ensure all students will graduate with the skills necessary for success in school, work, and life through the Cadet tradition of integrity, kindness, and engagement.



I.K.E. stands for **Integrity, Kindness, and Engagement** and these are the three values of Eisenhower High School.



Integrity

Cadets of integrity do the right thing, even when no one is watching, because it is the right thing to do.

Kindness

Cadets who demonstrate kindness show empathy and concern for others.

Engagement

Cadets who are engaged are actively learning and growing.

VISION STATEMENT

VISION Building a better future, one student at a time.

FIRST FLOOR



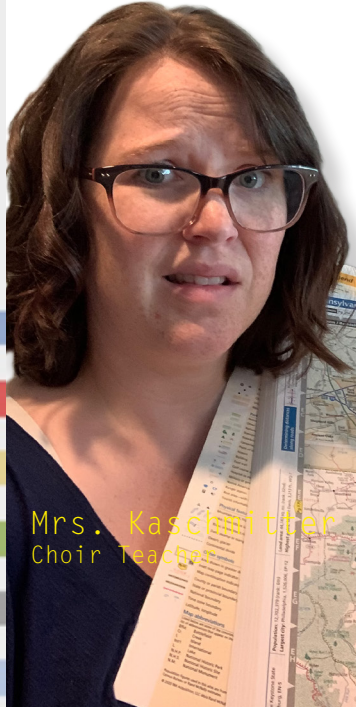
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SECOND FLOOR



- TEACHING
- ATHLETICS
- ADMINISTRATION
- PERFORMING ARTS
- SUPPORT
- STAIRS/ ELEVATORS

GETTING AROUND THE SCHOOL



Mrs. Kaschmitter
Choir Teacher

CONTACT YOUR TEACHERS!

Brad Ackerman
Anna Lisa Acosta-Driscoll
Rick Alderson
Ryan Alexander
Katy Allen
Maria Alvarez
Robert Alvizo
Mackinzi Archer
Pedro Arostegui
Misty Bak Weeks
Jesus Barajas
Archana Barik
Ward Bartel
Christina Bazaldua
Miguel Bazaldua
Michelle Beard
Lori Benoit
Abbigail Blakney
Noelle Bonds
Cathy Briggs
Alberto Cardenas
Brandon Charbonnel
Stephen Clark
Steve Clear
Kristin Clements
Jeanne Coady
Chris Cook
Allison Corbin
Isaac Cunningham
Dawn Degrasse
Cameron Dehaven
Duff Dewitt
Michelle Dixon
Jared Dobbie
Robin Driver
Kimberly Elias
Phil English
Linzy Evans
Haley Farley
Sandra Faucher
Arasely Gainer
Cynthia Gallon
Estella Garcia
Jodi Gray
Roderick Greggs
Frances Guerrero
Rebecca Guerrero
Leticia Guzman
Roger Guzman
Raymond Harris

Ackerman. Brad@ysd7.org
Acosta-Driscoll. Anna Lisa@ysd7.org
Alderson. Rick@ysd7.org
Alexander. Ryan@ysd7.org
Allen. Katy@ysd7.org
Alvarez. Maria@ysd7.org
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Archer. Mackinzi@ysd7.org
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Barajas. Jesus@ysd7.org
Barik. Archana @ysd7.org
Bartel. Ward@ysd7.org
Bazaldua. Christina@ysd7.org
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Beard. Michelle@ysd7.org
Benoit. Lori@ysd7.org
Blakney. Abbigail@ysd7.org
Bonds. Noelle@ysd7.org
Briggs. Cathy@ysd7.org
Cardenas. Alberto@ysd7.org
Charbonnel. Brandon@ysd7.org
Clark. Stephen@ysd7.org
Clear. Steve@ysd7.org
Clements. Kristin@ysd7.org
Coady. Jeanne@ysd7.org
Cook. Chris@ysd7.org
Corbin. Allison@ysd7.org
Cunningham. Isaac@ysd7.org
Degrasse. Dawn@ysd7.org
Dehaven. Cameron@ysd7.org
Dewitt. Duff@ysd7.org
Dixon. Michelle@ysd7.org
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Driver. Robin@ysd7.org
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Sharron Heath
Lorrie Heilman
Shauna Heilman
Jno Hinson
Tracy Hoyt
Ashley Jaramillo
Gary Jimenez
Craig Johnson
Lance Johnson
Laurel Kaschmitter
Heather Kessler
Amy Lamb
Hollie Lamb
Kristen Lombardi
Leigh Maxwell
Darcy McDaniel
Christian McDonald
Theresa McElrath
Michael McGregor
Kelsie McKimmy
Robert Monahan
Charlie Murphy
Nick New
Cynthia Patschke
Janey Peterson
Robert Price
Ellen Rundgren
Jeff Sauve
Lisa Schiffner
Teresa Scofield
Steve Scott
Alyssa Skiles
Shane Snodgrass
Emily Stuebs
Brian Suenishi
Tyler Suhm
Sam Thorng-Heang
Lisa Tyler
Cari Ueda
Valerie Vonolnhausen
Suzanne Walker
Dave Walter
Ryan Watson
Jason Wells
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Robyn Wright
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Stuebs. Emily@ysd7.org
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Suhm. Tyler@ysd7.org
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Tyler. Lisa@ysd7.org
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Walker. Suzanne@ysd7.org
Walter. Dave@ysd7.org
Watson. Ryan@ysd7.org
Wells. Jason@ysd7.org
Whitney. Carl@ysd7.org
Wilburn. Shalynn@ysd7.org
Wright. Adam@ysd7.org
Wright. Robyn@ysd7.org
Wylam. Robert@ysd7.org

