

# **Career and Technical Education Curriculum**

**2022-2023 Edition**

**East Helena Public Schools**

**2022-2023 CTE Curriculum Committee**

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## Introduction and Definitions

Throughout the 2022-2023 school year, the educators at the 6-12 level in the Career and Technical Education realms have worked diligently to prepare a quality document that clearly outlines the goals, purpose, and learner outcomes of the courses we offer in the CTE fields. The CTE courses are broken into pathway options which allows us to focus student growth and track their progression through multiple courses in a pathway, not only to grow their skills and abilities in that arena, but to also ensure we are working toward meeting the goals set forth in our Perkins Grant funding.

This document will outline the various pathway courses and provide the general topics covered, standards met in those courses, and the anticipated learner outcomes for each course we offer at both East Valley Middle School and East Helena High School.

In order to help ensure a clear understanding, the following definitions will hopefully provide clarity and guidance throughout the document:

**Learner Goals:** *general list of knowledge, skills, and insights that we want students to possess upon completion of the curriculum.*

**Philosophy:** *the general principles and beliefs of a field of study.*

**Standard:** *a level of quality or achievement, especially a level that is thought to be acceptable.*

## **Career and Technical Education Philosophy**

The East Helena Public Schools' Career and Technical Education (CTE) curriculum allows for the development of Career Ready Practices in which students are provided the necessary skill base to prepare for future careers. Through these courses, learners will develop, and have reinforced, skills that will be applicable to many aspects of their adult life. As outlined throughout the standards and learner goals, students will be able to act as responsible citizens, apply adequate skills, communicate effectively, and be able to work productively in teams.

## Montana Career and Technical Education Standards

Code	Standard
CTE.K12.1	Act as a responsible and contributing citizen and employee
CTE.K12.2	Apply appropriate academic and technical skills
CTE.K12.3	Attend to personal health and financial well-being
CTE.K12.4	Communicate clearly, effectively, and with reason
CTE.K12.5	Consider the environmental, social and economic impacts of decisions
CTE.K12.6	Demonstrate creativity and innovation
CTE.K12.7	Employ valid and reliable research strategies
CTE.K12.8	Utilize critical thinking to make sense of problems and persevere in solving them
CTE.K12.9	Model integrity, ethical leadership, and effective management
CTE.K12.10	Plan education and career path aligned to personal goals
CTE.K12.11	Use technology to enhance productivity
CTE.K12.12	Work productively in teams while using cultural/global competence

Code	CTE Pathway
CTE.PATHWAY.1	Agriculture, Food, and Natural Resources
CTE.PATHWAY.2	Architecture and Construction
CTE.PATHWAY.3	Arts, Audio/Visual Technology, and Communications
CTE.PATHWAY.4	Business Management and Administration
CTE.PATHWAY.5	Education and Training
CTE.PATHWAY.6	Finance
CTE.PATHWAY.7	Government and Public Administration
CTE.PATHWAY.8	Health Science
CTE.PATHWAY.9	Hospitality and Tourism
CTE.PATHWAY.10	Human Services
CTE.PATHWAY.11	Information Technology
CTE.PATHWAY.12	Law, Public Safety, Corrections and Security
CTE.PATHWAY.13	Manufacturing
CTE.PATHWAY.14	Marketing
CTE.PATHWAY.15	STEM (Science, Technology, Engineering, Math)
CTE.PATHWAY.16	Transportation, Distribution, Logistics

### Sixth-Eighth Grade Specific Standards

Provided from the OPI Montana Content Standards for Career and Technical Education for K-12  
(Montana Office of Public Instruction, 2021, Standards)

<b>CTE.6-8</b>	<b>Career and Technical Education Standards for Sixth through Eighth Grade</b>
CTE.6-8.1.1	Act as a responsible and contributing citizen and employee
CTE.6-8.1.1.a	Defend choices related to positive, safe, legal, and ethical behavior and practice employability skills
CTE.6-8.1.1.b	Practice employability skills
CTE.6-8.1.2	Apply appropriate academic and technical skills
CTE.6-8.1.2.a	develop a product using oral, illustrative, or multimedia communications
CTE.6-8.1.2.b	compose well-organized written documents for the workplace
CTE.6-8.1.2.c	communicate mathematical data using charts, tables, and graphs
CTE.6-8.1.2.d	integrate and translate scientific methods to technical data using oral, written, and multimedia communications
CTE.6-8.1.3	attend to personal health and financial well-being
CTE.6-8.1.3.a	investigate the connection between work and financial well-being
CTE.6-8.1.3.b	identify how peers positively or negatively influence personal well-being
CTE.6-8.1.3.c	develop a personal budget and savings plan
CTE.6-8.1.4	communicate clearly, effectively, and with reason
CTE.6-8.1.4.a	apply employability skills to productively interact with all team members to accomplish group goals
CTE.6-8.1.4.b	integrate a variety of multimedia applications to effectively organize and present information
CTE.6-8.1.5	consider the environmental, social and economic impacts of decisions
CTE.6-8.1.5.a	evaluate peer behaviors and exhibit personal responsibility to promote personal and group safety in all environments
CTE.6-8.1.5.b	identify personal protective equipment for workplace, classroom, and personal use, determining when and where it should be utilized
CTE.6-8.1.6	demonstrate creativity and innovation by developing or modifying an existing innovation to improve the workplace
CTE.6-8.1.7	employ valid and reliable research strategies
CTE.6-8.1.7.a	evaluate the accuracy, credibility, perspective, and relevance of information, media, data, and other resources
CTE.6-8.1.7.b	curate information from multiple sources to make meaningful connections and draw conclusions
CTE.6-8.1.7.c	apply fair use and copyright laws
CTE.6-8.1.8	utilize critical thinking to make sense of problems and persevere in solving them
CTE.6-8.1.8.a	analyze trends to draw conclusions and explore solutions to problems