DAILY SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00am-10:00am	DROP DAY Canvas	Google Meet 0 Period 8:30-10:00 ATTENDANCE WILL BE TAKEN	<i>Independent Learning</i>	<i>Independent Learning</i>	<i>Independent Learning</i>
10:00am-12:00pm	Google Meets Advisory (10:00am-10:30am) Period 1 (10:45am-11:15am) Period 3 (11:30am-12:00pm) ATTENDANCE WILL BE TAKEN	Google Meet Advisory 10:00am-11:00am ATTENDANCE WILL BE TAKEN	Google Meet Period 1 10:00am-12:00pm ATTENDANCE WILL BE TAKEN	Google Meet Period 3 10:00am-12:00pm ATTENDANCE WILL BE TAKEN	Google Meet Period 5 10:00am-12:00pm ATTENDANCE WILL BE TAKEN
12:00pm – 12:30pm	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-2:00pm	Google Meets Period 5 (12:45pm-1:15pm) Zero Period (1:30pm-2:00pm)	Google Meet* Office Hours Period 1 12:30pm-2:00pm	Google Meet* Office Hours Period 3 12:30pm-2:00pm	Google Meet* Office Hours Period 5 12:30pm-2:00pm	<i>Independent Learning</i>
2:00-3:00pm	<i>Independent Learning</i>	<i>Independent Learning</i>	<i>Independent Learning</i>	<i>Independent Learning</i>	<i>Independent Learning</i>



Mr. Johnson
Photography Teacher





ATHLETICS

Fall

Cross Country (Boys & Girls)
Football
Girls' Soccer
Girls' Swim & Dive
Girls' Volleyball

Mr. English
Mr. Jimenez
Mr. Gutierrez
Mr. Alderson
Ms. Ueda

Winter

Boys' Basketball
Girls' Basketball
Girls' Bowling
Boys' Swim & Dive
Wrestling

Mr. McDonald
Mr. Harris
Mr. Quesnell
Mr. Alderson
Ms. Dobbie

Spring

Baseball
Girls' Fast Pitch
Boys' Golf
Girls' Golf
Boys' Soccer
Boys' Tennis
Girls' Tennis
Track & Field

Mr. Guzman
Mr. Jimenez
Mr. Cunnington
Mr. Cook
Mr. Suhm
Mr. Benedicto
Mrs. DeGrasse
Mr. English

CLUBS

ASB	Mrs. Benoit/Mrs. Rocha
Anime Club	Mr. Charbonnel
Art Club	Mrs. Skiles
Orchestra/Band	Mr. Walter
Bridge Club	Mrs. Stubes
BSU	Mr. Greggs
Cheer	Mrs. Vanbeek
Color Guard	Mrs. Buckley
DECA	Mrs. Hinson
Ike Players (Drama and Musical)	Mrs. Peterson/Mr. Clark
Dance	Mrs. Watson
Environmental Club	Mrs. Barik
Fashion Club	Mr. Dewitt
FCCLA	Mrs. Walker
FFA	Mr. Stotz
Five Star (newspaper)	Mr. Dewitt
GSA (Gay/Straight Alliance)	TBA
Interact	Mrs. Vanbeek
Renaissance	Mrs. Skiles/Mr. Clark
Japanese Exchange	TBA
Link Crew	Mr. Dewitt
MECHA	Mrs. Herrera-Edmonds
National Honor Society	Mrs. F. Guerrero
Robotics	Mr. Clear
Sasquatch Hiking Club	Mrs. Whitney
Sexual Assault Prevention Club	Mrs. Evans
Skills USA/Photography	Mr. Johnson
Speech & Debate (Forensics)	Mr. Charbonnel
Technology Student Assoc. (TSA)	Mr. Snodgrass
STEM-TSA	Mr. Stotz
Skills USA Drafting	Mr. Snodgrass
Skills USA Power Equipment	Mr. Clear
Skills USA Welding	Mr. Harris
Vocal Music	Mrs. Kaschmitter
We Are IKE	Mr. Dewitt
Yearbook	Mr. Dewitt



STAYING HEALTHY

HYDRATE!

Drink 2-3 quarts of water every day.

MOVE!

Do 60 minutes of physical activity each day.

EAT!

Eat a well balanced diet every day that includes fruits and veggies.

SLEEP!

Try to get at least 9 hours of sleep each night.

The health room in the office is available if you need to take your medication, if you don't feel well, or if you have any questions about your personal health.



Mrs. McDaniel
Health & Fitness Teacher

FROM THE NURSE'S OFFICE

Welcome to high school from the school nurse and health assistant. The school nurse and health assistant have a vital role in helping students stay healthy and deliver care to students with chronic health conditions such as asthma, diabetes, food allergies, anaphylaxis, seizures, cardiac conditions, and any other health related diagnoses. Students taking medication at school, using an inhaler, carrying an epi-pen, or diagnosed with diabetes, have forms that will need to be filled out, signed, and returned to the school nurse or health assistant by the students parents and health care provider. This paperwork is required before students may attend school on the first day. Contact the school nurse or health assistant to get the forms and care plans initiated. Physician orders forms are also available online. The health room phone number is 573-2612. Please leave a detailed message and the nurse or health assistant will return your call. One very important reminder about carrying medications on campus; they are not allowed on campus without notifying the school nurse and the proper paperwork completed ahead of time. This includes over the counter medications.

The health room is for students who may need care while at school and a resource for families when students are not in the building. If it is health related, we are here to assess the student and help determine a course of action depending on the student's condition.

School nurses work with students every day whose lack of sleep, dehydration, lack of exercise, and unhealthy eating habits are barriers to learning no matter the setting for the learning. As students enter into high school, they are gaining more independence and less supervision. This can lead to developing some unhealthy habits. Every student needs to get plenty of sleep, stay well hydrated, get daily exercise, and eat a healthy diet. The following are recommendations for high school students.

High school students are notorious for not getting enough sleep. The average amount of sleep that teenagers get is between 7 and 7 ¼ hours. However, they need between 9 and 9 ½ hours (studies show that most teenagers need exactly 9 ¼ hours of sleep).

The Institute of Medicine recommends high school students consume about two to three quarts of water a day (1.7 to 3.3 liters), depending on age, size and sex. Boys generally need to drink more water than girls. Carrying a water bottle to school every day is recommended for every student. There are water fountains to refill them.

High school students should do 60 minutes or more of physical activity each day. Most of the 60 minutes should be either moderate- or vigorous intensity aerobic physical activity, and should include vigorous-intensity physical activity at least 3 days a week. Even a brisk walk broken in 15-minute sessions has great health benefits. The key is to get the heart rate up. As always check with your health care provider if you have health conditions that may interfere with your ability to exercise.

Eating a well-balanced diet each day that includes fruits and vegetables, low fat dairy products, lean meats, and whole grain breads and cereals leads to a healthy weight while nourishing the body and brain for optimal learning. Nutritional needs vary with age and gender. The school nurse or health assistant is a good resource for eating healthy.

Have a healthy school year.
Sherry Donovan MSN, RN - School nurse
Macie Shull-Desserault, Health Assistant

STAYING ON TRACK

ON SCHEDULE AND ON THE WAY!

Studies show that freshmen who earn full credits in their first year of high school are at least 80% more likely to graduate within four years.

WHAT'S REQUIRED?

As a graduate of Eisenhower High School, you will have earned at least 24 credits over your four years.

REQUIRED CREDITS TO GRADUATE

ENGLISH	4
MATH	3
SCIENCE	3
SOCIAL STUDIES/HISTORY	3
CAREER & TECHNICAL EDUCATION (CTE)	1
HEALTH AND FITNESS	2
ARTS	3
WORLD LANGUAGE	2
PERSONALIZED PATHWAY REQ.	3
TOTAL	24

DON'T MISS OUT!

It's important to stay on track so you can walk across the stage with your friends!

WHAT'S A CREDIT?

A high school "credit" is used to record that a student has successfully completed the requirements for a high school class. High school students in Washington State are required to have twenty-four credits to earn their diploma.

WHAT'S A DIPLOMA?

A high school "diploma" is a certificate awarded to a student that signifies completion of the twenty-four state-required courses.

CAREER & TECHNICAL EDUCATION

PATHWAYS TO GRADUATION

What Are Career Pathways And Why Are They Important?