CTE.6-8.1.8.b	analyze and explain how individual behaviors influence processes and environments
CTE.6-8.1.8.c	evaluate resources in testing and refining solutions to problems before asking for assistance
CTE.6-8.1.9	model integrity, ethical leadership, and effective management
CTE.6-8.1.9.a	examine the importance of professional ethics, cultural, and legal responsibilities of the workplace
CTE.6-8.1.9.b	analyze and explain how individual behaviors influence processes and environments
CTE.6-8.1.9.c	describe the diversity of workplace environments
CTE.6-8.1.10	plan education and career paths aligned to personal goals
CTE.6-8.1.10.a	develop programs of study for various Career Pathways, examining outlook, salary, education, job duties, and lifestyle
CTE.6-8.1.10.b	identify job opportunities, and organize and synthesize information about career skills and requirements for applications
CTE.6-8.1.11	use technology to enhance productivity
CTE.6-8.1.11.a	explain how scientific and technological changes impact specific careers
CTE.6-8.1.11b	describe the role of technology within a community in maintaining safe and healthy environments
CTE.6-8.12	work productively in teams while using cultural/global competence
CTE.6-8.1.12.a	evaluate local and global challenges
CTE.6-8.1.12.b	evaluate diversity and inclusion language in documents and policies

### **Ninth-Twelfth Grade Specific Standards**

Provided from the OPI Montana Content Standards for Career and Technical Education for K-12  
(Montana Office of Public Instruction, 2021, Standards)

CTE.9-12	Career and Technical Education Standards for Ninth through Twelfth Grade
CTE.9-12.1	The career and technical education standards for ninth through twelfth grades are that each student will
CTE.9-12.1.1	act as a responsible and contributing citizen and employee
CTE.9-12.1.1.a	engage in positive, safe, legal, and ethical behavior
CTE.9-12.1.1.b	model industry-identified, career-ready skills
CTE.9-12.1.2	apply appropriate academic and technical skills
CTE.9-12.1.2.a	compose clear and coherent documents and presentations appropriate to task, purpose, and audience
CTE.9-12.1.2.b	demonstrate knowledge of mathematical operations needed to succeed in a selected Career Pathway
CTE.9-12.1.2.c	apply appropriate scientific methods in qualitative and quantitative analysis in a selected Career Pathway
CTE.9-12.1.3	attend to personal health and financial well-being
CTE.9-12.1.3.a	evaluate validity of health and financial information, products, and services



CTE.9-12.1.3.b	analyze financial practices including budgeting, banking, savings, investments
CTE.9-12.1.3.c	explain significance in achieving personal and business short- and long-term goals
CTE.9-12.1.3.d	develop financial goals based on lifestyle expectations, education plans, and career choices
CTE.9-12.1.4	communicate clearly, effectively, and with reason
CTE.9-12.1.4.a	model integrity, ethical leadership, and effective employability skills in all communication
CTE.9-12.1.4.b	evaluate and use information systems to prepare technical documents for the workplace
CTE.9-12.1.4.c	model appropriate strategies for communicating persuasively in professional settings to effectively interact with individuals from various cultural, ethnic, and language backgrounds
CTE.9-12.1.4.d	employ awareness of world cultures and languages in work-based learning opportunities
CTE.9-12.1.5	consider the environmental, social, and economic impacts of decisions
CTE.9-12.1.5.a	design and construct safe working environments according to government and industry standards
CTE.9-12.1.5.b	create plans and policies that reflect deep understanding of individual histories and societal complexities in a work environment
CTE.9-12.1.5.c	integrate personal protective equipment use regularly in necessary environments
CTE.9-12.1.6	demonstrate creativity and innovation
CTE.9-12.1.6.a	design and implement an innovation
CTE.9-12.1.6.b	evaluate peer innovations and provide feedback
CTE.9-12.1.7	employ valid and reliable research strategies
CTE.9-12.1.7.a	use evidence from multiple sources to defend a position
CTE.9-12.1.7.b	determine various research methodologies based on a defined problem/purpose
CTE.9-12.1.7.c	identify research protocols required to ensure legality, validity, and reliability
CTE.9-12.1.8	utilize critical thinking to make sense of problems and persevere in solving them
CTE.9-12.1.8.a	devise forecasts or solutions to problems that reflect analysis of trends
CTE.9-12.1.8.b	utilize understanding of resources and culture to devise collaborative solutions to problems
CTE.9-12.1.8.c	utilize multiple resources to test and refine solutions to a problem
CTE.9-12.1.9	model integrity, ethical leadership, and effective management
CTE.9-12.1.9.a	apply laws, regulations, and policies to personnel situations that help employees perform their jobs according to employer rules and expectations
CTE.9-12.1.9.b	apply insight to positively influence others' actions, attitudes, and beliefs based on the needs of the workplace

CTE.9-12.1.9.c	create and modify procedures to most effectively function within laws, regulations, and policies
CTE.9-12.1.10	plan education and career paths aligned to personal goals
CTE.9-12.1.10.a	execute a program of study following a Career Pathway, evaluating the opportunities for personal and professional lifelong learning
CTE.9-12.1.10.b	explore the benefits of having a personal or career mentor
CTE.9-12.1.10.c	construct and complete resumes, applications, and other necessary work-related documents
CTE.9-12.1.10.d	evaluate job descriptions that align to a selected Career Pathway and the necessary skill set
CTE.9-12.1.10.e	prepare and practice for, and demonstrate skills needed for job interviews in a selected Career Pathway
CTE.9-12.1.11	use technology to enhance productivity
CTE.9-12.1.11.a	describe how job market changes have resulted from scientific advancements and the increased use of technology in the global economy
CTE.9-12.1.11.b	evaluate the purpose of technology tools and multimedia to analyze their impact on productivity in homes, schools, and workplaces
CTE.9-12.1.11.c	safely and ethically use current industry-standard and emerging technologies
CTE.9-12.1.11.d	model appropriate communication and technological skills to seek, obtain, and change jobs/careers
CTE.9-12.1.12	work productively in teams while using cultural/global competence by collaborating to address geographic, economic, cultural, or political issues considering multiple perspectives.

### **Career Pathways, Standards, and Learner Goals**

Throughout the document, course standards and learner goals have been separated in accordance with the approved CTE Pathways as outlined by the Montana Office of Public Instruction (<https://opi.mt.gov/Educators/Teaching-Learning/Career-Technical-Education-CTE/Montana-Career-Pathways-Secondary-Programs-of-Study>). For each course, committee members have worked through and applied the various CTE standards that are covered within the content and displayed learner goals for those areas.