Career Pathways act as a personal GPS system for individuals to find their way to gainful employment and a successful career. America's economy has shifted from an industrial model to an information-technology model. The shift created a significant increase in high-skilled occupations and a major decline in low skill jobs. Because today's workplace needs are more defined, today's job seeker cannot rely on a generalist approach to their future career. Individuals seeking gainful employment need to possess a high level of career knowledge so they can make informed decisions when choosing a career direction.

One of many ways in which schools are establishing options for students to take a series of courses, which may include both career-related and "core" academic subjects, that are tied to occupational outcomes designed to prepare students for success in a career cluster or CTE program area. This is also different than a CTE Course Sequence Graduation Pathway.

EISENHOWER CAREER PATHWAYS:

- Agriculture, Food, and Natural Resources
 - Business and Marketing
- Family and Consumer Sciences
 - Health Sciences
- Skilled and Technical Sciences
 - STEM

On the following pages are breakdowns of the career pathways offered at Eisenhower. To meet graduation requirements outlined by House Bill 1599, a student must take 2-years of related courses that leads to an industry-recognized certification.

CAREER & TECHNICAL EDUCATION
PATHWAYS TO GRADUATION

AGRICULTURE, FOOD, AND NATURAL RESOURCES

The Agriculture, Food, and Natural Resources (AFNR) Career Cluster focuses on the essential elements of life-food, water, land, and air. This career cluster includes a diverse spectrum of occupations, ranging from farmer, rancher, and veterinarian to geologist, land conservationist, and florist. It also includes non-traditional agricultural occupations like wind energy, solar energy, and oil and gas production.

CAREER OPPORTUNITIES

- Agronomist
- Farmer/rancher
- Fruit and vegetable grower
- Plant geneticist
- Seed analyst
- Nursery/greenhouse manager
- Golf course manager
- Soil and water specialist

INDUSTRY OUTLOOK

Demand for food and fiber will increase as the world's population grows and the demand for U.S. agricultural exports increases as developing nations improve their economies.

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	GROWTH
Forest Technician	\$49,980	170	4%
Water Treatment Operator	\$63,670	270	11%
Environmental Scientist	\$78,440	420	24%

COURSE SEQUENCE

A student may meet this graduation pathway option by completing a sequence of CTE courses, which align with the student's High School and Beyond Plan. Students who complete two classes in the three options provided below have met graduation requirements outlined by House Bill 1599.

OPTION A

- 1ST COURSE TITLE: INTRO TO AGRICULTURE SCIENCE Course Codes: AGS 101 / AGS 102
- 2ND COURSE OPTION: PLANT SCIENCE Course Codes: AGS 101 / AGS 102
- 2ND COURSE OPTION: PLANT SYSTEMS AND GREENHOUSE OPERATIONS Course Codes: AGG 200/ AGG 201

OPTION B

- 1ST COURSE TITLE: PLANT SCIENCE Course Codes: AGP 200 / AGP 201
- 2ND COURSE OPTION: PLANT SYSTEMS AND GREENHOUSE OPERATIONS Course Codes: AGG 200/ AGG 201
- 2ND COURSE OPTION: AP ENVIRONMENTAL SCIENCE Course Codes: SCS 420 / SCS 421

OPTION C

- 1ST COURSE TITLE: PLANT SYSTEMS AND GREENHOUSE OPERATIONS Course Codes: AGG 200/ AGG 201
- 2ND COURSE OPTION: AP ENVIRONMENTAL SCIENCE Course Codes: SCS 420 / SCS 421

CAREER & TECHNICAL EDUCATION PATHWAYS TO GRADUATION

BUSINESS AND MARKETING

Most business communication is marketing communication. Marketing jobs represent nearly one in every four jobs in the U.S. economy. Marketing courses help you learn and experience how the marketing process seeks to establish and satisfy the needs and wants of individuals who buy goods, services and ideas.

The Information Technology (IT) Career Cluster focuses on building linkages in IT occupations for entry level, technical, and professional careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services.

CAREER OPPORTUNITIES

- Computer technician
- Web developer
- Information Technology Specialist
- Manager of sales or information
- Researcher
- Sales specialist



OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	GROWTH
Information Technology Sp.	\$80,350	420	29%
Water Treatment Operator	\$142,560	1060	50%
Environmental Scientist	\$153,620	1870	46%

COURSE SEQUENCE

A student may meet this graduation pathway option by completing a sequence of CTE courses, which align with the student's High School and Beyond Plan. Students who complete two classes in the three options provided below have met graduation requirements outlined by House Bill 1599.