Many of the career pathways have overlapping requirements. In such cases, the course standards and learner outcomes will be listed the first time mentioned.

### **Design and Construction**

Through the Design and Construction pathway, future professionals will be able to learn and practice, “designing, planning, managing, building and maintaining structures” (Montana Office of Public Instruction, *Design and Construction*).

Overall, multiple classes and class work has been developed in the area of Advanced Manufacturing to prepare students for this high-demand area. Course offerings, standards, and learner goals are listed below.

6 <sup>th</sup> -8 <sup>th</sup> Grade			
Course Name and Topics Covered	Curricular Resource	Standards Met	Learner Goals
<p><b>6<sup>th</sup> Grade Tech Ed</b></p> <p><i>Topics:</i> Drafting, Hand tools safety and proper use, Power Tools safety and proper use, Manufacturing, Basic Woodworking, Design</p>	<p>Exploring Woodworking (need author, etc.)</p>	<p>CTE 6-8:1.1c, 1.10b, 1.11, 1.11a, 1.11b, 1.1b, 1.2, 1.2a, 1.2b, 1.4, 1.4a, 1.4b, 1.5, 1.5a, 1.5b, 1.6, 1.7, 1.7a, 1.7b, 1.7c, 1.8</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>-Create and interpret orthographic and isometric blueprints.</li> <li>-Measure and read a ruler/tape measure</li> </ul>
<p><b>7<sup>th</sup> Grade Tech Ed</b></p> <p><i>Topics:</i> Drafting, Hand tools safety and proper use, Power Tools safety and proper use, Manufacturing, Basic Woodworking, Design</p>	<p>Exploring Woodworking</p>	<p>CTE 6-8: 1.1c, 1.10b, 1.11, 1.11a, 1.11b, 1.1b, 1.2, 1.2a, 1.2b, 1.4, 1.4a, 1.4b, 1.5, 1.5a, 1.5b, 1.6, 1.7, 1.7a, 1.7b, 1.7c, 1.8</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>-Accurately read a tape measure and produce measurements on material.</li> <li>-Create and interpret orthographic and isometric blueprints.</li> <li>-Thoughtfully research and design various projects from blueprints.</li> <li>-Safely and responsibly operate various shop equipment.</li> </ul>
<p><b>8<sup>th</sup> Grade Tech Ed</b></p>	<p>Exploring Woodworking</p>	<p>CTE 6-8: 1.1c, 1.10b, 1.11, 1.11a, 1.11b, 1.1b, 1.2, 1.2a, 1.2b, 1.4, 1.4a, 1.4b, 1.5,</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>-Safely and responsibly operate various shop equipment.</li> </ul>

<p><i>Topics:</i> Drafting, Hand tools safety and proper use, Power Tools safety and proper use, Manufacturing, Basic Woodworking, Design</p>		<p>1.5a, 1.5b, 1.6, 1.7, 1.7a, 1.7b, 1.7c, 1.8</p>	<ul style="list-style-type: none"> <li>-Accurately read a tape measure</li> <li>-Design, create, and construct orthographic and isometric blueprints.</li> <li>-Construct a project from the plans they design.</li> </ul>
<p style="text-align: center;"><b>Intro to Industrial Technology (High School Course)</b></p> <p><i>Topics:</i> Drafting, Wood Camp Chair, Power Equipment Safety, Basic Woodworking</p>	<p style="text-align: center;">Exploring Woodworking</p>	<p>CTE.9-12: 1.1a, 1.1b, 1.2b, 1.4a, 1.5a, 1.5c, 1.6a, 1.6b, 1.7a, 1.8a, 1.8c. 1.9b, 1.10a, 1.10d, 1.11c, 1.11d</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>-Safely and responsibly operate various shop equipment.</li> <li>-Accurately read a tape measure.</li> <li>-Design, create, and construct orthographic and isometric blueprints.</li> <li>-Construct a project from the plans they designed.</li> <li>-Create and interpret orthographic and isometric blueprints.</li> <li>-Read and measure a ruler/tape measure.</li> </ul>

9th-12 <sup>th</sup> Grade			
<b>Course Name and Topics</b>	Curricular Resource	Standards Met	Learner Outcomes
<p><b>Into to Industrial Tech</b></p> <p><i>Topics:</i> Drafting, sheet metal, cardboard</p>	<p>Instructor Developed</p>	<p>CTE.9-12: 1.1a, 1.1b, 1.2b, 1.4a, 1.5a, 1.5c, 1.6a, 1.6b, 1.7a, 1.8a, 1.8c. 1.9b, 1.10a, 1.10d, 1.11c, 1.11d</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>-Accurately read a tape measure and produce measurements on material.</li> </ul>

chairs, paper cars, power equipment safety, basic woodworking			<p>-Create and interpret orthographic and isometric blueprints.</p> <p>-Thoughtfully research and design various projects from blueprints.</p> <p>-Safely and responsibly operate various shop equipment.</p>
<p><b>Welding I-III</b></p> <p><i>Topics:</i> GMAW, SMAW, GTAW welding processes, Gas and Plasma cutting, Fabrication, blueprint reading, pattern making, tool and work place safety, rigging, OSHA 10 Training</p>	<p>Instructor Developed</p> <p>American Welding Society SENSE Curriculum (need text resource information)</p>	<p>CTE.9-12: 1.1a, 1.1b, 1.2a, 1.2b, 1.3a, 1.4a, 1.4b, 1.5a, 1.5c, 1.6a, 1.6b, 1.7b, 1.8c, 1.9a-c, 1.10a, 1.10c, 1.10d, 1.11a-d</p>	<p>The learner will be able to:</p> <p>-Interpret blueprints, welding symbols, and building codes.</p> <p>-Demonstrate the ability to safely and responsibly operate power equipment.</p> <p>-Demonstrate an understanding of electrical theory, welding fundamentals, and practical applications related to welding and fabrication.</p> <p>-Demonstrate the ability to construct various welding techniques and processes that are relevant to current construction practices.</p>
<p><b>Computer Aided Drafting I-II</b></p> <p><i>Topics:</i> Geometric drawing, orthographic drawing, surface development, section views, 3D drawing,</p>	<p>Instructor Developed</p>	<p>CTE.9-12: 1.1, 1.1a, 1.1b, 1.2, 1.4a, 1.4b, 1.5c, 1.6, 1.6a, 1.6b, 1.7a, 1.8, 1.8c, 1.9, 1.10, 1.11, 1.11b, 1.11c, 1.11d</p>	<p>The learner will be able to:</p> <p>-Design and construct complex 2D drawings.</p> <p>-Have a strong understanding of AutoCAD.</p> <p>-Break down a 3D object into its basic views and dimensions correctly.</p>

<p>CNC router, 3D printing, laser engraving, CNC plasma</p>			<ul style="list-style-type: none"> <li>-Have a strong understanding of orthographic drawings.</li> <li>-Run and operate machines used in today’s industries.</li> <li>-Construct and design advanced 3D objects.</li> </ul>
<p><b>Carpentry I-II</b></p> <p><i>Topics:</i>  Drafting, tool identification, order of operations, safety, measuring, furniture building</p>	<p>Instructor Developed</p> <p>-Carpentry and Building Construction (need citation)</p>	<p>CTE.9-12: 1.1, 1.1a, 1.1b, 1.2, 1.4a, 1.4b, 1.5c, 1.6, 1.6a, 1.6b, 1.7a, 1.8, 1.8c, 1.9, 1.10, 1.11, 1.11b, 1.11c, 1.11d</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>-Accurately read a tape measure and produce measurements on material.</li> <li>-Design, create, and construct orthographic and isometric blueprints.</li> <li>-Understand and apply an order of operations to a set project.</li> <li>-Construct a project from the plans they designed.</li> <li>-Have a strong understanding of furniture and cabinet making.</li> <li>-Safely and responsibly operate various shop equipment.</li> </ul>

**Agriculture, Food, and Natural Resources**

Through this pathway, students will gain skills, “necessary for analysis of current and historical issues and trends; application of technologies; safety, health and environmental practices; stewardship of natural resources; and exploration of career opportunities” (Montana Office of Public Instruction, *Agriculture, Food and Natural Resources*).

In this area, continued development is occurring to provide opportunities for students to gain access in areas of AFNR and utilize a hands-on approach to build real-world skills.

9 <sup>th</sup> -12 <sup>th</sup> Grade			
Course Name and Topics Covered	Curricular Resource	Standards Met	Learner Outcomes
<p><b>Exploratory Agriculture (Serves as a 6<sup>th</sup>-8<sup>th</sup> grade class as well)</b></p> <p><i>Topics:</i> FFA and SAE, Agricultural History, International Agriculture, Floriculture, Fruit and Nut Production, Row Crops, Organic Agriculture, Urban Agriculture, Biotechnology, Agriculture Technology (Drones, GPS), Careers in Agriculture</p>	<p>-How to Feed the World – Jessice Eise and Ken Foster</p> <p>-AgEd/Net Subscription</p> <p>-Instructor developed</p> <p>-Drones</p> <p>-The AET Record Book System (State Provided)</p> <p>-Greenhouse</p>	<p>CTE.9-12: 1.1.b, 12.1.2, 12.1.2.a, 12.1.11.c, 12.1.10</p>	<p>The learner will be able to:</p> <p>-Use content-area specific vocabulary to explain agricultural concepts in each AFNR area taught during the course.</p> <p>-Use technology related to the agriculture industry (drones, GPS units, computers, etc.) to practice skills needed to enter highly technical fields within the agriculture industry.</p>
<p><b>Natural Resources and Ecology</b></p> <p><i>Topics:</i> Conservation and preservation resources, biomes, soil and land management, water and the environment, flora and fauna, relationship between agriculture, nat resources, humans</p>	<p>-AgEdNet Subscription</p> <p>-Instructor Developed</p>	<p>CTE.9-12.1.5, CTE.9-12.1.8, CTE.9-12.1.2, CTE.9-12.1.2.a</p>	<p>The learner will be able to:</p> <p>-Explain the historical development of natural resources management and its impact or current management practices.</p> <p>-Identify and categorize different types of natural resources and explain their uses.</p> <p>-Use presentations and written works to explain various natural resources practices and justify their use</p>

			based on variables related to a specific resource.
<p><b>Introduction to Plant Science</b></p> <p><i>Topics:</i> Plant anatomy, growth and development; soil and growing media, pest and weed management</p>	-Instructor Developed	CTE.9-12.1.4.c, CTE.9-12.1.11.c, CTE.9-12.1.6, CTE.9-12.1.8.c	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>-Use tools within the greenhouse environment to produce products for sale or donation.</li> <li>-Identify customer’s needs and wants to persuade customers to purchase products from the greenhouse.</li> <li>-Create effective advertisements related to the greenhouse products they have produced.</li> <li>-Use materials appropriate for planting various products and maintaining their health.</li> <li>-Use specific vocabulary related to the growth and development of plants to explain the process of germination, growth, and fertilization.</li> <li>-Identify the parts of a plant.</li> </ul>
<p><b>Introduction to Animal Science</b></p> <p><i>Topics:</i> Animals in Society, Issues in the Animal Industry, Animal Handling and Safety, Large Animal Breeds and Products, Small</p>	-Cornell Vet Science Curriculum	CTE.9-12.1.5, CTE.9-12.1.8, CTE.9-12.1.2, CTE.9-12.1.2.a	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>-Evaluate animal agriculture issues and express and interpret multiple viewpoints related to the issues.</li> <li>-Identify and use tools related to animal management practices.</li> </ul>