OPTION A

1ST COURSE TITLE: INTRO TO COMPUTER SCIENCE Course Codes: BUS 202 / BUS 203

2ND COURSE OPTION: COMPUTER SCIENCE PRINCIPLES Course Codes: BUS 332 / BUS 333

2ND COURSE OPTION: AP COMPUTER SCIENCE A Course Codes: BUS 361 / BUS 362

OPTION B

1ST COURSE TITLE: MARKETING Course Codes: BUM 301 / BUM 302

2ND COURSE OPTION: STUDENT STORE OPERATIONS Course Codes: BUM 311 / BUM 312

2ND COURSE OPTION: BUSINESS COMMUNICATIONS Course Codes: BUS 317 / BUS 318

OPTION C

1ST COURSE TITLE: MS ACADEMY: WORD/EXCEL Course Codes: BUS 211 / BUS 212

2ND COURSE OPTION: ACCOUNTING Course Codes: BUS 314 / BUS 315

FAMILY AND CONSUMER SCIENCES

Family and Consumer Science (FACS) educators teach students how to be successful in careers related to foods, apparel design, and human/child development. Eisenhower students take FACS courses to learn content, skills and critical thinking in regard to family life and future careers. Past students have entered this program with a passion to teach kids about life, relationships, and to help them find their career path. Students taking courses in culinary services, and the restaurant and food/beverage industries perform a variety of tasks to maintain operations and promote guest services in eating and drinking establishments.



CAREER OPPORTUNITIES

- Executive Chef
- Restaurant Manager
- Child Life Specialist
- Nanny
- Special Education Teacher
- Preschool Director
- Elementary Teacher
- Sign Language Interpreter

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	GROWTH
Food Service Manager	\$71,080	590	25%
Food Production Supervisor	\$39,750	3,950	24%

COURSE SEQUENCE

A student may meet this graduation pathway option by completing a sequence of CTE courses, which align with the student’s High School and Beyond Plan. Students who complete two classes in the three options provided below have met graduation requirements outlined by House Bill 1599.

OPTION A

1ST COURSE TITLE: AMERICAN SIGN LANGUAGE INTERPRETER Course Codes: FLA 101 / FLA 102 and FLA 301 / FLA 302

2ND COURSE OPTION: AMERICAN SIGN LANGUAGE INTERPRETER Course Codes: FLA 201 / FLA 202 and FLA 401 / FLA 402

OPTION B

1ST COURSE TITLE: FOOD SCIENCE Course Codes: HFL 250 / HFL 251

2ND COURSE OPTION: CULINARY ARTS (YV TECH) Course Codes: SKF 321 / SKF 421

OPTION C

1ST COURSE TITLE: PARENTING/CHILD DEVELOPMENT Course Codes: HFL 242 / HFL 243

2ND COURSE OPTION: EARLY CHILDHOOD EDUCATION Course Codes: HFL 233 / HFL 234

OPTION D

1ST COURSE TITLE: GRADS Course Codes: HFL 128 / HFL 129 and HFL 228 / HFL 229

2ND COURSE OPTION: EARLY CHILDHOOD EDUCATION Course Codes: HFL 233 / HFL 234

CAREER & TECHNICAL EDUCATION PATHWAYS TO GRADUATION

HEALTH SCIENCES

The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, communicate effectively, and work well with others.

Therapeutic Services Pathway: Careers in the Therapeutic Services pathway are focused primarily on changing the health status of the patient over time. Health professionals in this pathway work directly with patients; they may provide care, treatment, counseling and health education information.



CAREER OPPORTUNITIES

- Certified Nursing Aide/Assistant
- Pharmacy Technician
- Licensed Vocational Nurse
- Physical Therapist
- Nurse Practitioner
- Physician

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	GROWTH
Registered Nurse	\$83,490	4660	21%
Dental Assistant	\$44,950	1560	19%
Certified Medical Assistant	\$43,470	2020	27%

COURSE SEQUENCE

A student may meet this graduation pathway option by completing a sequence of CTE courses, which align with the student's High School and Beyond Plan. Students who complete two classes in the three options provided below have met graduation requirements outlined by House Bill 1599.