<p>Animal Breeds and Benefits, Large and Small Animal tools, Exotic Animal Species and Products, Animal Science Careers</p>			<ul style="list-style-type: none"> <li>-Identify breeds and classify them according to industry use.</li> <li>-Summarize the cultural and practical use of various large and small animal species.</li> </ul>
<p><b>Meat Science</b></p> <p><i>Topics:</i> Overview of meat science, animal harvesting procedures, fabrication and retail cuts, USDA quality and yield grading, meat cooking techniques and meat nutrition, meat processing, meat food safety, meat careers</p>	<p>-Instructor Created</p>	<p>CTE.9-12.1.2.b, CTE.9-12.1.2., CTE.9-12.1.11.c</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>-Use back fat, kidney, pelvic, and heart fat, hot carcass weight, and rib eye area to calculate beef carcass yield grade.</li> <li>-Use variables of a beef carcass to calculate yield rates.</li> <li>-Identify primal and retail cuts of beef, pork, mutton, and chevon.</li> <li>-Explain meat processing techniques, meat nutrition, and cooking and safety techniques.</li> <li>-Explain the duties and responsibilities of careers related to the meat industry.</li> </ul>
<p><b>Advanced Animal Science</b></p> <p><i>Topics:</i> Veterinary and directional terminology, interconnectedness of body systems, integumentary system, skeletal system, muscular system, nervous</p>	<p>-Cornell Vet Science Curriculum</p> <p>-Instructor Created</p>	<p>CTE.9-12.1.2, CTE.9-12.1.11.c, CTE.9-12.1.2.a</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>-Correctly use directional and veterinary terminology to body systems and their functions.</li> <li>-Use anatomically correct terms to describe body systems.</li> <li>-Use dissection and lab materials correctly to</li> </ul>

system, other body systems			complete laboratory exercises.  -Read, interpret, and create diagrams, images, and models to understand body systems.
<b>Veterinary Science Internship</b>	-Student and Instructor Agreed Upon	CTE.9-12.1.11.d, CTE.9-12.1.10, CTE.9-12.1.4.c	Learners will be able to:  -Demonstrate appropriate soft skills related to being an effective employee (being on-time, staying on-task, following directions the first time, etc.).  -Demonstrate the appropriate technical skills for tasks given by the employer with competency measured by their direct supervisor.
<b>Natural Resources Internship</b>	-Student and Instructor Agreed Upon	CTE.9-12.1.11.d, CTE.9-12.1.10, CTE.9-12.1.4.c	Learners will be able to:  - Demonstrate appropriate soft skills related to being an effective employee (being on-time, staying on-task, following directions the first time, etc.).  - Demonstrate the appropriate technical skills for tasks given by the employer with competency measured by their direct supervisor.

### **Business Management**

Through this pathway, students will gain skills that allow them to run their own business and will “gain business skills essential to directing business operations, functions, and finance” (Montana Office of Public Instruction, *Business Management*).

Many opportunities are being built to help students with hands on business experiences through the development of the Haberdashery, guest speakers from various business areas, and continued work to grow our BPA affiliations.

<b>6th-8<sup>th</sup> Grade</b>			
<b>Course Name and Topics Covered</b>	<b>Curricular Resources</b>	<b>Standards Met</b>	<b>Learner Goals</b>
<b>6<sup>th</sup> Grade Computers</b>  <i>Topics:</i> Touch-typing, basic computing skills	-Instructor Created	CTE.6-8.1.1.b, CTE.6-8.1.2, CTE.6-8.1.4, CTE.6-8.1.4.a, CTE.6-8.1.4.B, CTE.6-8.1.11	Learners will be able to:  -Demonstrate proper touch-typing techniques.  -Learn the key positions of each letter and to type without looking at the keys or hands.
<b>7<sup>th</sup> Grade Computers</b>  <i>Topics:</i> Touch-typing, basic computing skills, key positions, Google Suites	-Instructor Created	CTE.6-8.1.1.b, CTE.6-8.1.2, CTE.6-8.1.4, CTE.6-8.1.4.a, CTE.6-8.1.4.B, CTE.6-8.1.11	Learners will be able to:  -Demonstrate proper touch-typing techniques.  -Learn the key positions of each letter and to type without looking at the keys or hands.  -Learn the basic foundations of Google Suites in order to prepare them with information that'll help them in the working world.  -Develop the five formative competencies for their lives using Google Suites: Self-management, critical thinking, creativity, innovation, social and personal responsibility.
<b>8<sup>th</sup> Grade Computers</b>  <i>Topics:</i> Touch-typing, basic	-Instructor Created	CTE.6-8.1.1.b, CTE.6-8.1.2, CTE.6-8.1.4, CTE.6-8.1.4.a, CTE.6-	Learners will be able to:  -Demonstrate proper touch-typing techniques.

<p>computing skills, key positions, Google Suites</p>		<p>8.1.4.B, CTE.6-8.1.11</p>	<ul style="list-style-type: none"> <li>-Learn the key positions of each letter and to type without looking at the keys or hands.</li> <li>-Create, design, upload, and edit a formatted website using Goggle Sites.</li> <li>-Respond to questions and comments from the teacher and other students using Google Sites presentations.</li> <li>-Understand the basic foundations to computer science and programming using CodeHS and Lego robotics.</li> <li>-Use and develop logical thinking and problem-solving skills.</li> </ul>
<p><b>6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Exploratory Money</b></p> <p><i>Topics:</i> Money management, aspects of money (counting, recognition), budgeting</p>	<p>-Dave Ramsey Middle School Edition</p>	<p>CTE.6-8.1.3 CTE.6-8.1.3.c CTE.6-8.1.3.a CTE.6-8.1.10.a CTE.6-8.1.10.b CTE.6-8.1.11 CTE.6-8.1.5 CTE.6-8.1.11.a</p>	<p>Learners will be able to:</p> <p><i>6<sup>th</sup> Grade</i></p> <ul style="list-style-type: none"> <li>-Understand the history of money.</li> <li>-Learn the values of names of coins.</li> <li>-Learn how to add and subtract money in real life scenarios.</li> <li>-Learn how to make change with money.</li> <li>-Compare needs and wants.</li> <li>-Recognize the importance of saving money for emergencies.</li> </ul>