OPTION A

1ST COURSE TITLE: PRINCIPLES OF BIOMEDICAL SCIENCE Course Codes: TEA 101 / TEA 102

2ND COURSE OPTION: HUMAN BODY SYSTEMS Course Codes: TEA 201 / TEA 202

OPTION B

1ST COURSE TITLE: HUMAN BODY SYSTEMS Course Codes: TEA 201 / TEA 202

2ND COURSE OPTION: MEDICAL INTERVENTION Course Codes: TEA 309 / TEA 310

OPTION C

1ST COURSE TITLE: INTRO TO HEALTH SCIENCE CAREERS Course Codes: SCV 310 / SCV 311

2ND COURSE OPTION: EXERCISE/FITNESS TECHNOLOGY Course Codes: TEF 101 / TEF 102

OPTION D

1ST COURSE TITLE: SPORTS MEDICINE 1 Course Codes: TEA 301 / TEA 302

2ND COURSE OPTION: SPORTS MEDICINE 2 Course Codes: TEA 401 / TEA 402

PATHWAYS TO GRADUATION

SKILLED AND TECHNICAL SCIENCES

Skilled and Technical Sciences provide students with learning experiences and knowledge of industry, occupations, life skills, and applications of basic skills. The entry level classes at middle level are exploratory in nature. High School students may choose from a variety of courses with focuses in STEM (Science, Technology, Engineering, and Math), CAD (Computer-Aided Design), Construction/Woodworking, Manufacturing, and Welding. Our emphasis is on design, problem-solving, cooperative effort, career opportunities, safe and efficient work habits, quality of work, and good stewardship of the environment. Students will develop an appreciation for diversity and value the contribution of each person through collaborative effort. These courses are a great foundation to ensure that our students are career and/or college ready.

CAREER OPPORTUNITIES

- Construction Manager
- Welder
- Civil Engineer
- Aerospace Engineer
- Manufacturing
- Mechanic
- Pipefitter
- Electrician
- HVAC Technician

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	GROWTH
Construction Labor	\$46,830	179,000	19%
Carpenter	\$59,950	116,300	18%
Building Inspector	\$77,460	15,800	10%

COURSE SEQUENCE

A student may meet this graduation pathway option by completing a sequence of CTE courses, which align with the student's High School and Beyond Plan. Students who complete two classes in the three options provided below have met graduation requirements outlined by House Bill 1599.

OPTION A

1ST COURSE TITLE: MECHANICAL DRAFTING Course Codes: TED 204 / TED 205

2ND COURSE OPTION: ARCHITECTURAL DRAFTING Course Codes: TED 211/ TED 212

OPTION B

1ST COURSE TITLE: SMALL ENGINE TECH. 1 Course Codes: TEM 242 / TEM 243

2ND COURSE OPTION: SMALL ENGINE TECH. 2 Course Codes: TEM 342 / TEM 343

OPTION C

1ST COURSE TITLE: FABRICATION TECHNOLOGY Course Codes: TEM 111 / TEM 112

2ND COURSE OPTION: ADVANCED FABRICATION TECHNOLOGY Course Codes: TEM 330/ TEM 331

OPTION D

1ST COURSE TITLE: COMMERCIAL ART AND ADVERTISING 1 Course Codes: TEG 204 / TEG 205

2ND COURSE OPTION: COMMERCIAL ART AND ADV. 2 Course Codes: TEG 304 / TEG 305

OPTION E

1ST COURSE TITLE: THEATER DESIGN TECHNOLOGY 1 Course Codes: TES 201 / TES 202

2ND COURSE OPTION: THEATER DESIGN TECHNOLOGY 2 Course Codes: TES 204 / TES 205

OPTION F

1ST COURSE TITLE: INTRODUCTION TO PHOTOGRAPHY/ VIDEO Course Codes: TEC 111 / TEC 112

2ND COURSE OPTION: FILM PRODUCTION Course Codes: TEC 211 / TEC 212

CAREER & TECHNICAL EDUCATION

PATHWAYS TO GRADUATION

STEM

Study and apply principles from advanced mathematics, life sciences, earth The Science, Technology, Engineering, and Mathematics (STEM) Career Cluster focuses on planning, managing, and providing scientific research and professional and technical services, including laboratory and testing services, and research and development services. and space science, and technology. In addition, future engineers and technologists learn certain processes in mathematics, science and technology.

CAREER OPPORTUNITIES

- Civil Engineer
- Aeronautical Engineer
- Architect
- Chemist
- Biotechnology engineer
- Hydrologist
- Quality Control Technician
- Post-secondary vocational teacher
- Technical writer



OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	GROWTH
Robotics Engineer	\$109,830	250	6%
Sustainability Specialist	\$76,410	4100	17%
Mechanical Engineer	\$106,730	590	10%

COURSE SEQUENCE

A student may meet this graduation pathway option by completing a sequence of CTE courses, which align with the student’s High School and Beyond Plan. Students who complete two classes in the three options provided below have met graduation requirements outlined by House Bill 1599.

OPTION A

- 1ST COURSE TITLE: ROBOTICS FOUNDATIONS HS Course Codes: TET 104 / TET 105
- 2ND COURSE OPTION: ADVANCED ROBOTICS (PLTW) Course Codes: TET 334 / TET 335

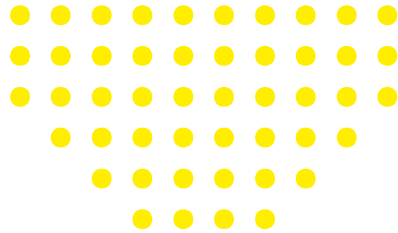
OPTION B

- 1ST COURSE TITLE: MATERIALS SCIENCE 1 Course Codes: SMS 101 / SMS 102
- 2ND COURSE OPTION: MATERIALS SCIENCE 2 Course Codes: SMS 201 / SMS 202

OPTION C

- 1ST COURSE TITLE: MATERIALS SCIENCE 1 OR 2 Course Codes: SMS 101 / SMS 102 and SMS 201 / SMS 202
- 2ND COURSE OPTION: ENGINEERING - TECHNICAL DRAFTING (CAD) Course Codes: TED 104 / TED 105

IMPORTANT ASSESSMENTS



ACT

The ACT (American College Testing) is a test that measures skills in five core areas: English, math, reading, science, and writing (optional). Juniors and Seniors elect to take the ACT because they want to submit scores as part of the application process to college.

ASVAB

The ASVAB (Armed Services Vocational Aptitude Battery) is a multiple-choice test that measures which military occupational specialty is the best pathway for the student. This is a test that a student can choose to take if they feel that enlisting in the armed forces is their career path.

IAB

IAB: Interim Assessment Blocks are shorter tests that assess a student's skill on collections of related concepts within a discipline. These tests are given to check a student's understanding on the concepts and are used by teachers to determine how the student is progressing.

AP

The AP (Advanced Placement) tests are test given by the school at the end of an AP course. These courses are: Calculus, Chemistry, Computer Science, Environmental Science, Language & Composition, Literature & Composition, Music, Psychology, Physics, Spanish Language & Culture, Statistics, U.S. Government & Politics, U.S. History, and World History. AP tests are scored out of five points, and students who score a three or above will receive college credit for the class.

ELPA

The English Language Proficiency Assessment is a test given to students annually to measure a student's proficiency in reading, writing, listening, and speaking of the English language. The student's score determines whether a student continues to qualify for English Language Development services.

SBA

The SBA, or Smarter Balanced Assessment, is the set of tests in English and math, aligned with Washington State academic standards. This assessment is given to students in third grade, thorough high school. Test results demonstrate how well students mastered the grade-level academic standards taught to them that school year. The SBA is administered by the school, in the spring, and is not timed.

PSAT

The PSAT, Preliminary Scholastic Aptitude Test, is generally used as a "practice" SAT. This test is often taken by Sophomores and Juniors in the autumn, and can help these students get a better idea of what they need to focus on or test items on which to receive tutoring, to receive a higher SAT score. The PSAT is also a way for Juniors to receive a National Merit Scholarship, by earning a high score on the test. The PSAT tests reading, writing, and math, and is four sections that, in total, last two hours and forty-five minutes. The highest score achievable on the PSAT is 1520.

SAT

The SAT, or Scholastic Aptitude Test, is a test used by colleges to measure a student's readiness for higher education and can be one of the ways a college or university determines admission to college. The SAT is usually taken by Juniors, in the spring, or Seniors, in the fall. The SAT has a math and reading/writing section and also an optional essay portion. The test is timed, and is three hours long; three hours and fifty minutes with the essay portion.

TIPS FOR SUCCESS!

1. Attend class regularly and on-time
2. Set learning goals for yourself
3. Engage with the lesson, teacher, and classmates by asking questions, taking notes, and sharing your ideas in small group or whole-group discussion
4. Share weekly reflections - both positive and negative
5. Make an effort to improve self-esteem and a greater feeling of wellness
6. Advocate for yourself by communicating your learning needs to those who can help
7. Check your grades and assignments weekly to keep up with your progress

PUKE ON YOUR PAPER!

NUMBER YOUR **PARAGRAPHS**

UNDERLINE IMPORTANT VOCABULARY

CIRCLE **KEY** DETAILS

STAR THE **EVIDENCE**

**SYMBOLS TO
USE WHEN
TAKING NOTES**

*** MAIN IDEA
! LOVE IT!
? DISCUSS!
?? HUH?!**



Mr. Suhm & Mr. McDonald
History Teachers

CORNELL NOTES

Title of Text Source
Cornell Notes

Name _____

Questions	Notes/Answers/Drawings
1. Place question #1 here.	
2. Place question #2 here.	
3. Place question #3 here.	
Summary:	

HOW TO PARTICIPATE IN A CLOSE READ

STEP ONE: THE "COLD READ"

- Read the text on your own
- Circle any words you do not know
- Annotate the text using the method requested by your teacher (Guided Annotation, Thinking Notes, etc.)