			<p><i>7<sup>th</sup> Grade</i></p> <ul style="list-style-type: none"> <li>-Recognize the role of saving money in reaching financial goals.</li> <li>-Identify components of a spending plan.</li> <li>-Compare the costs and benefits of different payment types (cash, debit, credit, prepaid cards, online)</li> <li>-Identify the components of a paycheck, including net pay, benefits, taxes, etc.</li> <li>-Identify ways to eliminate debt and avoid unnecessary borrowing in the future.</li> </ul> <p><i>8<sup>th</sup> Grade</i></p> <ul style="list-style-type: none"> <li>-Recognize the importance of understanding and managing money in reaching financial goals.</li> <li>-Identify short-term and long-term financial goals.</li> <li>-Calculate costs of borrowing with interest vs paying in cash.</li> <li>-Recognize the importance of good credit history and the role of a credit score.</li> <li>-Explain the relationship between investing, compounding interest, time and building wealth.</li> </ul>
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9 <sup>th</sup> -12 <sup>th</sup> Grade			
Course Name and Topics Covered	Curricular Resources	Standards Met	Learner Goals
<b>Tech Skills for Life</b>  <i>Topics:</i> Microsoft Word, Excel, Publisher, PowerPoint, Access	-Learn by Doing Microsoft Workbooks from BE Publishing  -Instructor Created	CTE.9-12.1.1.b, CTE.9-12.1.2.a, CTE.9-12.1.4.a, CTE.9-12.1.4.b	Learners will be able to:  -Use content-area specific vocabulary and skills to demonstrate real world, career-ready capabilities in the Microsoft Office Platform.
<b>Intro to Computer Programming</b>  <i>Topics:</i> Python programming	-Carnegie Mellon University online programming	CS.AP.9-12.1 Create prototypes that use algorithms to solve computational problems by leveraging prior student knowledge and personal interests. CS.AP.9-12.6 Use lists to simplify solutions, generalizing computational problems instead of repeatedly using simple variables. CS.AP.9-12.8 Justify the selection of specific control structures when tradeoffs involve implementation, readability, and program performance, and explain the benefits and drawbacks of choices made. CS.AP.9-12.9 Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue by using events to initiate instructions. CS.AP.9-12.10 Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, or objects. CS.AP.9-12.11 Create artifacts by using	Learners will be able to:  -Use content-area specific vocabulary and skills to solve computational problems and create artifacts using algorithms and analysis.

		<p>procedures within a program, combinations of data and procedures or independent but interrelated programs.</p> <p>CS.AP.9-12.16</p> <p>Evaluate and refine computational artifacts to make them more usable and accessible.</p>	
<p><b>Accounting I</b></p> <p><i>Topics:</i> Computing, classifying, recording, verifying, and maintaining numerical data</p>	<p>-Cengage Century 21 – 11E General Journal</p> <p>-Instructor Created</p>	<p>CTE.9-12.1.1.b, CTE.9-12.1.2.b, CTE.9-12.1.3.a, CTE.9-12.1.8, CTE.9-12.1.8.a, CTE.9-12.1.9.c</p>	<p>Learners will be able to:</p> <p>-Use content-area specific vocabulary skills to prepare financial records in accordance with industry standards.</p>
<p><b>Introduction to Business</b></p> <p><i>Topics:</i> Business basics, economics and banking, ethics in business, business in a global economy, small business</p>	<p>Knowledge Matters Modules Retail and Restaurant</p> <p>-Instructor Created</p>	<p>CTE.9-12.1.1b, CTE.9-12.1.2.a, CTE.9-12.1.2.b, CTE.9-12.1.8</p>	<p>Learners will be able to:</p> <p>-Use content-area specific vocabulary and skills to explain and demonstrate knowledge of introductory business and business math concepts.</p>
<p><b>Small Business Management</b></p> <p><i>Topics:</i> Business ownership, management and marketing</p>	<p>-Knowledge Matters Modules Entrepreneurship and Management Experiential Learning Depot</p> <p>-Instructor Created</p>	<p>CTE.9-12.1.1.b, CTE.9-12.1.2.b, CTE.9-12.1.12, CTE.9-12.1.8.a, CTE.9-12.1.8.b, CTE.9-12.1.8.c</p>	<p>Learners will be able to:</p> <p>-Use content-area specific vocabulary and skills to explain and demonstrate knowledge of creating and managing a small business.</p>
<p><b>Career Planning</b></p> <p><i>Topics:</i> Job search skills, resume writing, interviewing skills</p>	<p>-7 Habits for Highly Effective Teens</p> <p>-MCIS Website</p>	<p>CTE.9-12.1.1.b, CTE.9-12.1.9.b, CTE.9-12.1.10.a, CTE.9-12.1.10.b, CTE.9-12.1.10.c, CTE.9-12.1.10.d, CTE.9-12.1.10.e, CTE.9-12.1.10.f</p>	<p>Learners will be able to:</p> <p>-Use content-area specific vocabulary to explain personal and professional concepts related to job</p>

	<p>-Reality Check MT Career Labs</p> <p>- cwpubonline.com</p> <p>-Next Gen Personal Finance</p> <p>-Career One Stop</p> <p>-intuit.com</p>		<p>searches and planning for a career.</p>
<p><b>Marketing</b></p> <p><i>Topics:</i> Product development, production, promotion and distribution</p>	<p>-G-W online textbook: Marketing with Web Interface and Workbook</p>	<p>CTE.9-12.1.1.b, CTE.9-12.1.2.b, CTE.9-12.1.12, CTE.9-12.1.8.a, CTE.9-12.1.8.b, CTE.9-12.1.8.c</p>	<p>Learners will be able to:</p> <p>-Use content-area specific vocabulary and skills necessary in a professional business marketing career.</p>
<p><b>Personal Finance</b></p> <p><i>Topics:</i> Basic personal finance needs, budgeting, savings, checking, investments, credit, debit, consumer awareness</p>	<p>-Dave Ramsey Personal Finance</p>	<p>CTE.9-12.1.1.b, CTE.9-12.1.3.b, CTE.9-12.1.3.d, CTE.9-12.1.2.b</p>	<p>Learners will be able to:</p> <p>-Use content-area specific vocabulary and skills to demonstrate real world knowledge towards personal financial choices and their lifestyle expectations.</p>
<p><b>CAPP 154 – Dual Credit</b></p> <p><i>Topics:</i> Creating, saving, editing, and formatting documents, special features of word processing</p>	<p>BE Publishing Microsoft Activity Books</p> <p>-Instructor Created</p>	<p>CTE.9-12.1.1.b, CTE.9-12.1.2.a, CTE.9-12.1.4.a, CTE.9-12.1.4.b</p>	<p>Learners will be able to:</p> <p>-Use content-area specific vocabulary and skills to demonstrate real world, career-ready applications in Microsoft Word Processing.</p>

### Hospitality and Tourism

In the Hospitality and Tourism realm, students are able to work in areas that include baking, catering, event planning, and finding careers in other food service realms. This career cluster “encompasses the management, marketing and operations of restaurants and other



foods services, lodging, attractions, recreation events and travel related services” (Montana Office of Public Instruction, *Hospitality and Tourism*).

This pathway continues grow in the culinary realms with opportunities growing in diversifying the course options and looking toward growing relationships with culinary programs at Flathead Community College and through the MSU Extension Services.

6 <sup>th</sup> -8 <sup>th</sup> Grade			
Course Name and Topics Covered	Curriculum Resources	Standards Met	Learner Goals
<b>Middle School Foods and Nutrition</b>  <i>Topics:</i> Nutrition, cooking skills, whole foods, safety and sanitation, diet, and food culture	-Instructor Created  -Kitchen Math Workbook	CTE.6-8.8.2.1, CTE.6-8.8.3.6, CTE.6-8.9.2.5, CTE.6-8.9.2.6, CTE.6-8.9.6.2, CTE.6-8.9.6.5, CTE.6-8.9.6.5, CTE.6-8.9.6.6., CTE.6-8.9.6.7, CTE.6-8.9.6.9, CTE.6-8.14.2.4	Learners will be able to:  -Demonstrate food safety and sanitation procedures.  -Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.  -Apply risk management procedures to food safety, food testing, and sanitation.  -Demonstrate use of current technology in food product development and marketing.  -Demonstrate food science, dietetics, and nutrition management principles and practices.  -Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.

9 <sup>th</sup> -12 <sup>th</sup> Grade			
Course Name and Topics Covered	Curriculum Resources	Standards Met	Learner Goals

<p><b>Foods for Life</b></p> <p><i>Topics:</i> Nutrition, cooking skills, whole foods, safety and sanitation, diet, and food culture</p>	<p>-Introduction to Culinary Arts</p> <p>-Instructor Created</p>	<p>CTE.9-12.1.3</p> <p>FCS National 8.2 Demonstrate food safety and sanitation procedures, TI.EL.9-12.3 build personal learning networks and customize learning environments in a way that support the learning process</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>-Demonstrate food safety and sanitation procedures.</li> <li>-Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.</li> <li>-Apply risk management procedures to food safety, food testing, and sanitation.</li> <li>-Demonstrate use of current technology in food product development and marketing.</li> <li>-Demonstrate food science, dietetics, and nutrition management principles and practices.</li> <li>-Evaluate the nutritional needs of individuals and families in relation to health, and wellness across the lifespan.</li> </ul>
<p><b>Taste of Culture</b></p> <p><i>Topics:</i> Various regions' dietary customs, cuisines, cooking methods</p>	<p>-Instructor Created</p>	<p>CTE.9-12.1.4.d</p> <p>FCS3.1 analyze career paths within consumer service industries, tech integration TI.KC.9-12.1 use research strategies to locate information and resources for intellectual or creative pursuits, TI.KC.6-8.2 evaluate the accuracy, perspective, cultural</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>-Demonstrate food safety and sanitation procedures.</li> <li>-Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.</li> <li>-Apply risk management procedures to food safety, food testing, and sanitation.</li> </ul>

		sensitivity, credibility, and relevance of resources	<p>-Demonstrate use of current technology in food product development and marketing.</p> <p>-Demonstrate food science, dietetics, and nutrition management principles and practices.</p> <p>-Evaluate the nutritional needs of individuals and families in relation to health, and wellness across the lifespan.</p>
<p><b>Food Science</b></p> <p><i>Topics:</i> Food preparation, food selection, nutrition analysis, problem solving, critical thinking</p>	-Instructor Created	<p>CTE.9-12.1.7</p> <p>FCS 9.1 Analyze career paths within food science, food technology dietetics and nutrition, TI.CC.6-8.1 select appropriate platforms and tools to create, share, and communicate work</p>	<p>The learner will be able to:</p> <p>-Demonstrate food safety and sanitation procedures.</p> <p>-Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.</p> <p>-Apply risk management procedures to food safety, food testing, and sanitation.</p> <p>-Demonstrate use of current technology in food product development and marketing.</p> <p>-Demonstrate food science, dietetics, and nutrition management principles and practices.</p> <p>-Evaluate the nutritional needs of individuals and families in relation to health, and wellness across the lifespan.</p>

<p><b>Baking and Pastry Arts</b></p> <p><i>Topics:</i> Baked goods, pastries, confections, gluten-free, planning and preparation of food, altering recipes</p>	<p>-Instructor Created</p>	<p>CTE.9-12.1.10.a</p> <p>FCS 1.2 Demonstrate transferable and employability skills in school, community, and workplace, Tech Inter TI.ID.9-12.2 select and use digital tools to plan and manage design process that considers design constraints and calculated risks</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>-Demonstrate food safety and sanitation procedures.</li> <li>-Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.</li> <li>-Apply risk management procedures to food safety, food testing, and sanitation.</li> <li>-Demonstrate use of current technology in food product development and marketing.</li> <li>-Demonstrate food science, dietetics, and nutrition management principles and practices.</li> <li>-Evaluate the nutritional needs of individuals and families in relation to health, and wellness across the lifespan.</li> </ul>
<p><b>Culinary I: ProStart Year 1</b></p> <p><i>Topics:</i> Culinary skills, restaurant management principles, employability skills</p>	<p>-Foundations Level 1</p>	<p>CTE.9.12-1.9.a</p> <p>FCS National 1.1 analyze strategies to manage role and responsibilities,</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>-Act as a responsible and contributing citizen and employee.</li> <li>-Apply appropriate academic and technical skills</li> <li>-Attend to personal health</li> <li>-Communicate effectively, clearly, and with reason</li> </ul>