STEP TWO: GET A DICTIONARY

- For each word that you circled, look up the definition
- Write the word and definition where there is space
- If/when you are stuck, ask questions

STEP THREE: READ AND ANNOTATE

- Read the text, again, on your own
- Annotate the text using the method requested by your teacher

STEP FOUR: TEACHER READS

- The teacher will read the text out loud to the class
- When they stop reading, mid-sentence, the class must fill in the word or phrase
- After each paragraph, write a summary as directed by your teacher, to capture the idea of the paragraph
- THINK: "What is the author's purpose?"

STEP FIVE: READ WITH A PARTNER

- Read the text with a partner, switch-off reading after each paragraph
- Work together to look for what your teacher has asked you to find within the text

STEP SIX: COMPREHENSION

- Read through the questions on your own, circle the best answer (if multiple choice)
- For each answer, look through the text and read where you found the answer, then highlight it

STEP SEVEN: INFORMATIONAL PARAGRAPH WRITING

- Begin your paragraph with a strong topic sentence that makes your point about the topic
- Write three relevant facts or examples that support your point from the text, in order
- Finish the paragraph with a concluding sentence

EDIT & SHARE!

- Share your paragraph with a classmate
- Make suggestions for how they can improve their paragraph
- Edit your paragraph using your classmate's suggestions

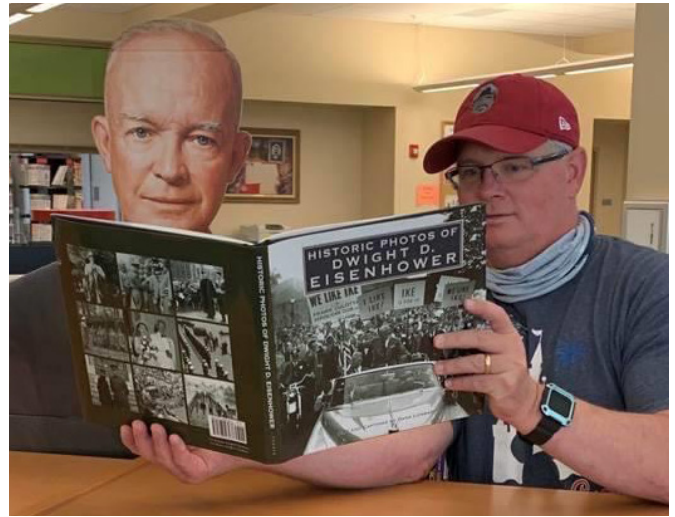
STEP EIGHT: ARGUMENT PARAGRAPH

- Start your paragraph with a claim about the issue
- Support your claim with three pieces of evidence from the text
- Point out a weakness in the opposing argument
- Conclude your paragraph by restating your claim and make a recommendation to the reader

WHO WAS DWIGHT D. EISENHOWER?

Dwight D. Eisenhower was born on October 14, 1890 in Texas, to Jacob and Ida Eisenhower. He was their third, of seven sons. In high school, he was an exceptional athlete, and received an appointment to West Point, following his graduation from Abilene High School, in Abilene, Kansas, in 1909. After his graduation from West Point, Dwight D. Eisenhower was stationed in Texas. He served in the United States Army from 1915 (after his graduation from West Point) to 1953. His leadership roles allowed him to lead hundreds of men through notable historic times, including World War II. After the war, he was the President of Columbia University, and was then elected as the United States' 34th President for two terms, from 1953 to 1961. He died on March 28, 1969, in Washington, D.C.

-these facts, and other information on D. D. Eisenhower can be found at <https://www.whitehouse.gov/about-the-white-house/presidents/dwight-d-eisenhower/>



The Ike Fight Song

(to the tune of Mighty Oregon)
 Fight on mighty Eisenhower
 We will lead you on to fame,
 On to victory urge our heroes,
 Chant our glory I-K-E
 Ike Cadets, we'll praise forever,
 Striving never to retreat.
 We are out to win for Ike High,
 And we always will defeat.
 GO! FIGHT! WIN! CADETS!

Famous Cadets

MUSICIANS

Barry Curtis, The Kingsmen

ACTORS & ACTRESSES

Leann Hunley (Days of Our Lives, Dawson's Creek)

Kyle MacLachlan (Twin Peaks, Sex & the City, Desperate Housewives)

Christopher Wiehl (Bull, CSI, Playmakers, Jericho)

ATHLETES

Cary Conklin (NFL: Redskins, 49ers)

Dave Edler (MLB: Mariners,)

Scott Hatteberg (MLB: Red Sox, Athletics, Reds)

Paige MacKenzie (LPGA LPGA?)

Brock MacKenzie (pro golf)

Mitch Meluskey (MLB: Astros, Tigers)

Kurt Schulz (NFL: Bills, Lions)

Bob Wells (MLB: Phillies, Mariners, Twins)



@themightycadets @eisenhowerhighschool @themightycadets

Mr. Dewitt
 English Teacher