			<ul style="list-style-type: none"> <li>-Consider the environmental, social, and economic impacts of decision</li> <li>-Demonstrate creativity and innovation</li> </ul>
<p><b>Culinary II: ProStart Year 2</b></p> <p><i>Topics:</i> Culinary skills, restaurant management principles, employability skills</p>	-Foundations Level 2	<p>CTE.9-12.1.10.a</p> <p>FCS National 1.2 Demonstrate transferable and employability skills in school, community, and workplace settings</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>-Act as a responsible and contributing citizen and employee.</li> <li>-Apply appropriate academic and technical skills</li> <li>-Attend to personal health</li> <li>-Communicate effectively, clearly, and with reason</li> <li>-Consider the environmental, social, and economic impacts of decision</li> <li>-Demonstrate creativity and innovation</li> </ul>
<p><b>Culinary III: ProStart Year 3</b></p> <p><i>Topics:</i> Job-related observable skills, employability skills, chef mentor training</p>	-Work Experience Materials developed by teacher, student, and cooperating business	<p>CTE.9-12.1</p> <p>FCS National 3.0 integrate knowledge, skills, and practices needed for a career in consumer sciences</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>-Act as a responsible and contributing citizen and employee.</li> <li>-Apply appropriate academic and technical skills</li> <li>-Attend to personal health</li> <li>-Communicate effectively, clearly, and with reason</li> <li>-Consider the environmental, social, and</li> </ul>

			economic impacts of decision  -Demonstrate creativity and innovation
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### Transportation, Distribution, and Logistics

For this pathway, many classes overlap with the Design and Construction pathway. The main difference here, is that this, “is a skilled profession [which] specializes in the planning, management and movement of people, materials and products by road, air, rail and water” (Montana Office of Public Instruction, *Transportation, Distribution and Logistics*).

Courses that are already referenced under Design and Construction but also fit in this pathway are:

- Introduction to Industrial Technology
- Computer Aided Drafting I-III

The additional class offered that falls in this category is:

9 <sup>th</sup> -12 <sup>th</sup> Grade			
Course Name and Topics	Curriculum Resources	Standards Met	Learner Goals
<b>Small Engines</b>  <i>Topics:</i> Theory of a 4-stroke engine, parts and tool identification, troubleshooting, repair, and maintenance	-Briggs and Stratton	CTE.9-12: 1.1a-b, 1.2a-c, 1.4a, 1.4b, 1.5a, 1.5c, 1.6a-b, 1.7a-c, 1.8a-c, 1.9b, 1.10a, 1.10d, 1.11a-d	The learners will be able to:  -Recognize and apply engine fundamentals and four-cycle engine theory to practical applications.  -Demonstrate industry specific procedures to perform preventative maintenance and repairs.  -Demonstrate the ability to identify and safely use hand tools and power equipment.

### Welding and Fabrication

As with Transportation, Distribution, and Logistics, Welding and Fabrication is also a pathway in which multiple other classes fit under the Design and Construction pathway and have been outlined earlier in this document. The difference with Welding and Fabrication is that this is another skilled profession where, “specializing in fusing materials to the Welding Procedure Specification listed for the job at hand” is the main target (Montana Office of Public Instruction, *Welding and Fabrication*).

Course that are already referenced under Design and Construction but also fit in this pathway are:

- Introduction to Industrial Technology
- Computer Aided Design I-III
- Welding I-III

No other courses are offered currently that fit in this pathway.

### **Professional Organization Affiliations**

One of the most encouraging aspects of Career and Technical Education opportunities, are the historic and robust professional organizations that are embedded within the curriculum. At East Helena High School, we currently engaged in the professional organizations below, but continue to look for other opportunities (FCCLA, DECA, etc.) to give students ways to build soft skills, career skills, and compete at state and national levels.

A description of each organization is included below.

#### **FFA – Lead by the Agriculture Education Instructor**

As discussed on the FFA website ([ffa.org/about/](http://ffa.org/about/)), FFA is a dynamic youth organization that prepares members for leadership, personal growth, and career success through agriculture education (Future Farmers of America, 2023).

Through this organization, student members are given ample opportunities to interact in hands-on classwork, develop SAEs, and compete in various local, district, state, and national competitions.

FFA is a well-respected organization on the national and international level and our students' opportunity to compete in the various aspects of FFA will open up many doors for them.

#### **SkillsUSA – Lead by either the Welding or Carpentry Instructor**

The mission statement of SkillsUSA (formerly VICA), states:

SkillsUSA empowers its members to become world-class workers, leaders, and responsible American citizens. We improve the quality of our nation's future skilled workforce through the development of SkillsUSA Framework skills that include personal, workplace and technical skills grounded in academics (SkillsUSA, 2023).

Like FFA, SkillsUSA gives students an opportunity to learn needed soft and hard skills for future employment opportunities. Throughout the growth and development of students in this organization, they learn to apply workforce skills and strengthen their ability to work in the trades.

SkillsUSA is an incredible organization that is developing skilled workers in areas that we are seeing intense shortages currently.

### **BPA – Lead by a Business Education Instructor**

BPA, or Business Professionals of America, also looks to empower student leaders to discover their passion and change the world through opportunities that promote learning, professional growth, and service (Business Professionals of America, 2023).

While this organization is still working to grow and compete at the state and national levels, work is being done through our business classes to grow and develop the Haberdashery, our school store, work on marketing opportunities for our school and district, and get students in front of business professionals to gain much needed opportunities for future careers.



## **Dual Credit, Dual Enrollment, Work-Based Learning Opportunities and Goals**

As we continue to grow in this area, the following goals are set in relation to growing Dual Credit, Dual Enrollment, and Work-Based Learning Opportunities:

- Over the next three-five years, we intend to have a partnership established with Helena College to provide the opportunity for Juniors and Seniors in the Design and Construction, Welding and Fabrication, or Transportation, Distribution and Logistics fields in which students will be able to enroll in their core coursework at East Helena High and begin certificate or degree paths at Helena College in these fields.
- Over the next three-five years, continued work with participating colleges and universities in our area will allow us to grow and develop dual credit opportunities for Junior and Senior students in Business and Marketing areas to give students an opportunity to be prepared and further along in their post-secondary studies and find success in the next stage of life.
- Over the next three-five years, discussions with Flathead Community College and the Montana State University Extension Office will continue to grow and develop as we provide on-the-job experience for future chefs and restaurateurs in hopes that they will either be given internship or certificate opportunities shortly after their high school career ends.
- Over the next three-five years, we will work to grow our work-based learning and internship expectations, opportunities, and success for eligible students to not only help the work-force in our area, but supply quality and capable workers as well.

## Works Consulted

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